City College of San Francisco

Institutional Self Study for Reaffirmation of Accreditation
INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:
City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112-1825

Submitted to:
The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges

Spring 2000

Board of Trustees
Lawrence Wong, President • Dr. Anita Grier, Vice President • Dr. Natalie Berg, Robert E. Burton • James Haskell Mayo, II. • Robert P. Varni • Rodel Rodis Dr. Philip R. Day, Jr., Chancellor
MESSAGE FROM THE CHANCELLOR

As you open this volume and turn its pages, I know you will see the images of the many people at City College whose hands, heads, and hearts have shaped these words. I have observed their dedication as they formulated a plan, gathered and analyzed the information, then struggled to find just the right words to describe an issue or express a problem. Afterwards, they worked even harder to reach agreement on what they had written.

As with any self-study, the task of accurate assessment is a daunting assignment and the feat of preserving balance between strengths and needs is truly a marvel. So it is, I must say, that our study team has performed beyond expectations and produced a report which fairly and factually captures the good estate of our college, identifies the areas where improvements are warranted, and furnishes us with an agenda for action.

But I want to say more about the agenda for action. In this report, there are over 300 recommendations generated from the various study groups. As Chancellor, it is my intent to take up each and every one of these items as potential initiatives for execution. Here is how.

Upon my arrival in 1998, we began a systematic institutional approach to annual planning derived from the long range strategic plan adopted in 1997. We linked the annual planning with an integrated approach to unit planning and budgeting for every level of the institution. This system, now in place, is the ideal vehicle for implementing self-study recommendations. As we prepare our plans for the year ahead, we will expect the various departments and offices to examine these recommendations and formulate objectives for implementation wherever appropriate. Also, as part of our twice-yearly institutional assessment process, we will take the measure of achieving these objectives and completing their achievement. In this manner, I am pledging that the leadership of the college will ensure the results of the self-study process will make a difference in our institution and ultimately benefit our students.

On behalf of the Board of Trustees and myself, I extend heartfelt thanks for the quality of work reflected in this Self Study Report. And I extend a warm welcome to the Visiting Team who will read this volume, visit our campuses, and provide us with their appraisal.

Dr. Philip R. Day, Jr.
Chancellor
CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

To: Accreditling Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112-1825

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was a broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

Dr. Philip R. Day, Jr., Chancellor

Lawrence Wong, President, Board of Trustees

Frances Lee, Vice Chancellor of Academic Affairs (Provost)

Raymond J. Berard, President, Academic Senate

Darlene Alioto, President, Department Chairpersons' Council

Bharati Narumanchi, Student Trustee of the Board

Alice Munoz Shvarts, President, Classified Senate

Sandra Handler, Accreditation Liaison Officer

Barbara Cabral, Chair, Accreditation Steering Committee
CERTIFICATION OF CONTINUED COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS

City College of San Francisco affirms that it is in compliance with the eligibility requirements for reaffirmation of accreditation. Information detailing this compliance is provided in the appropriate standard sections.

The College is an accredited educational institution with Board of Trustee's adopted Vision, Values, and Mission Statements consistent with the constituency the College seeks to serve. The annual catalog contains these statements, information concerning admissions, students rights and responsibilities, requirements for programs and degrees, rules and regulations, and learning resources and student services. The catalog is also available on our Website.

The seven-member Board of Trustees is chosen in city-wide elections and represents the constituencies the College serves without conflict of interest. The Board-appointed Chancellor’s primary responsibility is to the institution. Appended are certification letters of the Board’s and the Chancellor’s eligibility.

The general education component and educational programs meet the quality and rigor of Title V requirements. The College’s qualified faculty, staff, and administrators serve its educational programs, provide student services and admissions policies, and maintain access to information and learning resources to meet the mission of the institution.

Strategic planning and budgeting, guided through the shared governance process encompassing procedures for program review and institutional improvement, incorporates personnel, learning resources, facilities, and financial development. The College has appropriate financial resources and is audited on an annual basis. The College's financial information is a matter of public record.
Accrediting Commission for Community and Junior Colleges Western Association
of Schools and Colleges

This will certify that none of the College's board members or their families are employed by
City College of San Francisco, nor do they have a personal financial interest in the College.

Dr. Philip R. Day, Jr., Chancellor

Date

11/18/1999
Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

This certifies that the Chief Executive Officer’s primary responsibility is to the institution.

Dr. Philip R. Day, Jr., Chancellor

Date: 11/18/1999

Lawrence Wong, President
Board of Trustees, City College of San Francisco

Date: Nov. 18, 1999

BOARD OF TRUSTEES
LAWRENCE WONG, PRESIDENT • DR. ANITA GRIER, VICE PRESIDENT • DR. NATALIE BERG
ROBERT E. BURTON • JAMES HASKELL MAYO, II. • RODEL E. RODIS • ROBERT P. VARNI
DR. PHILIP R. DAY, JR., CHANCELLOR
We would like to thank the Self Study Steering Committee and the members of the ten Standard Committees for their time and commitment to this important project. In addition, we would also like to thank the following individuals for their help in making the process run smoothly.

Charles Zetta Baker  
Gloria Barcojo  
Julia Bergman  
Margaret Brickner  
Josefina de Lara  
John Few  
Vester Flanagan  
David Gallerani  
Marian Gallerani  
Kathy Hennig  
Virigna Jew  
Stephen Kech  
James Keenan  
Alice Munoz Shvarts  
Tannis Reinhertz  
John Shima  
Aurora Yanez-Lee  
Hilda Yee  
Sam Yee  
Austin White  
Ann Zinn

Finally, our special thanks go to Lauri Fried-Lee, editor of the Self Study, and to Mark Albright, graphic artist.

The Accreditation Team

Barbara Cabral, Faculty Coordinator  
Karen Grant, Classified Management Assistant  
Sandra Handler, Accreditation Liaison Officer
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INTRODUCTION
Standard One: Institutional Mission

The Mission Statement of the College was approved by the Board of Trustees in 1997 and appears in the Strategic Plan and in the catalog. The Mission Statement encompasses all current programs, both credit and noncredit, and broadly defines institutional purposes. The Mission and Vision Statements provide a foundation for planning documents. Currently the Mission Statement is revised on a six-year cycle in conjunction with a review of the Strategic Plan. A review of the Mission and Vision Statements, through the shared governance process, the year prior to the review of the Strategic Plan, is proposed. Wider distribution and display of both statements is also proposed.

Standard Two: Institutional Integrity

The catalog, class schedule, and Website document the College's regulations and policies. While the language may vary among the publications, the message is identical. The Office of Marketing and Public Information generates accurate, published information about the College's diverse educational and student services programs.

The College policies demonstrate a commitment to equity and diversity. During the evaluation process, instructors are rated on their adherence to course outlines and curriculum guides. Student evaluations give faculty high ratings on subject knowledge and on freedom from prejudice.

There are two issues of professional integrity that face the College community. Uniform standards or statements for students which define academic honesty are not readily available, an issue made more complex by the increasing use of technology. Along with this concern is the need to develop and disseminate a formal district-wide policy on academic/intellectual freedom to cover all segments of the institution.

Standard Three: Institutional Effectiveness

The Office of Research, Planning, and Grants supports institutional planning, evaluation, and outcomes assessment with Program Review, a Planning Atlas, and seven college-wide plans. The plans are CityWorks, Transfer Enhancement Plan, Education Technology Plan, Facilities Master Plan, Student Equity Plan, Noncredit ESL/Transitional Studies Plan, and the Strategic Plan. This last document's fifty-two indicators are used to measure performance. The office also provides environmental scans on critical economic, social, fiscal, and educational trends in the Bay Area.

Program Review directs departments to evaluate their curricula and services, and define areas needing improvement with a six-year plan. Almost all departments and programs have completed the review process. The links between Program Review and the planning and budgeting process are being strengthened.

The Office of Research, Planning, and Grants communicates and cooperates with the Matriculation Office and the instructional departments to enhance the assessment of student outcomes and to suggest linkages with staff development programs.
Standard Four: Educational Programs

The educational programs and services support the Mission, Vision, and Values Statements. Course offerings directly address the varied educational needs of a diverse student body. New programs and courses are added to the curriculum to meet the changing needs of students, business, and industry. Faculty design the curriculum and establish the length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. The college-wide Curriculum Committee approves or disapproves all newly-created and revised courses and programs. The Matriculation Office reviews prerequisites and verifies that they conform to State regulations. Telecourses are currently the major source of distance learning offerings and may be used to satisfy 75% of general education requirements. The College is considering the viability of offering an associate degree via distance learning. Further analysis is required to more effectively integrate educational technology into the curriculum and to initiate more courses and student services online.

The associate degree graduation requirements support a basic philosophy of providing students with the opportunity to learn in varying disciplines, including the humanities, social and behavioral sciences, natural sciences, multicultural programs, English, and mathematics. Students must demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis to meet these requirements. There is concern about the low level of the mathematics competency requirement, given the changing high school standards. In addition, an information technology competency graduation requirement is being explored.

The curriculum evaluation process continues to be rigorous. During Program Review, departments evaluate offerings to update course outlines and prerequisites, to revise or delete obsolete courses, and to propose new offerings. The format for noncredit course outlines has been revised to be consistent with credit courses and to make BANNER use more efficient.

Discussion has begun at the College regarding the possibility of offering ESL courses and an AA degree program in China under the aegis of the Office of Contract Education. This plan, still in the proposal stage, suggests that these courses be offered in or near Beijing. The College monitors all Contract Education offerings abroad for compliance with Commission policies.

Standard Five: Student Support & Development

The College provides a full range of student support and development programs for students taking courses at the Phelan Campus, and a partial range of services for students taking courses at the other campuses. The catalog, class schedule and Website are the primary sources used by students and the community for information about educational programs, admissions, registration, student rights, and other college policies and procedures. The Office of Admissions and Records is working to provide concise instructions for credit and noncredit admissions procedures, and has instituted a touch-tone registration system to ease the enrollment process. Student records are maintained permanently, securely, and confidentially at an off-campus facility, which is fire-proof and earthquake-safe.
The Matriculation process is monitored to ensure that students are placed into credit mathematics, English, and ESL courses at an appropriate level. Ongoing research is being conducted to determine the degree of student compliance with placement recommendations, and to examine the performance of students who follow these recommendations, as well as that of those who do not follow them. In addition, research has been conducted to determine why some students go through the placement testing process, but fail to enroll in any classes. When examined by demographic variables, these issues raise questions of disproportionate impact and testing bias, affecting the validity of the testing process. The College is also conducting an ongoing investigation into these questions.

As a result of Program Review, both the Financial Aid Office and General Counseling were placed on watch status. Student dissatisfaction with the Financial Aid Office has been noted, and in response, it is upgrading its technology, moving to a more convenient location, and requiring staff to participate in additional customer service training. Moreover, the College contracted with the National Association of Student Financial Aid Administrators for a “Standards of Excellence Review Program” which identified a number of specific program improvements.

According to program review surveys, students feel the quality of counseling varies. To address this issue, Counseling has developed a computerized appointment system to better serve students and to document counselors’ workloads. As soon as the General Counseling Department submits a six-year plan to the Program Review Committee, its status will be changed from watch to continue. The Office of Research and Planning is working with both units to develop an ongoing student satisfaction survey.

The College supports an Inter-Club Council, comprised of over sixty student clubs, that fosters intellectual, ethical, and personal development, and encourages personal and civic responsibility. The Associated Students have initiated student forums and composed position papers when they felt that the College had been unresponsive to their needs. Students rank faculty as one of the College’s greatest assets in terms of respect toward students, helpfulness, availability, and commitment to teaching. There continues to be a need to develop a comprehensive student services plan. In Spring ‘99, the Board approved a reorganization in which all counseling services, Financial Aid, and Admissions and Records will be overseen by the Vice Chancellor of Student Development.

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**Standard Six:**
Information & Learning Resources

The College’s information and learning resources are provided by three units. They are the Library and Learning Resources (LLR), Broadcast Media Services (BMS), and the open access computer laboratories supported by Information Technology Services (ITS). The 1995 move to the new Rosenberg facility on the Phelan campus, the installation of a Novell network within the new building, and a State collections improvement grant have profoundly impacted programs, services, collections, and curricular offerings of the LLR units. The Library’s ability to make available a variety of electronic resources and databases to all of the campus libraries has greatly improved curricula support and students’ access to information resources. The development of LLR units’ Web pages and access to licensed databases have made possible off-campus access to this information. Physical access to learning resources has been significantly improved by
the implementation of an inter-campus materials loan and delivery service. LLR units report an insufficient funding level for the ongoing support of collections and database subscriptions. An important challenge for the near future is to provide access and core services to the networked information resources and the other learning resources to the campuses without libraries.

BMS, AV, the Language Laboratory and the Media Center provide essential audio and video-related services and equipment to support instructional programs at the College. The Phelan campus has five open access computer laboratories with 277 computers providing students with access to e-mail, the Internet, and various software applications. The other campuses have laboratories with a total of 941 computers available for students enrolled in specific academic and vocational programs. There is increased demand across the District for more open access computer laboratories for students and electronic classrooms equipped to fully integrate educational technology into teaching. Obstacles to meeting this need include the lack of facilities and equipment and the lack of sufficient technical support personnel.

Generally, the College has sufficient, qualified faculty and staff to support its educational programs and services. The percent of instruction taught by full-time faculty throughout the College meets the State requirements; however, this percentage varies from department to department. Some departments require higher than the State minimum qualifications for their faculty. Classified staff qualifications are set forth by Civil Service rules. BANNER has improved the workflow for collecting, processing, and reporting personnel data.

After lengthy contract negotiations, the faculty and classified staff unions and the District have successfully resolved their contract disputes and have developed a formula for future wage negotiations. Both sides are working to streamline the bargaining process and make a serious commitment to reach agreement on a new contract before the expiration of the previous one.

Standard Seven: Faculty & Staff

Consistent with its mission, the College recognizes, and takes pride in, the significant educational role played by its diverse faculty and staff. Professional Development Days, with innovative and inspiring themes and workshops, have contributed to positive changes in employee morale and work-related skills. The College has instituted formal training in hiring and affirmative action practices and provides workshops for evaluators and mentors.

Standard Eight: Physical Resources

The College owns or leases nine campuses and over one hundred sites throughout the City for its educational and administrative needs. The Library and Learning Resource Center was completed in 1995 with a seating capacity of 1,788 and a print collection of 111,505 holdings. The five-story building is equipped with computer, foreign language, and reading and writing laboratories; multimedia rooms; and a media center. Also completed were a state-of-the-art, all-weather track and field with new bleachers and a stadium press box. The College is proceeding with the development of two new campus buildings, one will be for the new Mission Campus and one will be for the new Chinatown/North Beach Campus.
The two key offices that support physical resources are Buildings and Grounds and Facilities Planning and Construction. Maintenance and operation of physical facilities, public safety, duplicating, and mail services are supervised by the Office of Buildings and Grounds. This staff supports the learning environment by making every attempt to perform duties without interference in everyday instruction. Facilities Planning and Construction oversees all new construction and renovations. The Office's workload will increase significantly when the $50M bond projects begin. Many of the District's buildings, such as the gymnasiums and the thirty-year-old bungalows, are in need of repair or replacement. Plans for the replacement of these facilities, as well as repairs needed at the other campuses, are included in the Five-Year Capital Outlay Plan and on the Scheduled Maintenance List. Computer laboratories are overcrowded and faculty office space is insufficient. Additionally, many campuses have traffic and parking problems. Liaison work with the public transportation authority and the Department of Public Works is needed to find solutions to these problems.

A district-wide equipment inventory system has been identified. BANNER has an inventory component; however, all available ITS resources have been dedicated to implementing Financial, Student, and Financial Aid portions of the system. Only Library and Learning Resources and the instructional computing laboratories equipment inventories are current. It is anticipated that the inventory component of BANNER will not be implemented until after Fall '00. Additionally, the Works of Art Committee has inventoried the College's art collection.

**Standard Nine: Financial Resources**

The District expects to be in a favorable revenue situation for the next few years and was removed from the State's Watch List in 1998. The District's organizational structure provides seven levels of financial oversight. At the end of the 97-98 fiscal year, the District had a $6.8M fund balance. The 98-99 budget is balanced. The District plans to meet financial emergencies with the reserve fund. The risk management monitoring and training are consistently reviewed and, in 97-98, there was a $250,000 reduction in workers compensation costs for the District.

The Planning and Budgeting Council recommends institutional guidelines and processes for budgeting using BANNER. The District is managing increasingly complex grant programs, and with the reorganization of grant accounting staff and in-house payroll production, some accounting efficiency has been achieved. The faculty and classified unions' contracts have provided a formula for determining wage increases based on changes in the District's annual revenues. This formula provides predictability in the budgeting process. The $3.6M Partnership for Excellence fund will also provide additional financial support for increasing student programs and services.

**Standard Ten: Governance & Administration**

The Board of Trustees holds open, monthly meetings to set policy, to ensure the quality of the educational programs, and to approve fiscal matters. The Academic Senate, the Department Chairpersons' Council, and the union representatives also report their concerns and activities at these meetings. The Board of Trustees has gained a greater understanding of the distinction between appropriate policy-making and inappropriate micromanagement.
The Chancellor provides effective leadership by helping to define goals, plans, priorities, and the budget of the institution. Under his leadership, the College has been reorganized into four administrative divisions: the Office of the Chancellor; Administration and Finance; Academic Affairs; and Student Development. Forty-five administrators and fifty-eight department chairpersons with contractually-delegated administrative responsibilities also provide leadership, and, along with other College leaders, share information on current issues and concerns with the Chancellor at College Council meetings. The Chancellor is evaluated annually by the Board, based on the achievement of his stated goals and objectives.

The shared governance policy defines the structure of the process as well as the roles, rights, and responsibilities of the faculty, the administrators, the classified staff, the students, and the Chancellor. Faculty and administrators serve on all shared governance committees. Since 1992, all faculty members belong to one Academic Senate, and its Executive Council appoints faculty representatives to all shared governance committees, task forces, administrative hiring committees, and ad hoc committees. In general, shared governance committees work effectively and harmoniously. Classified staff are involved and valued participants in shared governance; however, they express difficulty in finding the time to serve on committees because of workload and scheduling conflicts. The College encourages students to participate on shared governance committees, and, if they do, they are paid $20 per meeting. Still, student committee meeting attendance is sporadic because of inadequate communication, demands of course work, and personal matters.
Planning for the Self Study began during the Spring '98 semester under the leadership of the Accreditation Liaison Officer and the Academic Senate President. The Chancellor appointed the faculty member nominated by the Academic Senate to be the Accreditation Coordinator for the study. Committees were formed to respond to each standard, and a Steering Committee was created and assigned to oversee the process.

In April '98, a survey was distributed through City Currents to all faculty and staff inviting them to participate in the process. Over 150 administrators, faculty, and staff volunteered. The Associated Students organized student participation. As part of the April '98 Academic Senate meeting, the Chancellor announced the beginning of the self-study process and thanked the volunteers for their participation.

Committee chairpersons were chosen and meeting schedules were established for the Fall '98 semester.

The current Chancellor was appointed in Fall '98. In his opening address he spoke about the importance of the self-study process. He pledged his support and involvement.

The Steering Committee, which consists of three senior administrators, the Department Chairpersons’ Council President, the Academic Senate president, the Classified Senate president, the Associated Students president, the Student Trustee of the Board, all standard committees’ chairpersons, the Accreditation Liaison Officer, the Accreditation Coordinator, and the Accreditation Management Assistant, first met in September ‘98. The standard committees began meeting in August ‘98 to review their standard and make work assignments. All committee chairpersons and self-study coordinators attended the WASC workshop, held in September '98 at DeAnza College in San Jose, and the information was shared with the committee members.

The Chancellor attended the Steering Committee meetings as often as possible and supported the self-study process consistently. The first drafts were completed in January ‘99 and reviewed by the Steering Committee. Comments and corrections were referred to the standard committees to be included in the second drafts of their reports. A faculty member serving as an editor joined the Accreditation Team in March ‘99 and began a review of the documentation. The committees’ second drafts were completed in April ‘99 and given to the editor to prepare for publication and for review by the entire college community.

The Self Study was featured during the August 19, 1999 Staff Development Day. Following a general introduction by the coordinator and the Chancellor in the Diego Rivera Theatre, there were two break-out sessions highlighting each standard, facilitated by the chairpersons of the respective standard. The entire group was then reconvened in the theatre, where the chairs of each standard reported on the suggestions offered in their sessions.

This draft of the Self Study was then distributed to the college community at large on August 24, 1999 for further review and input. The Steering Committee considered the additional recommendations during September and early October. The Accreditation team made the final adjustments during the latter part of October and forwarded this final draft to the Chancellor who, in turn, forwarded it to the Board. The Board approved the final report at their November 18, 1999 meeting. The report was then formatted by the graphic artist and sent to press. The report was distributed to the WASC team and all College constituencies on January 2, 2000.
## ACCREDITATION TIMELINE

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<td>2. Standard Committees prepared first draft.</td>
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<td>3. Steering Committee reviewed first drafts.</td>
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<td>4. 1994 Major Recommendations first draft responses prepared and reviewed by the Steering Committee.</td>
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<td>4. Steering Committee reviewed second drafts.</td>
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<td>5. Introductory section prepared, including history, demographic presentation, graphs/charts, and standard summaries.</td>
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<td>2. Draft distributed to College community.</td>
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<td>3. Steering Committee reviewed and incorporated community input.</td>
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<td>4. Signature page completed.</td>
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<td>5. Final document submitted for printing.</td>
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<td>6. Mailing list completed.</td>
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<td>2. Self Study distributed to community.</td>
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<td>2. Implementation of WASC recommendations commence.</td>
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STEERING COMMITTEE

Darlene Alioto ........... President of the Department Chairpersons’ Council
Raymond J. Berard .... President of the Academic Senate
Scott Brown ............ Student Trustee of the Board, 98–99
Barbara Cabral .......... Self Study Coordinator
James Cagnacci .......... Self Study Coordinator, Emeritus S98–F99
Frank Chong ............ Dean of Student Affairs
Lauri Fried-Lee .......... Faculty member, ESL, and Editor of the Self Study Report
Robert Gabriner ....... Director of Research, Planning, and Grants
Christine Gaddi .......... President of the Associated Students, 98–99
Steven Glick ............ Dean of the School of Business and Downtown Campus
Peter Goldstein .......... Vice Chancellor of Finance and Administration
Karen Grant ............ Accreditation Management Assistant
Bonnie Gratch .......... Faculty member, Library and Learning Resources
Jacquelyn Green ........ Department Chairperson of Foreign Languages
Sandra Handler .......... Accreditation Liaison Officer
Nicholas Hovland .......... Associate Director of Human Resources
Rita Jones .............. Dean of Library and Learning Resources
James Kendrix .......... Chief Financial Officer
Suzanne Korey .......... Department Chairperson of Graphic Communications and Journalism
Frances Lee ............ Vice Chancellor of Academic Affairs
Susan Lopez ............ Faculty member, ESL
Martha Lucey .......... Director of Marketing and Public Information
Jose Maestre .......... Faculty member, Business
Robert Manlove .......... Dean of the School of Science and Mathematics
Joan McClain ........... President of the Classified Senate, 98–99
Madeline Mueller ....... Department Chairperson of Music
Bharati Narumanch ...... Student Trustee of the Board, 99–00
Helen Salinas .......... Classified staff member, School of Applied Science
John Sapienza .......... Faculty member, English
George Shardlow ....... Department Chairperson of Behavioral Science
Alice Shvarts .......... President of the Classified Senate, 99–00
Ellen Wall .............. Faculty member, English
Frances White .......... Executive Vice Chancellor, 98–99
Rachel Wood .......... President of the Associated Students, Fall '99
## Standards Committees

### Standard One
- Steven Glick ........ Administrator, Co-Chair
- Susan Lopez .......... Faculty, Co-Chair
- Jennifer Biehn ....... Administrator
- Christine Bunn ...... Faculty
- Steven Kech .......... Classified
- Peter Stiles .......... Faculty
- Joe Thorn ............ Faculty

### Standard Two
- Jacquelyn Green ..... Faculty, Chair
- Steven Abensohn ..... Faculty
- Gloria Barcojo ........ Classified
- Frederick Chavaria ... Faculty
- Jerry Dear ............ Classified
- Sandra Ericson ....... Faculty
- Lawrence Klein ...... Administrator
- Tracey Kobayashi .... Faculty
- Michael Kushner ..... Student
- Martha Lucey ........ Administrator
- Anita Martinez ....... Administrator

### Standard Three
- Robert Gabriner ...... Administrator, Chair
- Kristen Bartok ....... Student
- Emmanuel deGuia ..... Student
- Meryl Glass .......... Faculty
- Terrence Hall ........ Faculty
- Pamela Mery .......... Classified
- Jane Sneed .......... Faculty
- Jack Sparks .......... Faculty
- Frederick Teti ........ Faculty

### Standard Four
- Suzanne Korey .......... Faculty, Co-Chair
- Robert Manlove ...... Administrator, Co-Chair
- Maria Cheremetteff . Faculty
- Carlota del Portillo ... Administrator
- Cynthia Dewar ....... Faculty
- Linda Grohe ........ Administrator
- Carl Jew ............. Faculty
- Elizabeth King ....... Faculty
- Frances Lee ........ Administrator
- Robert Lutz .......... Faculty
- Phyllis McGuire ...... Administrator
- Tiffany Posey ........ Student, F’98
- Lisa Romano .......... Faculty
- Michael Solow .......... Faculty
- Roderick Thompson ... Faculty
- Margarette Versher .... Classified

### Standard Five
- Frank Chong .......... Administrator, Co-Chair
- John Sapienza ........ Faculty, Co-Chair
- Robert Balestreri ..... Administrator
- Elizabeth Brent ...... Faculty
- Nicholair Chang ...... Administrator
- Pearl Chen ............ Faculty
- Ann Clark ............. Faculty
- Beverley Cosgrove .. Classified
- Dorene Cotter ....... Faculty
- Christine Gaddi ...... Student, F’98–S’99
- Hasane Gomes .......... Student
- Rita Grove ............ Classified
- Toni Hines ............ Student
- Veronica Hunnicutt .. Administrator
- MaryLou Leyba ....... Classified
- Earnestine Reagan ... Student, F’98
- Stephen Rico .......... Faculty
- Nadine Rosenthal ..... Faculty
- Rodney Santos ........ Administrator
- Mira Sinco ........... Administrator, F’98–S’99
- Andrea Speraw ....... Faculty
- Lev Vayngortin ....... Faculty
- Kathleen White ....... Faculty
## STANDARDS COMMITTEES

### Standard Six
- Bonnie Gratch ... Faculty, Co-Chair
- Rita Jones ...... Admin, Co-Chair F'98–S'99
- Joao Barretto ... Faculty, Co-Chair F'99
- Charles Collins ... Administrator
- Fumiko Grant ... Faculty
- Donna Hayes ... Faculty
- Mamie How ...... Administrator
- Linda Legaspi ... Faculty
- Martha Lucey ... Administrator
- Muriel Meunier-Fiebelkorn... Faculty
- Francine Podenski ... Faculty
- Stefan Ponek ... Classified
- Anitra Toliver ... Classified
- Gary Tom ...... Administrator

### Standard Seven
- Nicholas Hovland ... Administrator, Co-Chair
- Helen Salinas ... Classified, Co-Chair
- Charlesetta Burks ... Student
- Rodolfo Carlos ... Classified
- Jessie Chin ... Faculty
- Stephanie Duncan ... Classified
- Joe Estupinian ... Faculty
- Marco Guardado ... Student
- Linda Jackson ... Administrator
- Emily Kwan ... Classified
- Gary Ling ... Faculty
- Carmen Marshall ... Classified
- Wood Massi ... Faculty
- Ed Murray ... Faculty
- Leo Paz ... Faculty
- Clara Starr ... Administrator

### Standard Eight
- Jose Maestre ... Faculty, Co-Chair
- Ellen Wall ...... Faculty, Co-Chair
- Joanna Arteaga ... Student
- Julia Bergman ... Faculty
- Carol Cantwell ... Student, F'98
- Joy Durighello ... Faculty
- Beth Ericson ... Faculty
- Don Griffin ... Administrator
- Sam Harrison ... Classified, F'98

### Standard Nine
- James Kendrix ... Admin., Co-Chair, S'99–F'99
- Dottie Krzyzanoski ... Admin., Co-Chair, F'98
- Madeline Mueller ... Faculty Co-Chair
- Tom Blair ... Faculty
- Sunny Clark ... Faculty
- Peter deGroot ... Faculty
- Vester Lee Flanagan ... Faculty
- Peter Goldstein ... Administrator
- Virginia Jew ... Classified
- Bruce Leung ... Faculty
- Alice Nakahata ... Faculty
- Guillermo Romero ... Faculty
- Lety Santana Sazo ... Classified
- Judy Teng ... Administrator

### Standard Ten
- George Shardlow ... Faculty, Co-Chair
- Frances White ... Admin., Co-Chair, F'98–S'99
- Raymond J. Berard ... Faculty
- Tanya Brown ... Classified
- Emmanuel deGuia ... Student
- Attila Gabor ... Classified
- Linda Grohe ... Administrator
- Marco Guardado ... Student
- Kathy Hennig ... Classified
- Stephen Herman ... Administrator
- Steven Katz ... Student
- Ron Lee ... Administrator
- Rosana Mojica ... Student
- Glenn Nance ... Faculty
- Marie Osborne ... Faculty
- W.J. Pendergast ... Student
- Sharon Seymour ... Faculty
INTRODUCTION

HISTORY OF CITY COLLEGE

As of the year 2000, City College of San Francisco will have served the educational needs of its city for sixty-five years. During that time, the College has evolved into a multicultural, fully-accredited community college that is one of the largest in the country.

The College was founded in response to a demand from the citizens for a public institution to serve both the academic and the vocational needs of students as an integral part of the San Francisco Unified School District. It was first housed in temporary facilities at the University of California Extension Division building and at Galileo High School. Classes began on September 1, 1935 with an enrollment of 1,074 students and seventy-four faculty members. The enrollment rapidly increased, and four years later, the College was holding classes in twenty-two locations. The San Francisco Board of Education approved a building plan for the College in 1937, which included a fifty-six acre site bordering Balboa Park at Phelan Avenue. The 1937 ground breaking ceremony, conducted by Mayor Angelo Rossi, led to the 1940 opening of the Science Hall and the North and South Gymnasiums to approximately 3,200 students.

The once steadily-growing enrollment was reversed when the United States entered World War II; however, the College provided educational training to the Army and Navy personnel. By 1947, the enrollment was on the rise again as returning veterans joined high school graduates pursuing their college degrees. To provide sufficient classroom space, the College acquired the adjoining U.S. Navy WAVES Separation Center across Phelan Ave., used Excelsior School as an annex, and scheduled its first evening classes. Federal and State grants and the passage of a school bond issue made funds available for the College to continue its building program. Cloud Hall was completed in 1954, Smith Hall in 1955, the Creative Arts Building and the Track and Field in 1961, Statler Wing in 1964, the Horticulture Center in 1965, and the Visual Arts Building and the Student Union in 1970.

In 1970, the College was separated from the San Francisco Unified School District, and the new entity, the San Francisco Community College District, was formed. This new entity included not only the College but also the Adult and Occupational Education Division of the unified district. Responding to the expressed community need, the College maintained these neighborhood education programs composed primarily of noncredit courses. Because of rapid growth, the College subsequently formed two separate divisions: one for credit courses located on the Balboa Park (Phelan) Campus; and one for noncredit courses offered throughout the City, under the umbrella of the San Francisco Community College District. This growth was also accompanied by additional building. The Arts Extension was completed in 1972, Conlan Hall in 1974, and Batmale Hall and the Downtown Campus in 1978.

The two divisions were merged in 1990, and a single City College of San Francisco, offering both credit and noncredit courses at nine campuses and over 100 neighborhood sites, was created. The nine campuses are Alemany, Castro/Valencia, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, Phelan, and Southeast. The College employs 719 full-time and 998 part-time faculty, ninety-five percent of whom have master’s degrees and over 150 of whom hold doctorates. They teach over 94,000 credit and noncredit students annually.
MAJOR DEVELOPMENTS SINCE 1994

- In 1995, the College completed a new library and learning resources facility. This five-story building contains the Rosenberg Library, a media center, audio-visual and graphic production services, a language laboratory, multimedia rooms, an executive video teleconferencing room, open access computer labs, teaching computer labs for class instruction, a writing computer lab, and the Learning Assistance Center's tutorial services. The building also houses the College archives, the Posner Faculty and Staff Reading Room, the Friends of the Library Bookstore, the Disabled Students Programs and Services office, and several attractive exhibit cases. Also completed were a state-of-the-art, all-weather track and football field with new bleachers and a stadium press-box.

- The College received a $5M Advanced Technological Education grant from the National Science Foundation in September '98. This grant created Bio-Link, a national biotechnology center for the purpose of coordinating the training of students in community colleges with the needs of the rapidly expanding biotechnology industry.

- A $50M school bond measure was passed on June 3, 1997. These funds will allow the College to rewire existing facilities to increase the number of computers available to students, to improve and repair deteriorating facilities, to increase access for the disabled, and to acquire permanent sites for the Chinatown/North Beach and Mission Campuses.

- The College's Planning and Budgeting Council was reorganized in Spring '99, and has provided leadership for integrating planning and budgeting. One cycle of the new system has been completed.

- The senior administrative structure of the College was reorganized in Spring '99. The Chancellor proposed, and the Board of Trustees approved, three equal positions: Vice Chancellor for Academic Affairs; Vice Chancellor for Finance and Administration; and Vice Chancellor for Student Development. The first two positions have been filled by incumbents and the process of filling the latter position has begun. In addition to this reorganization, the Chancellor's Cabinet, consisting of nineteen administrators, was formed and meets twice per month.

- Several new programs have been added to the curriculum in both credit and noncredit modes. In credit, a Biotechnology Associate Degree Program and a Biotechnology Certificate Program, the results of the joint efforts of the Chemistry and Biology Departments, have been added. An Associate Degree Program in International Business; Production Art Certificate Program; Fire Protection Certificate; Finance Certificate; HIV/STD Prevention Educator Certificate; Personal Computer Repair Certificate; Forensic Identification Certificate; and a Drug and Alcohol Studies Certificate are also in place. Finally, there is a new Multimedia Certificate, which is the result of a collaboration among ten departments. In noncredit, there are four new certificate programs: Building Operation-Maintenance and Repair Certificate; Construction Trade Certificate; Health Care Interpreter Certificate; and Construction Administrative Assistant Certificate. As an offshoot of the apprenticeship programs, a number of journeyman level courses have been added to maintain skills and to train students in new aspects of various professions.
ORGANIZATIONAL STRUCTURE

The following pages contain the organizational divisions of the College and the key reporting positions, as approved by the Board of Trustees in August ’99. As a result of this revised structure, the position of Vice Chancellor for Student Development has been created and the offices providing student services have been brought under a single umbrella. Implementation of this structure is taking place during the 99-00 academic year.
OFFICE OF THE VICE CHANCELLOR ADMINISTRATION & FINANCE

Vice Chancellor Finance & Administration
Peter Goldstein

Director
Administrative Services
Stephen Herman

Chief Financial Officer
James Kendrix

Management Analyst
Daniel St. John

Director Human Resources
Clara Starr

Associate Director Human Resources
Vacant

Director Employee Relations
Lawrence Klein

Director Information Technology Services
Mamie How

Associate Director Information Technology Services
Vacant

Director Operations
Vester Lee Flanagan

Associate Director Operations
Charles Collins
OFFICE OF THE VICE CHANCELLOR ACADEMIC AFFAIRS

Vice Chancellor Academic Affairs
Frances Lee

Dean Evans
Campus/School of Applied Science & Technology
Phyllis McGuire

Dean Chinatown/North Beach
Campus/School of Int'l Education and ESL
Joanne Low

Dean Downtown
Campus/School of Business
Steven Glick

Dean John Adams
Campus/School of Health & Physical Education
Linda Squires Grohe

Dean School of Behavioral & Social Sciences
Sandra Handler

Dean School of Science & Mathematics
Robert Manlove

Dean Library & Learning Resources
Rita Jones

Dean Contract Education/Community Services
Judy Teng

Dean Instruction, Scheduling & Faculty Support
Donald Q. Griffin

Dean CalWORKs Education & Training
Bernice Brown

Dean Southeast Campus
Veronica Hannicutt

Dean Mission Campus
Carlota del Portillo

Dean Alemany Campus
Gary Tom

Dean Castro-Valencia
Campus/School of Liberal Arts
Bruce Smith

Dean Instruction-Curriculum/Tenure Review/Faculty Evaluation
James Cagnacci
OFFICE OF THE VICE CHANCELLOR STUDENT DEVELOPMENT

Vice Chancellor
Student Development
Vacant

Dean Recruitment
& Outreach
Services
Vacant

Dean Admissions
& Records
Robert Balestreri

Dean Student Affairs
Frank Chong

Dean Matriculation &
Assessment Services
Nicholas Chang

Dean Financial Aid Services
Jorge Bell

Dean Counseling
& Special Support Services
Juanita Owens

Associate Dean Admissions
& Records (Noncredit)
MaryLou Leyba-Frank

Dean Student Advocacy
Rights & Responsibilities
Anita Martinez

Associate Dean Student
Advocacy Rights & Responsibilities
Rodney Santos

Dean Student Activities
Jennifer Biehn
City College is a neighborhood-based college characterized by its diversity. The District has nine campuses and over 100 instructional sites throughout the City serving such diverse populations as Asian and Latino immigrants, downtown office workers, economically disadvantaged citizens, and San Francisco's large gay and lesbian population. CCSF currently has programs in both credit and noncredit instruction addressing a variety of needs including: associate degrees; credentials and certificates; language and citizenship skills; vocational and technical education; transfer to baccalaureate colleges; economic and community development; business and computer training; and adult education and GED preparation and examination.

The next five sections provide further detail on the following areas:

- **Context of City College of San Francisco**
- **Student Demographics**
- **Faculty, Staff, and Administrator Demographics**
- **Student Outcomes**
- **Significant Trends Affecting City College**

The following tables, charts, and graphs give a visual picture of San Francisco's population as well as the students, faculty, staff, and administrators at City College. Information is included from Fall '92 (prior to the previous Self Study) through the Fall '98, the most recent semester for which reliable data is currently available. Additionally, projections of trends in these populations are also provided as available. The final tables and charts provide information on Student Outcomes. This section demonstrates the success of students in completing Associates Degrees, Certificates of Completion, and transferring to baccalaureate institutions. Information is included from the 92–93 school term through 97–98 when available.

Additional demographic information is provided in the Campus Profiles Report, the Fall 1997 Planning Atlas, and Fact Sheets published by the Office of Research, Planning & Grants.
Context of City College of San Francisco

The district served by the City College of San Francisco is coterminous with the City and County of San Francisco and is comprised of a multinational, multicultural, and ethnically diverse population. The new millennium heralds a number of important changes in the environment in which CCSF operates. The next decade will see some changes in the City's population, college enrollment patterns, and the structure of the local economy and job market as well as new educational methods, public policies, and technological advancements. In order to continue as an effective institution within this context, the College will need to continue to grow and adapt.

Demographic Trends

The Bay Area is projected to add 1.4 million new residents by 2020, but population growth in the City and County of San Francisco will continue to be modest as it has been throughout the decade of the nineties. San Francisco's population growth is limited by its geographical size and its high cost of living, especially housing. Chart I gives a picture of San Francisco's growth through 2003 when the City is projected to have 795,000 residents. The following table and graph show the current and recent populations of San Francisco as well as projections through 2020.

<table>
<thead>
<tr>
<th>TABLE I</th>
<th>San Francisco Population Changes and Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>723,959</td>
<td>759,800</td>
</tr>
</tbody>
</table>

Source: Department of Finance 1998.

* Projected.
Located near Silicon Valley, San Francisco is a rapidly expanding urban technology center. Approximately 780,000 people live in the City. San Francisco accounts for 2.3% of the state's population (Department of Finance, 1998).

The rich technology, banking, and tourism industries continue to attract a large number of well-educated young professionals from across the country. The result has been a surge in new residents in their twenties and a corresponding increase in local rents. Also, because of its location and history, San Francisco serves as a major gateway to and from Asia. The College must address these trends, preparing courses and programs ranging from ESL and basic skills courses to highly specialized skills upgrade courses for those working in the technology industry.

Table II provides a profile of the age and ethnicity of San Francisco’s population through 2003. Like other new California residents, many of these new San Franciscans will be immigrants from Mexico, Central America, and Asia. The number of Hispanic students and native Spanish speakers living in San Francisco will increase by more than 8%, and Asian/Pacific Islanders will grow by more than 3%. Many of these new residents will turn to City College to meet their educational needs. The College will have to address access issues for these new potential students.
## TABLE II

<table>
<thead>
<tr>
<th></th>
<th>1993</th>
<th>1998</th>
<th>2003*</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULATION</td>
<td>750,800</td>
<td>789,500</td>
<td>795,759</td>
</tr>
<tr>
<td>AGE (#)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or less</td>
<td>137,582</td>
<td>144,673</td>
<td>145,820</td>
</tr>
<tr>
<td>20–24</td>
<td>61,294</td>
<td>64,454</td>
<td>64,965</td>
</tr>
<tr>
<td>25–29</td>
<td>84,152</td>
<td>88,490</td>
<td>89,192</td>
</tr>
<tr>
<td>30–39</td>
<td>152,925</td>
<td>160,808</td>
<td>162,082</td>
</tr>
<tr>
<td>40–49</td>
<td>104,495</td>
<td>109,881</td>
<td>110,752</td>
</tr>
<tr>
<td>50+</td>
<td>210,352</td>
<td>221,195</td>
<td>222,948</td>
</tr>
<tr>
<td>ETHNICITY (#)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>77,278</td>
<td>78,447</td>
<td>78,888</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>2,655</td>
<td>2,714</td>
<td>2,693</td>
</tr>
<tr>
<td>Asian/Pacific Islander**</td>
<td>228,788</td>
<td>259,087</td>
<td>269,452</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>110,112</td>
<td>123,828</td>
<td>134,506</td>
</tr>
<tr>
<td>White</td>
<td>331,903</td>
<td>320,548</td>
<td>310,220</td>
</tr>
<tr>
<td>ETHNICITY (%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>10.3%</td>
<td>10.0%</td>
<td>9.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander**</td>
<td>30.5%</td>
<td>33.0%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>14.7%</td>
<td>15.8%</td>
<td>16.9%</td>
</tr>
<tr>
<td>White</td>
<td>44.2%</td>
<td>40.9%</td>
<td>39.0%</td>
</tr>
</tbody>
</table>

**Source:** California Department of Finance, 1999.

* Projected.
**Filipinos are included in the category “Asian/Pacific Islander”.
CHART II
San Francisco Ethnicity Trends 1990, 2000, 2010
Student Demographics

Profile of Students at City College of San Francisco (by individual students)
City College provided educational services in both the credit and noncredit modes to over 58,000 students in Fall '98. Chart III provides a longitudinal picture of Fall enrollments from 1992 through 1998. Among the most significant overall enrollment trends are:

- overall enrollments declined in the early part of the decade, reflecting the overall statewide trend in community college enrollments, and then began a slow recovery during the second half of the decade;
- noncredit enrollments declined more than credit enrollments in the period 1992 through 1994, and have remained stable from 1995 through 1998.

CHART III
City College Enrollments Fall 1992-1998
City College is the largest post-secondary provider in San Francisco as well as in the Bay Area. When all CCSF programs are included—credit, noncredit, contract, and continuing education—the College currently serves over 94,000 students.

**TABLE IV**

Annual Number of Students Served at CCSF 1995/96 - 1997/98

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit, Annual Unduplicated</strong></td>
<td>40,476</td>
<td>42,687</td>
<td>44,366</td>
<td>47,037</td>
</tr>
<tr>
<td><strong>Noncredit, Annual Unduplicated</strong></td>
<td>42,101</td>
<td>43,748</td>
<td>44,819</td>
<td>44,579</td>
</tr>
<tr>
<td><strong>Credit &amp; Noncredit, Unduplicated</strong>*</td>
<td>79,337</td>
<td>83,790</td>
<td>86,454</td>
<td>88,572</td>
</tr>
<tr>
<td><strong>Other Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract Education</td>
<td>1,259</td>
<td>1,803</td>
<td>942</td>
<td>1,793</td>
</tr>
<tr>
<td>CACT/Garment 2000</td>
<td>140**</td>
<td>160**</td>
<td>185</td>
<td>212</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>4,992</td>
<td>5,283</td>
<td>5,760</td>
<td>4,702</td>
</tr>
<tr>
<td>Institute for International Students</td>
<td>358</td>
<td>373</td>
<td>414</td>
<td>450</td>
</tr>
<tr>
<td><strong>Total Other Programs</strong></td>
<td>6,609</td>
<td>7,459</td>
<td>7,301</td>
<td>7,157</td>
</tr>
<tr>
<td><strong>Annual Enrollment Total</strong></td>
<td>85,946</td>
<td>91,249</td>
<td>93,755</td>
<td>95,729</td>
</tr>
</tbody>
</table>

*NOTE: Unduplicated figures count any given student only once for the combined semesters; e.g., a student who is enrolled in both Fall Credit and Fall Noncredit is counted only once in the Credit & Noncredit Unduplicated figure.

**CACT/Garment 2000 figures were unavailable previously and are not included in the total enrollment for 1995/96 or 1996/97.**

Source: Office of Research. Credit & Noncredit data from CCSF ISIS & Banner Extracts; approximates State Chancellor’s Office figures as they are reported in MIS. Other Program are self-reported by each program.
The College has one of the highest adult participation rates in the state. The current participation rate is more than 8% as of 1998 (compared to the statewide community college average of 6%). The following table provides a longitudinal view of participation rates from 1994 through 1998:

**TABLE V**

**Participation Rates for City College of San Francisco**

**1994 to 1998**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SF Residents Age 19 &amp; Over</strong></td>
<td>623,685</td>
<td>622,360</td>
<td>636,191</td>
<td>643,810</td>
<td>653,830</td>
</tr>
<tr>
<td><strong>Fall Enrollment — All Students</strong></td>
<td>56,303</td>
<td>58,337</td>
<td>60,945</td>
<td>60,817</td>
<td>60,665</td>
</tr>
<tr>
<td><strong>Fall Enrollment — SF Residents</strong></td>
<td>50,084</td>
<td>51,845</td>
<td>54,131</td>
<td>54,069</td>
<td>54,000*</td>
</tr>
<tr>
<td><strong>CCSF Participation Rate</strong></td>
<td>8.0%</td>
<td>8.3%</td>
<td>8.5%</td>
<td>8.4%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

*Source: Projected from Census Data; CCSF Research Office, October, 1999.*  
*This figure is a proxy. Due to a change in the student database, the number of unknown zip codes in noncredit rose exponentially from 30 in Fall 1997 to 3600 in Fall 1998. The Office of Research was only able to verify 50,907 San Francisco zip codes for Fall 1997; however, it is reasonable to suspect that many if not all of the 3,600 are, in fact, San Francisco residents.*

The College provides technical training for business and industry through both the contract education program, which educated almost 1,800 students in 98–99, and the continuing education program, which served some 4,700 students the same year. Additionally, CCSF provides job training to San Francisco residents through the CalWORKs program and various workforce and economic development initiatives.

**Enrollments in Fall ’98 at City College also included:**

- 24,000 vocational students,
- 18,000 ESL students,
- over 1300 international students. This number has more than doubled in the past three years and is expected to continue increasing,
- 2,100 economically disadvantaged students through the Extended Opportunity Program & Services (EOPS) program,
- over 2200 older adults
- more than 2,500 federal welfare recipients,
- some 2,000 disabled students, and
- over 7,600 students receiving financial aid grants annually.
The College serves one of the most diverse student populations in the nation, reflecting, in part, the large number of immigrant students attending CCSF (see Charts IV through XII). During Fall '98, 65% of credit students and 71% of noncredit students were members of ethnic minorities. More specifically, of credit students, 33% were Asian and Pacific Islander, 15% were Latino, 8% were African American, 8% were Filipino, and 1% were Native American. In noncredit programs, 41% were Asian and Pacific Islander, 20% were Latino, 6% were African American, 3% were Filipino, and less than 1% were Native American. CCSF serves a higher proportion of ethnic minority students than exists in the general San Francisco population. It also serves a large segment of the gay and lesbian community.

Although there is significant ethnic concentration at all individual campuses, each ethnic group is represented to a greater or lesser degree at each campus. Certain campuses, because of geography and special programs, serve different groups: over 58% of Mission students are Hispanic/Latino; 36% of students at the Southeast Campus are African-American; at the Chinatown/North Beach Campus, over 90% of the students are Asian/Pacific Islander. The Campus Profiles Report, published by the Office of Research, Planning, and Grants in 1998 provides greater detail on enrollments at individual campuses.

Another factor supporting the continued ethnic diversity of the College is the number of college-going graduates from the San Francisco Unified School District. As many as 75% of San Francisco high school graduates currently go on to higher education, and as employers demand more skilled labor, college going-rates will likely increase, resulting in larger enrollments for CCSF. More than 87% of enrolled K-12 students are members of ethnic minorities and that percentage may increase slightly in the next few years.
Charts IV through VI below provide a graphic picture of student enrollments by ethnicity at City College.
CHART V
Noncredit Enrollment by Ethnicity Fall 1992 vs. 1998

CHART VI
Total Enrollment by Ethnicity Fall 1992 vs. 1998
With an average age of 27, many students at CCSF are older than traditional college students. (Charts VII, VIII and IX). In Fall '98, 61% of credit students and 87% of non-credit students, or more than 40,000 total students, were age 25 or older. Of these, 2,042 credit and 11,648 noncredit students were over age fifty. During the past six years, the 40-49 and 50+ cohorts have increased dramatically, reflecting the aging trend in the City and County of San Francisco. This age diversity also is reflected in the wide range of courses and programs offered at CCSF campuses, many aimed at older adults.
CHART VIII
Noncredit Enrollment by Age Fall 1992 vs. 1998

CHART IX
Total Enrollment by Age Fall 1992 vs. 1998
Women outnumber men at CCSF (see Charts X, IX and XII). In Fall '98, 55% of credit students and 61% of noncredit students were women.

CHART X
Credit Enrollment by Gender Fall 1992 vs. 1998
CHART XI
Noncredit Enrollment by Gender Fall 1992 vs. 1998
CHART XII

Total Enrollment by Gender Fall 1992 vs. 1998
Faculty, Staff, and Administrator

In Fall '97, City College employed 1,593 faculty, 769 staff, and thirty-seven administrators. While the faculty at City College is still comprised of a higher proportion of whites than the student population or the population of San Francisco as a whole, our faculty has become more diverse since 1992.

### TABLE VI

**City College Faculty Employment by Ethnicity, Age and Employment Status Fall 1992-1997**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Faculty Total</td>
<td>1,791</td>
<td>1,637</td>
<td>1,667</td>
<td>1,690</td>
<td>1,690</td>
<td>1,593</td>
<td>100.0%</td>
</tr>
<tr>
<td>Full Time</td>
<td>787</td>
<td>736</td>
<td>736</td>
<td>720</td>
<td>725</td>
<td>721</td>
<td>45.3%</td>
</tr>
<tr>
<td>Part Time</td>
<td>1,004</td>
<td>901</td>
<td>931</td>
<td>970</td>
<td>965</td>
<td>872</td>
<td>54.7%</td>
</tr>
<tr>
<td>African American</td>
<td>154</td>
<td>142</td>
<td>145</td>
<td>156</td>
<td>152</td>
<td>140</td>
<td>8.8%</td>
</tr>
<tr>
<td>Am. Indian/Alaskan</td>
<td>21</td>
<td>23</td>
<td>23</td>
<td>17</td>
<td>15</td>
<td>11</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>256</td>
<td>254</td>
<td>257</td>
<td>261</td>
<td>268</td>
<td>254</td>
<td>15.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>30</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>33</td>
<td>2.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>146</td>
<td>131</td>
<td>134</td>
<td>129</td>
<td>139</td>
<td>137</td>
<td>8.6%</td>
</tr>
<tr>
<td>Other/noresponse</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>54</td>
<td>46</td>
<td>41</td>
<td>2.6%</td>
</tr>
<tr>
<td>White</td>
<td>1,184</td>
<td>1,055</td>
<td>1,075</td>
<td>1,039</td>
<td>1,035</td>
<td>977</td>
<td>61.3%</td>
</tr>
<tr>
<td>Under 30</td>
<td>29</td>
<td>24</td>
<td>20</td>
<td>21</td>
<td>18</td>
<td>8</td>
<td>0.5%</td>
</tr>
<tr>
<td>30–34</td>
<td>95</td>
<td>77</td>
<td>66</td>
<td>70</td>
<td>62</td>
<td>49</td>
<td>3.1%</td>
</tr>
<tr>
<td>35–39</td>
<td>194</td>
<td>143</td>
<td>140</td>
<td>146</td>
<td>141</td>
<td>116</td>
<td>7.3%</td>
</tr>
<tr>
<td>40–44</td>
<td>320</td>
<td>270</td>
<td>257</td>
<td>238</td>
<td>214</td>
<td>184</td>
<td>11.6%</td>
</tr>
<tr>
<td>45–49</td>
<td>366</td>
<td>340</td>
<td>336</td>
<td>348</td>
<td>343</td>
<td>308</td>
<td>19.3%</td>
</tr>
<tr>
<td>50–54</td>
<td>330</td>
<td>343</td>
<td>353</td>
<td>366</td>
<td>375</td>
<td>358</td>
<td>22.5%</td>
</tr>
<tr>
<td>55–59</td>
<td>220</td>
<td>231</td>
<td>250</td>
<td>246</td>
<td>272</td>
<td>295</td>
<td>18.5%</td>
</tr>
<tr>
<td>Over 60</td>
<td>239</td>
<td>212</td>
<td>231</td>
<td>257</td>
<td>265</td>
<td>275</td>
<td>17.3%</td>
</tr>
<tr>
<td>Female</td>
<td>903</td>
<td>827</td>
<td>840</td>
<td>869</td>
<td>884</td>
<td>849</td>
<td>53.3%</td>
</tr>
<tr>
<td>Male</td>
<td>888</td>
<td>805</td>
<td>794</td>
<td>821</td>
<td>806</td>
<td>744</td>
<td>46.7%</td>
</tr>
<tr>
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<td>33</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Source: CCSF Human Resources Office.

Note: Figures in italics for gender have a report date prior to that for the other demographics and total.
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<td><strong>Certificated, Full Time</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>African American</td>
<td>69</td>
<td>70</td>
<td>70</td>
<td>68</td>
<td>68</td>
<td>66</td>
<td>9.2%</td>
</tr>
<tr>
<td>Am. Indian/Alaskan</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>113</td>
<td>113</td>
<td>113</td>
<td>116</td>
<td>119</td>
<td>116</td>
<td>16.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>12</td>
<td>15</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>2.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>69</td>
<td>62</td>
<td>62</td>
<td>64</td>
<td>63</td>
<td>67</td>
<td>9.3%</td>
</tr>
<tr>
<td>Other/no response</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>1.1%</td>
</tr>
<tr>
<td>White</td>
<td>509</td>
<td>462</td>
<td>461</td>
<td>438</td>
<td>441</td>
<td>439</td>
<td>60.9%</td>
</tr>
<tr>
<td><strong>Certificated, Part Time</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>85</td>
<td>72</td>
<td>75</td>
<td>88</td>
<td>84</td>
<td>74</td>
<td>8.5%</td>
</tr>
<tr>
<td>Am. Indian/Alaskan</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>143</td>
<td>141</td>
<td>144</td>
<td>145</td>
<td>149</td>
<td>138</td>
<td>15.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>18</td>
<td>16</td>
<td>1.8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>77</td>
<td>69</td>
<td>72</td>
<td>65</td>
<td>76</td>
<td>70</td>
<td>8.0%</td>
</tr>
<tr>
<td>Other/no response</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>47</td>
<td>39</td>
<td>33</td>
<td>3.8%</td>
</tr>
<tr>
<td>White</td>
<td>675</td>
<td>593</td>
<td>614</td>
<td>601</td>
<td>594</td>
<td>538</td>
<td>61.7%</td>
</tr>
<tr>
<td>Under 30</td>
<td>24</td>
<td>19</td>
<td>17</td>
<td>18</td>
<td>16</td>
<td>5</td>
<td>0.6%</td>
</tr>
<tr>
<td>30–34</td>
<td>66</td>
<td>62</td>
<td>55</td>
<td>57</td>
<td>47</td>
<td>37</td>
<td>4.2%</td>
</tr>
<tr>
<td>35–39</td>
<td>140</td>
<td>95</td>
<td>94</td>
<td>101</td>
<td>102</td>
<td>80</td>
<td>9.2%</td>
</tr>
<tr>
<td>40–44</td>
<td>194</td>
<td>160</td>
<td>154</td>
<td>148</td>
<td>132</td>
<td>108</td>
<td>12.4%</td>
</tr>
<tr>
<td>45–49</td>
<td>194</td>
<td>174</td>
<td>179</td>
<td>208</td>
<td>199</td>
<td>168</td>
<td>19.3%</td>
</tr>
<tr>
<td>50–54</td>
<td>167</td>
<td>161</td>
<td>162</td>
<td>180</td>
<td>181</td>
<td>169</td>
<td>19.4%</td>
</tr>
<tr>
<td>55–59</td>
<td>102</td>
<td>103</td>
<td>111</td>
<td>108</td>
<td>124</td>
<td>136</td>
<td>15.6%</td>
</tr>
<tr>
<td>Over 60</td>
<td>141</td>
<td>134</td>
<td>138</td>
<td>152</td>
<td>164</td>
<td>169</td>
<td>19.4%</td>
</tr>
</tbody>
</table>
CHART XV
Part Time Faculty Employment by Ethnicity Fall 1992 vs. 1997

CHART XVI
Total Faculty Employment By Ethnicity Fall 1992 vs. 1997
Classified staff employment closely resembles the ethnic diversity of the student population at City College as seen in the following tables and charts:

**TABLE VII**

City College Staff Employment By Ethnicity, Age Fall 1992 - 1997

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified Staff Total</td>
<td>790</td>
<td>779</td>
<td>738</td>
<td>838</td>
<td>835</td>
<td>771</td>
<td>100.0%</td>
</tr>
<tr>
<td>African American</td>
<td>133</td>
<td>124</td>
<td>118</td>
<td>141</td>
<td>135</td>
<td>125</td>
<td>16.2%</td>
</tr>
<tr>
<td>Am. Indian/Alaskan</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>238</td>
<td>238</td>
<td>233</td>
<td>253</td>
<td>244</td>
<td>225</td>
<td>29.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>85</td>
<td>90</td>
<td>90</td>
<td>95</td>
<td>95</td>
<td>88</td>
<td>11.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>114</td>
<td>109</td>
<td>106</td>
<td>128</td>
<td>126</td>
<td>116</td>
<td>15%</td>
</tr>
<tr>
<td>Other/noresponse</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>0.6%</td>
</tr>
<tr>
<td>White</td>
<td>219</td>
<td>216</td>
<td>188</td>
<td>214</td>
<td>228</td>
<td>210</td>
<td>27.2%</td>
</tr>
<tr>
<td>Under 30</td>
<td>137</td>
<td>117</td>
<td>102</td>
<td>118</td>
<td>121</td>
<td>90</td>
<td>11.7%</td>
</tr>
<tr>
<td>30-34</td>
<td>100</td>
<td>91</td>
<td>100</td>
<td>108</td>
<td>94</td>
<td>79</td>
<td>10.2%</td>
</tr>
<tr>
<td>35-39</td>
<td>125</td>
<td>107</td>
<td>98</td>
<td>111</td>
<td>103</td>
<td>101</td>
<td>13.1%</td>
</tr>
<tr>
<td>40-44</td>
<td>118</td>
<td>119</td>
<td>123</td>
<td>141</td>
<td>134</td>
<td>118</td>
<td>15.3%</td>
</tr>
<tr>
<td>45-49</td>
<td>103</td>
<td>102</td>
<td>114</td>
<td>130</td>
<td>130</td>
<td>123</td>
<td>16.0%</td>
</tr>
<tr>
<td>50-54</td>
<td>83</td>
<td>84</td>
<td>80</td>
<td>79</td>
<td>90</td>
<td>93</td>
<td>12.1%</td>
</tr>
<tr>
<td>55-59</td>
<td>56</td>
<td>59</td>
<td>67</td>
<td>67</td>
<td>80</td>
<td>81</td>
<td>10.5%</td>
</tr>
<tr>
<td>Over 60</td>
<td>74</td>
<td>75</td>
<td>71</td>
<td>84</td>
<td>83</td>
<td>84</td>
<td>10.9%</td>
</tr>
<tr>
<td>Female</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>470</td>
<td>479</td>
<td>443</td>
<td>57.5%</td>
</tr>
<tr>
<td>Male</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>368</td>
<td>356</td>
<td>328</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

Source: CCSF Human Resources Office.
CHART XVII
Staff Employment By Ethnicity Fall 1992 vs. 1997
There is a total of forty-five administrative positions at the College as of the 99–00 academic year.

### TABLE VIII
City College Administrators By Ethnicity, Age Fall 1992 - 1997

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators Total</td>
<td>48</td>
<td>39</td>
<td>38</td>
<td>42</td>
<td>37</td>
<td>37</td>
<td>100.0%</td>
</tr>
<tr>
<td>African American</td>
<td>11</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>21.6%</td>
</tr>
<tr>
<td>Am. Indian/Alaskan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>21.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>8.1%</td>
</tr>
<tr>
<td>Other/no response</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>43.2%</td>
</tr>
<tr>
<td>Under 30</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>30-34</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>35-39</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>40-44</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>5.4%</td>
</tr>
<tr>
<td>45-49</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>24.3%</td>
</tr>
<tr>
<td>50-54</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>29.7%</td>
</tr>
<tr>
<td>55-59</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>18.9%</td>
</tr>
<tr>
<td>Over 60</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>18.9%</td>
</tr>
<tr>
<td>Female</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>48.6%</td>
</tr>
<tr>
<td>Male</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>22</td>
<td>18</td>
<td>19</td>
<td>51.4%</td>
</tr>
</tbody>
</table>

Source: CCSF Human Resources Office.
CHART XVIII
Administrators By Ethnicity Fall 1992 - 1997

[Bar chart showing the percentage of administrators by ethnicity from Fall 1992 to Fall 1997. The categories include African American, American Indian/Alaskan, Asian/Pacific Islander, Filipino, Hispanic/Latino, Other, No response, and White.]
Student Outcomes

In 97–98, City College awarded 957 associates degrees and 734 certificates of completion. This represents a slight increase in certificates and a slight decrease in degrees over prior years. During 96–97, 239 CCSF students transferred to the University of California system and 1231 transferred to California State University. The majority of transferring students go to San Francisco State University, UC Berkeley, San Jose State University, UC Davis or CSU Hayward. The number of transfers to both UC and CSU have been relatively stable over the past six years. Table IX and Chart IXX show CCSF degrees, certificates, and transfers from 1992 through 1998.

Table IX
Degrees, Certificates & Transfers 1992–98

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>958</td>
<td>1038</td>
<td>1077</td>
<td>1070</td>
<td>1046</td>
<td>957</td>
</tr>
<tr>
<td>Certificates</td>
<td>*</td>
<td>594</td>
<td>574</td>
<td>618</td>
<td>596</td>
<td>734</td>
</tr>
<tr>
<td>UC Transfers</td>
<td>192</td>
<td>269</td>
<td>255</td>
<td>251</td>
<td>239</td>
<td>*</td>
</tr>
<tr>
<td>CSU Transfers</td>
<td>1094</td>
<td>1132</td>
<td>1327</td>
<td>1302</td>
<td>1231</td>
<td>*</td>
</tr>
</tbody>
</table>

Source: City College Office of Admissions and Records, California Community Colleges State Chancellor’s Office.

* Not Available.
* Certificate data for 1992/93 as well as transfer data for 1997/98 is currently unavailable.
## TABLE X

**Degrees & Certificates by Ethnicity, Gender**  
**State Ranking 1996–1997**

<table>
<thead>
<tr>
<th></th>
<th>Total Degrees and Certificates</th>
<th>Female</th>
<th>Male</th>
<th>Amer. Indian</th>
<th>Asian/Pacific Islander</th>
<th>African Amer.</th>
<th>Filipino</th>
<th>Hispanic/Latino</th>
<th>White</th>
<th>Other</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSF</strong></td>
<td>1,774</td>
<td>1,155</td>
<td>605</td>
<td>8</td>
<td>631</td>
<td>157</td>
<td>193</td>
<td>238</td>
<td>450</td>
<td>12</td>
<td>85</td>
</tr>
<tr>
<td><strong>Statewide</strong></td>
<td>86,813</td>
<td>53,767</td>
<td>38,329</td>
<td>1,109</td>
<td>10,915</td>
<td>6,477</td>
<td>3,477</td>
<td>16,634</td>
<td>47,575</td>
<td>1,312</td>
<td>5,367</td>
</tr>
<tr>
<td><strong>CCSF State Ranking</strong></td>
<td>7TH</td>
<td>3RD</td>
<td>11TH</td>
<td>41ST</td>
<td>1ST</td>
<td>11TH</td>
<td>2ND</td>
<td>18TH</td>
<td>44TH</td>
<td>39TH</td>
<td>14TH</td>
</tr>
</tbody>
</table>

Source: California Community Colleges State Chancellor’s Office.

## TABLE XI

**Transfers by Ethnicity Fall 1997**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>CSU</th>
<th>UC</th>
<th>CSU/ UC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total CSU</td>
</tr>
<tr>
<td>African American</td>
<td>17</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>American Indian/ Native Alaskan</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>162</td>
<td>115</td>
<td>277</td>
</tr>
<tr>
<td>Filipino</td>
<td>18</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>33</td>
<td>25</td>
<td>58</td>
</tr>
<tr>
<td>White</td>
<td>62</td>
<td>52</td>
<td>114</td>
</tr>
<tr>
<td>Other/No Response</td>
<td>54</td>
<td>49</td>
<td>103</td>
</tr>
<tr>
<td>Total by Gender &amp; Segment</td>
<td>349</td>
<td>264</td>
<td>613</td>
</tr>
</tbody>
</table>

Source: CPEC
SIGNIFICANT TRENDS AFFECTING CITY COLLEGE

(Sources for this trend information can be found in the CCSF Environmental Scan, 1999, pages 62 and 63)

Workforce and Job Market Trends
Industry throughout the nation is demanding more skilled workers to compete in the global economy. Unskilled jobs will decrease from 35% of employment in 1990 to 15% by 2000. It is estimated that by 2005, California Community Colleges will have to increase the percentage of the community served by 7% just to keep up with workforce demands. It will become increasingly vital to a healthy local, state, and national economy to prepare entry level workers skilled at the community college level. For workers, this means a two-year degree or certificate may be the minimum ticket into high-tech career pathways.

Technical and vocational training at City College will need to reflect emerging employment patterns in the Bay Area. San Francisco’s economy in the next decade will be marked by growth in two types of employment — high skilled/high wage technical jobs and low skilled/low wage service jobs. This trend is evident in the two occupations with the greatest predicted job growth in the next five years — systems analysts and retail clerks. City College can help provide students with the skills and knowledge needed to enter the workforce in lucrative, high-tech and career-oriented employment.

Firms in construction, computer programming, temporary employment, and health care will be among the top growing companies in the next several years. Industrial production is generally decreasing except in the printing and apparel industries, which are experiencing modest job growth. It is expected the Bay Area will continue to fall short of workers needed in the information technology field, reflected currently by the 30% vacancy rate in government jobs in this field and the large numbers of programmers being recruited from overseas.

Age-Related Trends
Two age categories are about to surge in San Francisco. The portion of the population between the ages of eighteen and twenty-four and the portion of residents over age fifty-five are both expected to grow by around 30% in the next decade, compared to 14% growth for all other age groups. For City College this may mean more first-time student enrollments and more older adult enrollments.

Economic Trends
Much of the growth expected in San Francisco in the next decade will be in the eastern and southeastern sections of the City. Specifically, redevelopment projects are under way in the Central Waterfront, Mission Bay, and Bayview/Hunter's Point regions, providing new jobs, new residential development, and new concentrations of city activity. Also expected to continue growing is the South of Market region, home to many of the “multimedia gulch” software and graphic design firms rapidly growing in the new economy. Other businesses expected in these regions include light industrial and high-tech R&D firms and a new UCSF Bioscience campus. More generally, California is expected to have modest economic growth over the coming decade, around 3% annually.
Other Educational Providers
The City and County of San Francisco is rapidly becoming the home of an increasing number of educational providers. These include other Bay Area colleges, private vocational training institutions, branch campuses of private colleges like the University of Phoenix, businesses with in-house training and education, and the emerging numbers of on-line post-secondary educators. Rather than seeing other institutions as competitors, CCSF may be able to form partnerships and collaborative agreements with them, thereby benefiting both the institutions and the community.

Funding Trends
The majority of funds for the operation of CCSF comes from three sources: local property taxes, State general funds, and student enrollment fees. In 97–98, CCSF received $138M in total revenues. Of this, 57% came from State funds, 31% came from local taxes and other local sources, 8% came from student fees, and the remaining 4% came from the federal government.

Since 1975, the proportional share of state and local revenues to California Community Colleges (CCC’s) has decreased by 27%. While all segments of education have lost share in the state budget, CCC’s have experienced the largest proportional decrease in taxpayer support. City College has been fortunate to receive an annual supplement of around $8M to $9M through a .25% share in local sales tax.

In 1988, State Proposition 98 was enacted, which sought to guarantee the level of State funding from property taxes to community colleges and primary education, allocating 11% to California Community Colleges and 89% to K-12. So far this level of funding has rarely been achieved. In 96–97, California Community Colleges received only 10.3% of Proposition 98 funds. This problem has been compounded in years of poor economic growth, when collected property taxes have fallen short of expected revenues.

An important historical trend in California is the difficulty that the state has had in keeping revenue aligned with growing enrollments. There have been periods in the past twenty years where the community colleges were significantly underfunded. California Community Colleges served 57.5 students per 1,000 adults in 1995, 60 per 1,000 adults in 1998, and by 2005 will serve 78 out of every 1,000 adults. There is some concern that when the economic boom begins to slow down, the colleges will not receive the level of funding needed to maintain student access to programs. Some alternative funding sources have been developed, such as the $3.6 million CCSF was recently awarded by the “Partnership for Excellence.” Future supplementary state funds may be tied to institutional performance. City College will continue to maintain an alternative funding strategy from public and private sector sources in order to maintain both access and quality service.
Local, State and National Policy Trends

New local, state, and national public policies will likely affect City College and must be considered as the College's future is charted.

- Proposition 209, enacted in 1996, sought to eliminate affirmative action. It remains to be seen what effects this legislation will have on the College's enrollment and staffing, but future steps may be necessary to ensure the diverse access which CCSF currently enjoys.

- Federal and State welfare reform has already increased the number of federal aid recipients seeking job training at City College, and this number will no doubt increase dramatically in the next few years as more citizens are forced off welfare rolls.

- Federal aid for special populations and special programs is facing an uncertain future as Congress continues to struggle over the federal commitment to post-secondary education.

- UC and CSU have begun eliminating many of their remedial education classes. This will increase the number of students taking remedial courses at and attempting to transfer from the state's community colleges.

Technology Trends

Emerging technologies will also affect the way City College delivers education in the next decade. As the number of students with Internet access increases, the web will become a vital component of course information, delivery of materials, and even virtual instruction and classrooms. Technological developments will also affect the types of skills our graduates will need in order to compete in the high-tech job market. CCSF will need to ensure the highest levels of technological access to its students in order to maximize educational efficiency during a period of limited funding and provide students with the job skills they will require and employers will demand in the context of the global economy.
RESPONSE TO 1994
WASC RECOMMENDATIONS
Response to 1994 Self Study Report
Major Recommendation #1
Centralization/Decentralization

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 fundamental issue of the extent to which the College should further develop its Phelan Campus and modify or discontinue the other campuses and the associated outreach efforts has been resolved. The College has decided both to further develop its main campus and to continue the campuses and outreach efforts. It clearly intends to remain a multi-campus college.

The District continues to develop the Phelan Campus, the newest additions being the Rosenberg Library and Learning Resources Center, a remodeled stadium, and a state-of-the-art track. Cloud Hall is currently being remodeled and will provide additional classrooms, offices, and conference rooms. The College continues to apply to the State for funding to provide for a new or remodeled gymnasium and a student services building.

A bond measure was passed by the voters of San Francisco on June 3, 1997. Some of these funds have been allocated for changes in the infrastructure of the existing buildings on the Phelan and the other campuses to meet technology needs. In addition, the Board is still negotiating with the City of San Francisco to acquire part of the Balboa Reservoir space in order to expand the Campus in the future.

The Board is committed to having a presence in representative areas of the City. This has been recently demonstrated by the use of bond money to purchase land for the construction of a new Mission Campus and a new Chinatown/North Beach Campus.

The issues of centralization/decentralization of educational programs, faculty, and student services are addressed through the organizational structure and at various levels of the planning process. The campuses all report to one administration and offer both general education courses and specialized programs and classes. There is one Academic Senate, one Classified Senate, and one Department Chairpersons’ Council. Faculty members on the campuses are included in decision making related both to the College and their campus, and to the College’s mission.

Issues that arise from the decision to maintain both the Phelan Campus and the neighborhood campuses, such as providing full services for the various campuses, developing an integrated technology data base, and clarifying the role of the campus deans, are being addressed. A recent series of community listening sessions has provided important input to the College, regarding the needs and expectations of various communities. In addition, a campus/school educational planning process is underway and will produce for each entity a plan for academic direction, student services support, and technology support after the District’s review and approval by shared governance committees. This process is expected to provide the blueprint for education at the campus/school level for the next three to five years.
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 an assessment of 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:

Development of the Strategic Plan

The Strategic Plan was adopted by the Board of Trustees in December '97. The strategic planning process was delayed from Fall '94 until the Board of Trustees chose a new Chancellor in Fall '95. The Master Plan Committee, under the leadership of the Chancellor and with the help of a consultant, prepared a comprehensive review of college community concerns undertaken through discussions with the College leadership which involved the Board of Trustees, administrative staff, Academic Senate, Department Chairpersons' Council, AFT 2121, Classified Senate, SEIU 790, Associated Students, and the Administrators' Association.

Based upon the information gathered from the College leadership, the Master Plan Committee (MPC) established seven strategy development teams comprised of representatives from the faculty, administration, classified staff, and students. Each team identified strategies and action plans to support one of the seven proposed college-wide goals. The MPC assembled a strategic planning framework draft from the team's proposals, and circulated it to all faculty, staff, and administrators during professional development days in August '96.

During Fall '96 and Spring '97, two subsequent drafts were circulated to faculty, staff, administrators, and students, and the College held an electronic town hall meeting over the public access TV station, Channel 52, so that residents of San Francisco could provide feedback and proposals. Each draft reflected further refinement and additional consensus among college constituencies, with a final draft receiving wide support among all college groups before it was adopted by the Board of Trustees in December '97.
The Organization of the Plan

The foundation of the Strategic Plan rests upon six long-term institutional goals as defined by the college community during the planning process: 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.

The College measures progress toward these Strategic Plan goals by relying upon fifty-two performance indicators. In addition to the performance indicators, the College utilizes Program Review, environmental scans, and public opinion surveys to assess how well the College is doing in meeting its planning priorities.

To achieve its six major goals, the College uses seven strategies: promote quality service in all college services; support continuous program improvement in instruction and student services; develop supportive workplace programs for employees; introduce new technologies for instruction and student services; remodel college facilities; diversify college resources; and integrate planning priorities into the resource allocation system.

Next Steps

Additional activities to update, refine, and improve the Strategic Plan began in 98-99 and will continue in 99-00.

First, the provisions for integrating the College's resource allocation with planning are being implemented. In Fall '98, the Chancellor proposed, and the Board of Trustees adopted, a recommendation from the Strategic Plan to establish a Planning and Budgeting Council to integrate planning priorities with resource allocation. During the winter and spring of the 98-99 academic year, the College established and implemented procedures to link annual budget planning with strategic College priorities.

Second, Listening Sessions were held to hear new and on-going concerns from community, business, labor, and government organizations in San Francisco. The ideas generated from these sessions are being used to expand the scope of the Strategic Plan, especially in the area of workforce education and economic development.

Third, the College will continue to integrate other college-wide plans previously approved by the Board of Trustees into the Strategic Plan. These plans include the Facilities Master Plan, the Five-Year Capital Outlay Plan, the Transfer Enhancement Plan, the ESL/Transitional Studies Plan, the Education Technology Plan and the CityWorks Plan for workforce training and education.

Fourth, the College's schools and campuses have begun an educational planning process designed to produce directions for each entity in the areas of academic programs, student services, and technology support.

Fifth, a process of updating the Education Technology Plan will begin in 99-00; this plan will guide the College in the areas of network development, educational technology and distance learning, and administrative data management.
Response to 1994 Self Study Report

Major Recommendation #3

Student Outcomes

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:

During the past four years, the College has made significant strides toward making student outcomes a priority for its operating units.

The program review system requires that all units— instructional, student services, and administration—submit a self study for review every six years. Included are sections on student satisfaction and student success in educational programs. Instructional units are asked to discuss their student satisfaction responses, course completion rates, and certificate and degree outcomes. Student services units are asked to focus on student satisfaction with service delivery. Administrative units are asked to address quality and efficiency of services as they relate to students.

The College’s planning initiatives are also focused on student outcomes. The Strategic Plan (adopted in December ’97) has student success as one of its six institutional goals. The plan calls for regular reports of ten performance indicators related to student success, including student transfers to baccalaureate institutions, student achievement of degrees and certificates, and successful course completions. An additional six performance indicators assess student outcomes. In addition to the Strategic Plan, the Transfer Enhancement Plan, Education Technology Plan, and ESL/Transitional Studies Plan focus on student success in college programs.

In addition, the Planning and Budgeting Council, established by the Board of Trustees in October ’98, will support the College’s commitment to student outcomes by linking the planning and budgeting function with an annual review of accomplishments in attaining student outcome goals. Partnership for Excellence involves a link between funding and student outcomes. The College is providing funding to support a regular evaluation of institutional progress toward the system-wide goals established by the State Board of Governors.

The Research Office reports on student outcomes through the annual Planning Atlas. In addition, the Office produces reports on the number of students transferring to California State University (CSU) and University of California (UC) campuses, the earnings of students who have graduated from the College’s programs, and the progress and success of students in English, ESL, and mathematics, including students in the pre-collegiate basic skills sequence.
Ten Performance Indicators Related to Student Success

**Primary**
1. Number of associate degrees, Certificates of Completion, and Awards of Achievement.
2. Number of students transferring to baccalaureate institutions.
3. Number of noncredit students passing an exit test.

**Secondary**
4. Number of credit students passing a course.
5. Number of noncredit students retained in a class to the end of the semester.
6. Number of new students persisting from semester to semester and year to year.
7. Number of students persisting from semester to semester and year to year.
8. Number of students passing the GED examination.
9. Number of students passing licensing examinations.
10. Level of compensation of CCSF students after one and three years out of college.

Six Additional Indicators That Assess Student Outcomes
1. Number of students achieving Dean's List status.
2. Student ratings of the College from exit interviews.
3. Employer satisfaction ratings with students.
4. College ranking in number of transfers to baccalaureate institutions.
5. College ranking in number of associate degrees awarded.
6. CCSF students on the College Board’s Annual Talent Roster of Minority Transfer Students for two-year colleges.
Response to 1994 Self Study Report
Major Recommendation #4
Fiscal Operations

There is a need to monitor closely the College’s fiscal operations and decisions; e.g., decisions on salaries, that could impact substantially on 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 have had to invest in this area. In light of past difficulties, due diligence must be exercised.

Response:
The College ended fiscal year 94-95 with a significant general fund surplus. During fiscal years 95-96 and 96-97, the College spent this surplus down at a pace that could not be sustained by ongoing revenues. During fiscal year 97-98, the College reversed the two-year pattern of deficit spending and ended the year with a fund balance of $6.8M. This represented a substantial improvement over the previous year and was the direct result of a variety of measures, including an across-the-board wage freeze during fiscal year 97-98, and limitations on classified hiring. The College’s designated reserve is a portion of the overall fund balance and stood at $4M during 95-96. The reserve dipped to $3.15M during fiscal year 96-97 as a result of a one-time allocation for a capital project. The reserve was increased to $3.65M during 97-98. The College successfully maintained its fund balance during fiscal year 98-99 and increased the reserve by $100,000 to a total of $3.75M.

A 1.5% increase in enrollment generated an additional $1.5M in State apportionment funds during fiscal year 97-98, contributing to the District’s financial improvement. During fiscal year 98-99, enrollment grew modestly, generating an estimated $700,000 in additional revenue. To enhance the possibility of future growth, the College will increase its marketing/outreach budget, as well as its class offerings, during fiscal year 99-00.

Finally, during Summer ’98, the College entered into labor contracts with its two largest unions. These contracts connected future wage and benefit increases to increases in general revenues. While this improves the College’s ability to maintain its fiscal stability, management must continue to monitor overall spending.
Responses to 1994 Self Study Report
Minor Recommendations

1994 Standard One: Institutional Integrity, Purposes, Planning & Effectiveness

1.A Implement the Master Plan as developed, including establishing action plans and timelines.

Midterm Response:
The Master Plan continues to be a work-in-progress. At the direction of the Board and the new chancellor, a college-wide strategic planning process is under way. The final draft will be completed by the end of 1999 and will include detailed goals, strategies and performance measures.

1996 - Present:
The Master Plan has been incorporated into the Strategic Plan which was adopted by the Board in December '97. The Strategic Plan is now being implemented by the College through its shared governance system and the new Planning and Budgeting Council.

1.B Establish links between planning, program review, facilities planning and budgeting/resource allocation.

Midterm Response:
The program review process is linked to budgeting and facilities planning. One of the seven quadripartite strategy development teams, the planning and budgeting system team, is working to strengthen these links.

1996 - Present:
The strategy development team charged with addressing the College’s budget and planning system recommended an integrated model for adoption by the College. This recommendation for an integrated budgeting and planning system was placed in the Strategic Plan, which was adopted by the Board in December ‘97. The integrated budget/planning system recommendation was implemented during the 98-99 academic year. The program review system has been revised and the link between the budgeting and planning system will be strengthened in 99-00.

1.C Implement program review as outlined in the newly developed process.

Midterm Response:
We have completed two years of the first three-year cycle. All College units, both instructional and non-instructional, are being reviewed.

1996 - Present:
The first cycle of the program review system was completed in four years, in 97-98. Most units completed reports during this first cycle. The newly revised program review system is in place. All units will now be reviewed on a six-year cycle.
1.D Ensure broad participation and information sharing related to planning, program review, and resource allocation, by following the College's shared governance model.

**Midterm Response:**
The shared governance committee structure underlies all significant decision-making at the College. The structure is reviewed regularly to improve efficiency.

**1996 - Present:**
During the past three years, the College has continued to maintain the shared governance system. The Office of Shared Governance provides regular information in both hard copy and Web-based formats to students, faculty, staff, and administration of the College. All decisions regarding Program Review are included in an annual report issued by the Office of Shared Governance.

1.E Develop a process for determining institutional effectiveness, building on the recently produced Accountability Atlas, to include locally developed measures that emphasize student success; ensure that the data produced is used in the planning process.

**Midterm Response:**
The College is making progress in this area. The Office of Research updates the Accountability Atlas annually and has developed an external environmental trends report. Both documents are widely distributed and well-received. The information is used in the planning processes.

**1996 - Present:**
The Strategic Plan adopted by the Board in December '97 includes fifty-two performance indicators developed through the shared governance process that built the Strategic Plan. These fifty-two indicators include ten on student success. Data related to the performance indicators is published annually in the Planning Atlas and distributed to all decision makers in the College.

1.F Develop a plan for the integrated use of technology throughout the institution, in particular a management information system that will provide data for planning as well as management and instructional decision making.

**Midterm Response:**
An Educational Technology Plan has been developed and reviewed by the Master Plan Committee. This plan will be integrated into the strategic planning process by the strategy development team focusing on technology. In addition, the College has invested in BANNER, which supports the type of coordination suggested by the visiting team. The finance module is in its second year of production, and the human resources module has been partially implemented with final implementation planned for July '97.

**1996 - Present:**
In October '98, the Chancellor commissioned a study to review the plans, structures, and operations of information technology systems and services to prepare for changes and improvements. A number of recommendations were generated in the areas of technology planning, technology management, personnel and organizational structure, network and infrastructure, administrative software systems, educational technology, and the telephone system. The report has been prepared in order to present, in one document, the overall status, accomplishments, and primary issues related to technology development and implementation at the College. Further development or implementation of the report's recommendations is pending, contingent on consultation and direction from the Chancellor.
1994 Standard Two: Educational Programs

1. Regular and thorough implementation of the newly formulated program review process be undertaken. The results from this process should be integrated with curriculum review and development, human resources, facilities, and resource allocation decisions.

Midterm Report:
The College has completed two years of the first three-year cycle of the new Program Review process, which includes all institutional units, both instructional and non-instructional. Allocation of budget, full-time faculty, equipment, and facilities are linked to program review.

1996 – Present:
The College is seeking to strengthen the link between Program Review and the new planning and budgeting system. Program Review has been revised as part of this process. Curriculum review and development is an important part of Program Review.

2. That data to support the instructional program review process be identified, gathered and systematically provided to appropriate parties.

Midterm Response:
The Office of Research provides supporting data to all units and continually seeks to improve and expand its services.

1996 – Present:
The Office of Research continues to provide data for the program review of departments and other units. Increased communication between the Office of Research and these departments and units will enhance the relevance of the data to specific goals and objectives of the departments.

1994 Standard Three: Student Services and the Co-Curricular Learning Resource

1. Promote and complete formal program reviews in Student Services using the recently developed College model, giving priority to the areas of Admissions and Records, Counseling, and Financial Aid.

Midterm Response:
These Program Reviews have been completed. Strengths and areas in need of improvement are identified and three-year plans are in place.

1996 – Present:
As a result of Program Review, Admissions and Records has instituted a telephone registration system that has simplified registration for students. The Financial Aid Office has been placed on watch status. The level of student dissatisfaction is evident and steps to improve services are being taken. Additionally, the College contracted with the National Association of Student Financial Aid Administrators for a “Standard for Excellence Program” audit which identified a number of specific program improvements. General Counseling is on watch status and has implemented a computerized appointment system to better serve students and document the service level of counselors. The Vice Chancellor of Academic Affairs and the Program Review Committee have agreed to recommend the watch status be changed to a continue status as soon as the department submits a six-year plan. The College’s administrative structure has been modified with the improvement of services to students as a primary objective. The Vice Chancellor of Student Development will have, as a major responsibility, the improvement of services in Admissions and Records, General Counseling, and Financial Aid.
1994 Standard Four: Faculty & Staff
No recommendations were specified.

1994 Standard Five: Library & Learning Resources

1. A plan for district-wide access to library and learning resources services should be developed. This is particularly important in regard to understanding how to accommodate the lack of library and core learning assistance services at major campuses throughout the City.

Midterm Response:
The new Rosenberg Library and Learning Resources Center has opened at the Phelan Campus and all major library sites are now electronically connected. By December ’97 all campus library sites will have electronic access to the full text of periodicals. Plans include CD ROM access through the library network at all sites.

1996 – Present:
The plan for district-wide access has been developed and is near its last phase of implementation. All library sites have electronic access to the networked information and learning resources, including the OPAC, several periodical databases, and the World Wide Web. The College community can now access the networked information resources from their homes and workplaces. A portion of the $50M bond issue will be used to complete the infrastructure needs for the wide area network at each campus, so that access to the electronic information and learning resources will be available district-wide. Upgrading and the installation of suitable equipment will follow. The sharing of books and periodical articles among the campuses has been an important part of the overall plan to improve access. As of Spring ’99, plans and policies are in place for an inter-campus library materials delivery service.

1994 Standard Six: Physical Resources

1. The District space inventory plan needs to be brought up to date. This should be followed by the development of a facilities master plan.

Midterm Response:
A space inventory has been completed. A draft proposal of a facilities master plan is being evaluated by the appropriate strategic planning team.

1996 – Present:
The space inventory has been completed and submitted to the State Chancellor’s Office. The inventory needs further review for accuracy.

2. District-wide participation in evaluation of facilities at all educational sites. This should be followed by an extensive deferred maintenance/facilities improvement plan that can be incorporated into the District’s Master Plan and Fiscal Plan.

Midterm Response:
All facilities are scheduled for evaluation by District teams. In July ’95 the Governing board approved a Maintenance Assessment District. This action resulted in a one-time special assessment that generated $2.6M for selected maintenance, beautification, and recreational projects.
1996 - Present:
This procedure has been initiated and was used as the basis for the bond issue projects which are underway. The participation in evaluation has not yet become an annual occurrence, but that process has been discussed and is part of the College's ongoing plans.

3. A college-wide equipment inventory should be made to develop a district-wide prioritized list for equipment repair and replacement. There also needs to be a plan to seek equipment and/or funding from other than State resources.

Midterm Response:
With the implementation of the new BANNER system, the College is establishing an equipment inventory initially concentrating on computer hardware and software. Passage of the upcoming Bond issue would provide resources to build the necessary technological infrastructure.

1996 - Present:
Partial inventories have been completed at some sites, but an integrated inventory has not yet been completed. Establishing an inventory procedure is part of the District's future plans. While BANNER does provide an inventory component, during the past three years, the College has dedicated all available ITS resources to implementing the Financial, Student, and Financial Aid portions of BANNER. It is not likely that the inventory component will be completed prior to Fall '00.

4. In the area of instructional technology:

4A. Develop a plan for the acquisition, maintenance and ongoing replacement of technology as it relates to instructional use and administrative use.

4B. Develop a training plan for instructional technology that will assist faculty in regularly updating their skills as new technology is developed and integrated into the instructional program.

4C. Develop a training plan for faculty, administrators and classified staff that will interact with the administrative computing system. Communication about and training will be integral to the development of the new system.

Midterm Response:
The College has the Education Technology Plan that addresses the recommendations above. It will be incorporated into the developing Strategic Plan which will be completed by the end of '96.

1996 - Present:
4A There have been two major initiatives devoted to improved planning for the acquisition, maintenance, and ongoing replacement of technology as it relates to instructional and administrative use. They are the Strategic Plan and the “Consultant's Report: Information Technology Assessment for City College of San Francisco,” both of which include recommendations addressing acquisition, maintenance, and ongoing replacement of technology college-wide.

4B The College continues to evaluate its progress in implementing the Education Technology Plan adopted by the Board of Trustees on March 27, 1997.

4C The College provides on-going training for faculty, administrators, and staff for the new integrated and relational database management information system. BANNER, implemented in Spring '98, consists of four modules: Finance, Human Resources, Student, and Financial Aid.
1994 Standard Seven: Financial Resources

1. In order to avoid further disruption and dislocation to educational programs and to maintain quality programs and services, the District should:
   
   1A. Manage its resources to ensure long-term financial stability and establish a prudent reserve level.
   
   1B. Maintain an operational level which is supported by reliable continuing revenue sources. One-time only revenue sources should support like-type expenditure plans.

Midterm Response:
Please see Major Recommendation #4.

1996 – Present:
The College has made significant progress towards long-term financial stability as evidenced by the improvement shown in the 98-99 audit report. The current reserve is $3.65M. More importantly, the current projected fund balance for 98-99 is $6.5M and will meet the State Chancellor’s guidelines. Operating expenses are currently supported by continuing revenues. The only significant one-time revenue received during 98-99 was used for one-time wage increases.

2. The College should enhance its financial planning activities to include identification of long-term financial requirements for existing and future programs and services. Though future additional costs are acknowledged, plans to fund those new costs have not been formalized. The College should establish a process to address:

   2A. The development of a detailed plan for expanding the Management Information System beyond the District office and test site. Future cost considerations and related funding requirements should be determined.

Midterm Response:
A detailed plan will be in place by Spring ’97.

1996 – Present:
The College has successfully implemented the most important parts of the financial module of BANNER. Budget managers at any remote location can access BANNER in a dial-up mode. When the College’s bond funds become available, work can begin to address this situation and bring improved connectivity to all campuses. This year for the first time, the College will require budget managers to submit their requests directly into BANNER.

2B. The additional staffing required for the Learning Resources Building Project planned for completion in the Fall ’95. The College estimates an additional $1M salary and benefit cost to expand staffing to adequately serve students.

Midterm Response:
The College has hired four new librarians, three reference librarians, one acquisitions librarian, six new library technicians, a computer services manager, and two technical instructional assistants.

1996 – Present:
The College has received several installments of additional State revenue related to the opening of the new Learning Resources Center. While these funds have been less than the actual cost of operating the facility, the College has been able to make up the difference and provide a functional level of overall staff support.
2C. The required funding needs for the new Learning Resources Building Project in coordination with the Foundation fundraising goal of $3M.

**Midterm Response:**
Over $1.5M has been raised for this project to date. An administrative position has been reinstated to coordinate a capital campaign to raise funds for the entire College, including the Library and Learning Resources Center. The funds to complete the Library and Learning Resources Center were made available through a combination of lease financing and an allocation from the general fund.

**1996 – Present:**
There is no new information on this item.

2D. The long-term liabilities associated with the commitment to pay post-retirement medical benefits for life to retirees and eligible active employees. An actuarial study should be performed and be revised from a cash basis to an actuarially determined funding level.

**Midterm Response:**
This recommendation has not been accomplished but is still in our plans.

**1996 – Present:**
While the College's independent auditors have pointed out this item, the College has not yet contracted for the necessary actuarial study.

3. With the planned resource allocation process, annual funding needs should be determined for:

3A. Program development, improvement and maintenance requirements.

**3B. Instructional and non-instructional equipment replacement plans.**

**Midterm Response:**
The Budget and Planning committee, a shared governance committee, has recommended that funds be set aside annually for all of these areas except non-instructional equipment replacement; this recommendation is under consideration by management. The District has received a $4M block grant for instructional equipment.

**1996 – Present:**
The College has been able to distribute several million dollars of State funds for instructional equipment. The College has not been able to set aside portions of the annual operating budget for any special needs.

3C. Major facilities maintenance and renewal needs and matching requirements for state deferred maintenance projects.

**3D. Health and safety projects.**

**Midterm Response:**
The Spring '97 bond issue, if successful, will provide funds to complete these projects.

**1996 – Present:**
The College was successful in its effort to gain passage of a $50M local bond issue. While the sale of the bonds was held up for more than two years in litigation, the College will finally receive these funds in November '99.
4. Expedite the completion of the audit for the fiscal year ending June 30, 1993. The validation of the financial position for the 92-93 fiscal year is a crucial part to reinforcing the status of the District’s current financial condition.

Midterm Response:
Please see response to Major Recommendation #4.

1996 – Present:
The audit report for fiscal year 97-98 was completed well in advance of the State deadline.

1994 Standard Eight: Governance & Administration

1. Resolution of the issue of centralization and decentralization of educational programs and faculty and student services (development of the Phelan Campus/role of the centers), is a major strategic issue requiring resolution by the Board of Trustees.

Midterm Response:
Please see response to Major Recommendation #1.

1996 – Present:
Please see response to Major Recommendation #1.

2. That the Board and Chancellor must assure that the initial work by the Master Planning Committee is implemented throughout the College. A Strategic Plan that builds upon program review and an assessment of institutional effectiveness should be developed in a timely manner. The plan should merge departmental plans and the human resources, facilities, equipment replacement and computing plans with the College’s fiscal planning to achieve the outcomes specified in the Master Plan.

Midterm Response:
Please see response to Major Recommendation #2.

1996 – Present:
Please see response to Major Recommendation #2.

3. Evaluation of student outcomes and how they are affected by the organizational structure, expenditures and the educational and student services programs needs to become a priority of the College and its operating units.

Midterm Response:
Please see response to Major Recommendation #3.

1996 – Present:
Please see response to Major Recommendation #3.
STANDARD ONE:
Institutional Mission
STANDARD ONE: Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

Committee:

Steven Glick .... Administrator, Co-Chair
Susan Lopez .... Faculty, Co-Chair
Jennifer Biehn .... Administrator
Christine Bunn .... Faculty
Steven Kech .... Classified
Peter Stiles .... Faculty
Joe Thorn .... Faculty
STANDARD ONE: Institutional Mission

1.1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Description:
The College's Mission Statement was approved by the Board of Trustees in 1997 and appears in the Strategic Plan and in the catalog. The Mission Statement is preceded by the Vision Statement in both publications.

Vision Statement
City College of San Francisco will continue to be a leading center for teaching and learning. Students from all backgrounds and cultures will have access to affordable, high quality programs that meet their lifelong educational needs. The College will continue to build upon its commitment to educational excellence, service to our diverse communities, and preparation for civic engagement.

Mission Statement
To fulfill our vision, City College of San Francisco provides educational programs for:

• Achievement of associate degrees of art and science;
• Transfer to baccalaureate institutions;
• Acquisition of the necessary career education and skills to successfully participate in the workplace and global economy;
• Promotion of economic development and job growth in the Bay Area region;
• Mastery of skills necessary for competence in English as a second language and for citizenship;
• Completion of the requirements for the adult high school diploma and GED; and
• Cultural enrichment, lifelong learning and life skills.

To ensure that students reach their educational goals, the college provides academic and student support services, basic skills programs, continuing education programs, and training for workforce needs of public and private sector agencies and businesses.

The Values Statement also precedes the Mission Statement in the Strategic Plan. (1-1, 1-2)

Analysis:
The Mission Statement encompasses all current credit and noncredit programs and broadly defines institutional purposes.

Plan:
• No action is planned.

1.2. The Mission Statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Description:
In accordance with its Mission Statement, the College provides a wide variety of academic programs and related support services to meet the needs of its multiple constituencies. As an open access institution, the College serves adults of all ages, cultures, and backgrounds. This range of students is described in the Vision Statement.

The Mission Statement delineates the purposes and program areas through which the College fulfills its complex role in higher education. (1-2)
Analysis:
The Mission Statement is very clear about the educational programs and services the College provides. However, the description of the students served is found in the Vision Statement and not in the Mission Statement. Since the Vision Statement and the Mission Statement always appear together, the College believes the WASC requirement is met.

Plan:
- No action is planned.

1.3. Institutional planning and decision making are guided by the Mission Statement.

Description:
Planning and decision making are made through a shared governance system guided by the Mission Statement, which is the foundation of the Strategic Plan. Several other planning documents rest on the Mission and Vision Statements. They are CityWorks, the Transfer Enhancement Plan, the Education Technology Plan, and the Noncredit ESL/Transitional Studies Plan. (1–3 to 1–6)
The Board of Trustees, the Chancellor, and the senior managers reference the Mission Statement in making decisions that impact the overall instructional program.

Analysis:
Although the Mission Statement is used by the administrators, it is not well known by most faculty, staff, and students. Therefore, decisions made in shared governance committees may not always be guided by the statement. The Mission Statement lacks visibility in the institution. Although linked to the “Institutional Goals/Desired Outcomes” in the Strategic Plan, the connection between the goals and outcomes and the Mission Statement is not clear in the body of the plan. (1–1, p.5)
STANDARD ONE: Reference List

1-1 The Strategic Plan for City College of San Francisco – December 1997
1-2 City College of San Francisco 1999–2000 Catalog
1-3 CityWorks-A Strategic Planning Model for Workforce Education and Training
1-4 Transfer Enhancement Plan - January 1998
1-5 Education Technology Plan – Creating Opportunities: Using Information Technology in Education – March 27, 1997
1-6 Noncredit ESL/Transitional Studies Plan – June 1998
STANDARD TWO:
Institutional Integrity
STANDARD TWO: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

Committee:

Jacquelyn Green ........ Faculty, Chair
Steven Abensohn ........ Faculty
Gloria Barcojo .......... Classified
Frederick Chavaria .... Faculty
Jerry Dear ............... Classified
Sandra Ericson .......... Faculty
Lawrence Klein .......... Administrator
Tracey Kobayashi ....... Faculty
Michael Kushner ....... Student
Martha Lucey ........... Administrator
Anita Martinez .......... Administrator
Marina Ulanovskaya .... Student, Fall ‘98–Spring ‘99
2.1. The institution represents itself clearly, accurately, and consistently to its constituents, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty and governing board.

Description:
Produced under the supervision of the Office of Instruction, the catalog serves as the primary source of regulations and policies for students and staff. Students may purchase the catalog in all branches of the College bookstore. The Website version of the catalog is updated between scheduled printings each academic year. The catalog includes all of the above-listed information for both credit and noncredit courses. (2–1, 2–2, 2–8)

The College utilizes both print and electronic media in reaching out to prospective students and to the community. The class schedule is mailed each semester to San Francisco residents, is available at public libraries, and is on sale in all branches of the College bookstore. The wording of particular sections in the catalog and in the class schedule may vary, but the information is consistent. (2–1, 2–2, 2–3)

The primary function of the Office of Marketing and Public Information is to handle all press inquiries relating to the College, to publish accurate information, and to oversee the accuracy of publications of individual departments, campuses, and neighborhood sites. (2–6, 2–7) Some departments and campuses, however, print their own informational outreach flyers and brochures, which are supplemental to those produced by the Office. Also, many vocational departments, through grant funding, have published brochures that provide a uniform, consistent presentation of information. (2–9) The weekly in-house publication City Currents and the periodic attachment Board Highlights, which summarizes actions taken by the Board of Trustees during regular monthly meetings, serve as the main internal communications links for District employees. (2–4, 2–5)

In Fall ’95, the Office of Marketing and Public Information instituted advertising campaigns to inform the community of the beginning of new semesters. Additionally, a year-long series of full-page advertisements began in April ’98 in The Independent, a citywide newspaper with a strong neighborhood orientation. Each report focused on a department, school, or new program. (2–11) The Office handles all press inquiries relating to the College and calls all press conferences when appropriate.
Analysis:
To ensure the precision, accuracy, and consistency of information, the College now has a full-time editor for the catalog and a part-time employee designated to update and maintain the Website version. The accuracy of the catalog may be impacted by course changes and administrative and procedural changes during the academic year. Therefore, the complex process for ensuring an accurate catalog is ongoing. (2–1, 2–8) The format of the class schedule has been revamped from a flip-flop format to a read-through design to make it more user friendly. (2–3) The format of City Currents has been revamped, featuring better graphic design and more detailed coverage of department activities and employee achievements. However, the distribution of this major communication tool is sometimes inefficient and untimely. Therefore, effective communication in this large complex district is a continuing challenge. (2–4, 2–5)

The Office of Marketing and Public Information defines and markets the College’s institutional image and continues to centralize efforts to present an accurate academic picture to prospective students and to the community. Currently, it is coordinating individual campus and departmental brochures based on a standardized formula. The Office also monitors flyers and brochures promoting department and program offerings produced outside of the Office to ensure that the information is accurate and consistent. Guidelines have been developed and distributed to various departments, but these publications, produced outside of the Office, need to be monitored more closely. (2–9)

The themes of advertising campaigns have included “Our Faculty Make the Difference,” and the award-winning “Great Careers Start at City College of San Francisco.” (2–10) Another illustration of effective media relations employed by the Office was the series of full-page reports in The Independent. This series was well received by the community and was therefore successful for the College, as well as for the departments featured. (2–11)

The Chancellor plans to continue publication of a quarterly newsletter featuring important events at the College for San Francisco City and County officials and the community. For example, a recent newsletter featured the Listening Sessions in which some 200 community and business leaders participated. (2–12)

The College’s Website is an important outreach vehicle which receives over 65,000 hits per month. The Speaker’s Bureau page provides the public with access to information from the College’s faculty and administrators in their areas of expertise. Interest in this site is growing rapidly and the Office has a designated staff member to monitor and update its content. This rapid growth requires a full-time coordinator to administer the information properly. (2–8)

The College has installed three pilot computerized information kiosks at the Phelan Campus. These kiosks provide helpful information to students about programs and services. The Student Information Network, featuring current College events and other helpful information, is broadcast continuously on the television monitor at the Information Booth in the Conlan Hall Administration Building.
Plans:

- Continue to improve the class schedule and the catalog to make them more user-friendly.
- Distribute brochure guidelines annually and continue to monitor the independently designed flyers and brochures.
- Distribute City Currents in a timely manner.
- Engage a full-time Webmaster to be responsible for ensuring accurate, authorized information on the Web page.
- Explore the effectiveness of the Student Information Kiosks, and the possibility of installing kiosks at additional campuses.
- Consider placing additional Student Information Network television monitors on the Phelan Campus and at other campuses.

2.2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters integrity of the teaching-learning process.

Description:

Article 8 of the 97-00 District/AFT 2121 Contract contains a comprehensive statement on academic freedom, duties, and responsibilities. It incorporates all of the items indicated in Article 6.06 of the Policy Manual entitled “Intellectual Freedom.” The Faculty Handbook references the District/AFT 2121 Contract with respect to academic freedom. The District/AFT 2121 grievance procedure allows employees to grieve infringement of academic freedom. (2-13, 2-14, 2-15)

Analysis:

The current District/AFT 2121 Contract sets out an excellent framework for a comprehensive policy on academic/intellectual freedom. However, it applies only to faculty members and should be developed into a formal district-wide policy for all segments of the institution. The District/AFT 2121 Contract is distributed to all faculty members, and is used as a training tool during orientation sessions for new full-time faculty. Orientations for part-time faculty are done on a department level, not a college-wide level. The College needs to ensure that the academic/intellectual freedom policy is distributed to all part-time faculty and to students. College-wide discussions should be held on the meaning, application, and implications of various aspects of academic/intellectual freedom. Some faculty need to be reassured about the District’s commitment to academic/intellectual freedom.

Plans:

- Review all District policies that pertain to academic/intellectual freedom and institutional integrity, and develop a plan to cover all segments of the institution.
- Inform all segments of the District about the academic/intellectual freedom policy, its applications and implications, and the District’s commitment to upholding it.
- Include the policy statement on academic/intellectual freedom in all appropriate District publications.
- Establish staff development sessions to specifically address issues of academic/intellectual freedom and institutional integrity.
2.3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Description:
The faculty evaluations and the course outlines and curriculum guides are the primary factors used to assess compliance with this section. Written evaluations are conducted once every three years for all faculty. The evaluations include peer or peer/management review with mandatory student evaluations of each instructor. Currently, the evaluation forms for student input do not ask questions specific to this section. However, according to the summary report of the student evaluations for Fall '97, Spring '98, and Fall '98, students rated the faculty highly on knowledge of subject matter (4.675 out of 5.0). During the same semesters, students also agreed the faculty was free from prejudice (4.76 out of 5.0). (2–17)

Course outlines, developed by the faculty and approved through the Curriculum Committee, are issued to instructors by their departments. Faculty must follow the course outlines, specifying course objectives, content, evaluation criteria, general methodology, and required texts. (2–15, p.41) During the evaluation process, instructors are rated on their adherence to the course outlines and curriculum guides.

Analysis:
Although there are no specific questions pertaining to this section on the student’s faculty evaluation form, students are invited to write comments about their instructor’s performance. These comments are ultimately reviewed by the faculty and/or administrative evaluators. Such written comments address issues of fairness and objectivity in the presentation of course material. The faculty and/or administrators on the evaluation team also observe the instructor in the classroom. Based on their findings and the student evaluation input, the instructor is rated on the criteria concerning appropriate and acceptable course content and adherence to the course outline or curriculum guide.

While the “Curriculum” section of the Faculty Handbook specifies compliance with course outlines, the “Instructor’s Responsibilities in Classrooms and Laboratories” section does not directly address the course content or the presentation of material with regard to distinguishing between personal conviction and proven conclusion, fairness, or objectivity. (2–15, p. 43)

Plans:
• Recommend a review of the Student Evaluation Form of Faculty to determine whether it adequately addresses the issue raised in this standard.

• Consider developing guidelines to help faculty distinguish between personal conviction and professional judgment in the presentation of material and in the course outlines and update the Faculty Handbook accordingly. (In many fields, assessments are of a subjective nature based on the student’s personal performance and the faculty member’s professional expertise.)
2.4. Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

**Description:**
The District has no published statement to instill specific world views nor to impose codes of conduct on administrators, faculty, staff, or students other than those consistent with maintaining a suitable learning environment.

**Analysis:**
The Board of Trustees has an ethics policy, but it does not pertain to all segments of the District. Consideration should be given to developing and adopting a comprehensive policy statement on professional ethics for all constituencies of the District. Such a policy should clearly define and provide examples of behaviors and practices which would constitute violations of this policy.

**Plan:**
• Consider development of an ethics policy for the District and for all of its constituencies.

2.5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and sanctions for violation.

**Description:**
The “Rules of Student Conduct” include a general statement regarding honesty, which is found in the catalog (2–1, p.44), the Policy Manual (2–14, AR 6.11.01) and the Faculty Handbook (2–15, p.49–50). All three documents also contain sections on the types of discipline or sanctions which result from violations of the rules. Many instructors specify their expectations of academic honesty in their course syllabi. The Grading Policies Manual contains a section on cheating and plagiarism as well as on disciplinary procedures. (2–19) Recently, the “Rules of Student Conduct” have been added to the Student Handbook on the College Website. (2–18)

The most recent contract negotiations between the District and AFT 2121 included an expanded Article 8, “Academic Freedom, Duties, and Responsibilities.” Subsections of this article give faculty information on academic honesty. (2–13, p.16)

**Analysis:**
Uniform standards of academic honesty, including issues raised by new technological developments, are not available. The “Rules of Student Conduct” refer very generally to dishonesty; however, they do not specifically indicate academic honesty or appropriate student behavior. There is no definition of cheating or plagiarism, although they may be described in the individual teacher’s course syllabus. The section on disciplinary actions and sanctions in the catalog describes an informal process, but there is no mention of the effect, if any, on grades if dishonesty is discovered. Because the Grading Policies Manual is outdated, the Grading Policies Committee has been reactivated and meetings are underway to review and revise it.

**Plans:**
• Revise the “Rules of Student Conduct” to include a clear statement of academic honesty and appropriate student behavior.
• Review and revise the disciplinary sanctions for dishonesty to make them appropriate to violations.
• Update the Grading Policies Manual to reflect the College’s policies on standards and the penalties for violations of academic honesty, and distribute the manual widely.
2.6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description:
The District is committed to equity and diversity, not only through its published policies and practices, but also through its specialized academic departments and programs. Policies regarding equity and diversity are found in the Policy Manual, the catalog, the class schedule, and the Faculty Handbook. (2–14, 2–1 (p.35, p. 23), 2–3, 2–15) All faculty and staff have access to these documents. A Diversity Relations Resource Guide, which has a comprehensive bibliography of pertinent materials, has recently been issued to all College personnel. (2–20) Students may obtain the information in the catalog and in the class schedule, which are available in all branches of the College bookstore and on the Website. (2–8) The Student Handbook is currently available only on the Website. Library and Learning Resources is diligent in its efforts to include a wide range of diverse titles and materials in all of its collections.

The Office of Professional Development regularly offers seminars and workshops focusing on issues of equity and diversity on professional development days and throughout the academic year. In 1995, the Board of Trustees established policies on non-discrimination and mandated corresponding staff development activities. In conjunction with Human Resources and with the assistance of the Faculty and Staff Diversity Committee, the Affirmative Action Officer coordinates and monitors all hiring processes to ensure equal treatment of all candidates. The Office of Affirmative Action receives and reviews complaints of discrimination. The policies on non-discrimination affirm that the entire college community address diversity by participating in activities focused on understanding and reducing bias and harassment based on race, gender, sex, age, and sexual preference, and on recognizing the rights of the disabled. The Committee on Sexual Harassment Prevention regularly reviews the District’s policies and procedures to ensure that they are current. (2–21)

There are many targeted efforts to encourage diversity in the student body, including outreach programs to high schools, organized student visits to historically Black colleges, bridge programs, the XL high school program, and the Early Academic Outreach Program. In Fall ’98, the Professional Development Days activities spotlighted diversity. (2–22, p.7)

During the past few years the District has constructed or renovated facilities to comply with the requirements of the Americans with Disabilities Act and to make them accessible to meet the needs of the physically challenged.

Analysis:
The District’s commitment to fostering and maintaining an environment of equity and diversity is readily apparent in its great variety of academic departments and curricula as well as its various student assistance programs. The District has long-established policies for recruiting and hiring faculty, administrators, and staff from historically under-represented groups, and Human Resources regularly publishes staff diversity statistics. (2–28) Currently, the District is in the process of reestablishing its Faculty Diversity Internship program in order to attract and retain diverse faculty.

In addition to academic departments which specialize in curriculum diversity, there are a number of student clubs and organizations which reflect the diverse population of the College. Students, faculty, administrators, and staff regularly celebrate diversity through extracurricular activities and programs. The Foreign Language Department, Continuing Education, and Study Abroad Programs all provide opportunities for cultural enrichment. Many of the peer tutors, provided by the Learning Assistance Center to aid students in their academic endeavors, are bilingual. Additionally, the graduation requirements include a cultural diversity component. (2–1, p.65)
Plans:
• Continue to review and publicize policies and procedures regarding equity and diversity.
• Continue to evaluate and expand outreach efforts to recruit and maintain a diverse faculty and staff.
• Revise and refine procedures and practices regarding equity and diversity as necessary.
• Reinstate the Faculty Diversity Internship program.
• Review outcomes of recruited underrepresented students.

2.7. The institution demonstrates honesty and integrity in its athletic program.

Description:
The College’s intercollegiate athletic programs follow the rules of ethics of the Pacific Coast Athletic Conference, the California Community College Commission on Athletics, and the College’s physical education department. (2–23) The catalog cites the “Rights and Responsibilities” of students and staff members. (2–1, p. 40) However, student athletes are also required to sign the “Out-of-District Athletic Student Contact Record” (2–29) which states that the student has made an independent decision to attend the College. Moreover, students are required to affirm that their decision was not influenced by prior contact with any member of the faculty or any person representing the College.

Athletic directors require that student athletes read and sign the “Student Eligibility Report” indicating the student’s understanding of the conference requirement to enroll in a minimum of twelve units each semester. (2–24) The College’s athletic program, however, requires that each athlete enroll in fifteen units, of which a minimum of nine units shall be courses counting toward the associate degree, remediation, transfer, and/or certification as defined in the catalog. All information concerning eligibility, course work, and transfer requirements is explained to each participating athlete during a preseason, first-semester orientation conducted by the athletic director and the coach of each team. Thereafter, until student athletes graduate or transfer to a four-year institution, their individual coaches monitor the students’ classroom work and academic programs for consistency with their educational plans. In collaboration with the coaches, a special counselor is assigned to assist the student athlete and is responsible for monitoring student progress through periodic reports from instructors and follow-up sessions with students. Athletes participating in intercollegiate sports must matriculate in two years to be eligible for athletic scholarships to four-year institutions. Therefore, every effort is made to prepare the athlete academically for a successful transition. Those athletes not inclined to continue their college education are counseled to enroll in vocational courses or other two-year programs.

Analysis:
The College has an outstanding athletic program. Both coaches and students have been recognized for excellence at the local, state, and national levels. The Physical Education Department, despite being heavily impacted, makes every effort to meet the needs of its students. The athletic director is not only responsible for dealing with the individual athletes on an academic level, but is also called upon to help athletes resolve personal issues in their lives. The one counselor is doing an outstanding job, but more academic and student support counseling would be helpful. The athletic department faculty and staff are committed to the policy that athletes are students first and athletes second. In 1998, predicated on an anonymous complaint, the College football program was the subject of an investigation. The former Chancellor, upon hearing of the allegation(s) and in conjunction with the Pacific Coast Athletic Conference, immediately convened a “Blue Ribbon” panel and initiated a formal inquiry. The panel concluded that there was no evidence to support the alleged rule violation(s), and therefore no sanctions were imposed on the program. (2–25)
Plans:

- Design and implement a formal annual evaluation procedure to ensure that all intercollegiate competitive sports programs maintain compliance with the Pacific Coast Athletic Conference and the California Community College Commission on Athletics rules and regulations.

- Review the need to increase academic counseling services for athletes to encourage and monitor their academic performance.

- Explore the need to include a detailed description in the next catalog of the procedures and rules which govern and regulate student athletes and the College athletic program eligibility for participation in intercollegiate competition.

2.8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.

Description:
The College is diligent in its efforts to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements. The Accreditation Liaison Officer is an administrator who has had experience working effectively with the Commission. A tenured faculty member has been given 50% reassigned time to chair the self-study process; another edits the document. A full-time classified employee serves as the management assistant. Committees have been established for the ten standards. Participation reflects the diversity of the college community and the belief that a fair and candid self study is one of the best tools for improving the quality of education. The standard committees have researched each section carefully and have met regularly to create a balanced document which accurately depicts the College’s performance. The Steering Committee, composed of standard chairpersons, faculty leaders, and senior administrators, has reviewed and coordinated the work of the standard committees to ensure that the self study is accurate and consistent.

The Accreditation Liaison Officer prepares and submits the required reports through which compliance with Commission standards is reaffirmed and any substantive institutional changes are described.

Analysis:
The College continues to comply with Commission principles and to encourage broad-based participation in the preparation of the self-study report. Announcements soliciting participation of administrators, faculty, classified staff, and students were widely disseminated beginning in Fall ’97. Following the identification of standard committees in Spring ’98, committee chairpersons and other Steering Committee members received materials and training, which emphasized the need to conform to Commission standards and requirements. Committee membership includes all segments of the institution. Those actively involved in the preparation of the self study have been encouraged to identify not only the strengths of the institution, but also its weaknesses. The self-study coordinators provide guidance and are very responsive to committee requests for assistance.

Plan:

- Continue the positive working relationship with the Commission.
2.9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Description:
Recommendations for revisions of institutional policies are made through the shared governance process, which ensures integrity. (2–26) Institutional policies are amended through the public process at the Board of Trustees’ regular monthly meetings. As practices are revised, publications are edited to incorporate changes.

The catalog editor relies on the departments to update pertinent sections of the catalog annually and suggest any revisions necessary to ensure the integrity of the information. Course and program descriptions are reviewed and updated annually and photographs are also changed. Catalog updates on the Website are part of the review process and are done on an on-going basis. The class schedule is published for the Fall, Spring, and Summer sessions and contains updated information.

Analysis:
The Policy Manual needs to be updated. The District’s Legal Counsel is coordinating this review. The shared governance process, including the Board’s regular Policy Manual amendment process, is used to consider and adopt any recommended amendments. (2–14, sec.1.07)

Although the catalog and the class schedule are revised and published regularly, occasionally there are oversights. Addenda are issued to advise students and the public of corrections. Since these publications are also on the Website, they can be updated with the addenda in a more timely manner.

Other publications, such as the Faculty, Classified, and Student Handbooks, are updated on a less regular basis. Amendments to the Faculty Handbook are issued as necessary. The Student Handbook is being developed on the Website. At present, there is no hard copy available. Some publications, such as the Vocational Education Guide, are revised annually. (2–27)

Plans:
- Update, publish, and distribute the Faculty, Classified, and Student Handbooks annually.
- Schedule all College publications for periodic revision.
STANDARD TWO: Reference List

2-1 City College of San Francisco 1999-2000 Catalog
2-2 Standard 2 Committee Catalog/Class Schedule Information Grid
2-3 City College of San Francisco Class Schedule, Fall ’92, Spr. ’99, Summer ’99, Fall ’99
2-4 City Currents (various issues)
2-5 City College of San Francisco Board Highlights – February 26, 1998, March 21, 1998
2-6 Department brochures and flyers
2-7 Campus brochures and flyers
2-8 Website Documentation (www.ccsf.cc.ca.us)
2-9 Department and Campus flyers (not produced by Public Information)
2-10 Advertising campaigns entitled “Faculty Make the Difference” and “Great Careers Start at City College”
2-12 Chancellor’s quarterly newsletter, UP FRONT, 2nd Quarter, ’97
New Challenges, New Opportunities. A report on CCSF Listening Sessions,
2-13 Collective Bargaining Agreement between SFCCD and the AFT, Local 2121,
July 1, 1997 – June 30, 2000
2-14 Policy Manual
2-16 Student Handbook
2-17 Faculty Evaluation – Student Questionnaire Analysis (Spring 1999)
2-18 Student Discipline Guidelines – September 1997
2-19 Grading Policies – July 1985
2-20 Diversity Relations Resource Guide
2-21 Sexual Harassment Policy and Procedures
2-22 Encore Presentations and New Aspects of Diversity Relations and Professional Development - January 1999
2-23 Commission of Athletics - Constitution
2-24 Student Eligibility Report (Athletic Program)
2-25 PCAC Findings on the Athletic Department
2-26 Shared Governance System - Reports and Recommendations 1997 - 1998
2-27 Vocational Education Program Guide - November 1998
2-28 Employee Data Report 97-98, 98-99
2-29 Out-of-District Athletic Student Contact Record
STANDARD THREE:
Institutional Effectiveness
STANDARD THREE: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional outcomes which can be validated by objective evidence.

Committee:

Robert Gabriner . . . . . . . Administrator, Chair
Kristen Bartok . . . . . . . Student
Arthur Cherdack . . . . . . Administrator, Fall ‘98–Spring ‘99
Emmanuel deGuia . . . . Student
Meryl Glass . . . . . . . . . Faculty
Terrence Hall . . . . . . . Faculty
Pamela Mery . . . . . . . . Classified
Jane Sneed . . . . . . . . . Faculty
Jack Sparks . . . . . . . . Faculty
Frederick Teti . . . . . . . Faculty
3.A. INSTITUTIONAL RESEARCH AND EVALUATION

3.A1. Institutional research is integrated with and supportive of institutional planning and evaluation.

Description:
The College coordinates research, planning, and program review activities through the Office of Research, Planning and Grants, whose staff participates on all major shared governance planning committees and/or task forces. At the time of a unit’s program review, instructional and student service departments receive a databook containing four years of data and information assembled by the Research Office. (3–1) In Fall ’99, this cycle will change to a six-year cycle. The Office also maintains an archive of all program review reports available for review by members of the community.

The Office of Research, Planning and Grants supports planning, implementation, and assessment through the publication of an annual Planning Atlas that contains data on student enrollments, student success, student satisfaction, and information on College staffing and finances. (3–2) In addition, the Office publishes numerous research reports on transfer, vocational/technical programs, and surveys on topics such as the use of technology by faculty and staff, and the needs of students who are CalWORKs recipients. (3–3 to 3–8) The Office has a Title III-funded project to develop a college reporting system called the Decision Support System. Finally, the Office provides environmental scans for the College and for specific departments on critical economic, social, fiscal, and educational trends in the region that will affect the College. (3–9)

Analysis:
The Research Office provides an important function for planning and evaluation and has been a consistent source of data, information, and analysis. As the new integrated planning and budgeting system is put in place, the Office of Research, Planning and Grants will continue to play a vital role in providing current reports, such as environmental scans, results from student and faculty/staff surveys on satisfaction with College services, and reports on College performance, institutional effectiveness, and departmental effectiveness.

When fully operational in the year 2000, the Decision Support System will enable deans and department chairs to access many different reports on performance in order to support college-wide planning efforts.

Plans:
• Address reporting requirements of the 1999 planning and budgeting system.
• Develop a schedule of student and faculty/staff surveys to provide regular feedback on educational services to the planning and budgeting system.
• Complete the Decision Support System by the year 2000.
3.A2. The institution provides the necessary resources for effective research and evaluation.

Description:
The Office of Research, Planning and Grants staff is comprised of a full-time administrative director, three full-time researchers, a full-time grants development officer, a full-time management information specialist, and two full-time classified support staff. The Office is currently located in two separate rooms in Conlan Hall. The director reports directly to the Chancellor. Additional resources for research and planning operations come from the Office of Matriculation and Assessment and a Department of Education Title III grant, “Strengthening Institutions.”

Analysis:
The College’s commitment to research, planning, and grant development compares favorably to most community colleges in the State. According to a 1994 Research and Planning Group survey of community college research and planning offices, most community colleges use researchers on a part-time basis, whereas the College retains full-time staff. (3-10) In addition, it has full-time support staff while over one-quarter of the surveyed colleges have no support staff or only part-time support staff. Finally, our researchers have direct access to the College database whereas most community college researchers do not and must rely upon ITS for selected data.

The only limitation facing the Office at this time is office space, which is not proportional to the size of the staff and the needs of the operation. The Office is scheduled to move to a new space in Fall ’99.

Plan:
• Review office space needs and coordinate with the College’s facilities remodeling program.

3.A3. The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Description:
The primary means for evaluating how well the College accomplishes its mission and purposes is through survey data collected from students, faculty, and staff, and data assembled from the College’s management information system. The College produces and disseminates an annual Planning Atlas containing longitudinal data in the following areas: student access to the College and its programs, student success, student satisfaction, and College resources. (3–2) The Office provides reports on a regular or annual basis on key institutional effectiveness indicators, including transfer rates, course success rates, degree attainment, and certificate attainment. The Research Office publishes special reports and analyses on many of the College’s functions, including transfer, vocational education, and basic skills. (3–4, 3–11, 3–12) The program review system evaluates how well departments and other College units are fulfilling the multiple missions.

Analysis:
The institutional effectiveness indicators enable the College to monitor its performance on an annual basis, to compare itself to other institutions in order to establish benchmarks of good practice, and to continue to focus upon institutional improvement. The Office of Research is currently working on a plan to expand the number of indicators as called for in the Strategic Plan. When completed, the College will have a comprehensive set of indicators to evaluate how well it is accomplishing its mission. During the past four years, the College has used research reports, the Planning Atlas, and program reviews to do this. This evaluation system has produced a greater awareness of the importance of data and research among faculty and staff.
The College will need to expand its evaluation and reporting capacity in order to address the goal of integrating research and evaluation with planning and budgeting. The College will also be evaluating the impact of Partnership for Excellence allocations upon student progress and success as part of the requirements of that program.

**Plan:**

- See plans listed under 3.A1.

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**3.A4. The institution provides evidence that its program evaluations lead to improvement of programs and services.**

**Description:**

Over one hundred College units have undergone the present program review process since it was instituted in the 93–94 academic year. Each College unit prepares a self study, including analyses of areas of strength and plans to correct areas needing improvement. The self study also includes a discussion of the ways in which the unit is supporting the College’s Strategic Plan. Units may receive a continue, expand, watch, or contract status as part of the review by both the senior administration and the Program Review Committee, a shared governance committee comprised of faculty, administration, staff, and students. The Program Review Committee writes a report each year concerning the past year’s activities and the status of each program review. (3–1, 3–13, 3–14)

The program review system has promoted a number of positive outcomes, which include an increased capacity to reflect and analyze the role and function of the unit, increased sense of collective purpose and focus, increased capacity to establish and implement long-range plans for the unit, and, for some units, increased funding support. In addition, the status a unit receives in the program review process is factored into the considerations for allocation of faculty positions to the departments.

During the past three years, the Vice Chancellor of Academic Affairs has set aside special block grant funds totaling over $200,000 for allocation of equipment and supplies as a result of the program review process. Program Review has also helped to identify and remedy serious organizational problems within units. In some cases, units have been reorganized and/or merged with other units, and in a few instances, units have been discontinued. In other cases, units have established plans to remedy their problems, and with the help of the administration, resolved their difficulties.

**Analysis:**

Department chairs, deans, and directors have been surveyed annually to assess the usefulness of the program review process. A majority indicated that the program review process helped them focus on what they were doing and what they needed to improve. Most indicated that the required four-year plan enabled them to focus on future plans rather than day-to-day operations. Since the College has established a new integrated planning and budgeting system, the role and function of Program Review has been assessed and redefined.

**Plan:**

- Implement the revised program review system.
3.B. INSTITUTIONAL PLANNING

3.B1. The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

**Description:**
During the past four years, the College’s shared governance system included a planning and budgeting system comprised of three committees: Budget and Planning, Master Planning, and Facilities Review. Committee members included faculty appointed by the Academic Senate, students appointed by the Associated Students, classified staff appointed by SEIU 790 in conjunction with the Classified Senate, and administrators appointed by the Chancellor.

The Master Plan Committee established procedures and processes for involving all segments of the College in the development of each college-wide plan. (3–3 to 3–8, 3–13) Drafts were available to all members of the College community in the campus libraries and were circulated to all major constituencies for feedback and modification. Final drafts were then disseminated to the College organizations before being sent to the Chancellor for final review and recommendation to the Board for adoption. After adoption, a designated shared governance committee took responsibility for monitoring its implementation in collaboration with the appropriate administrative offices.

During the Fall ‘98 semester, the Board revised the old planning and budgeting system to more closely integrate planning and budgeting as called for in the Strategic Plan. Membership in the new Planning and Budgeting Council includes the same constituencies: faculty, students, classified staff, and administrators.

**Analysis:**
The shared governance system supports the participation of all segments of the College in the planning processes. Faculty and administrators are highly involved in the work of governance committees; however, students and classified staff are not as active in committee work.

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**Plan:**
- Establish a program to recruit and train members, especially students and classified staff, to participate in all committees of the College’s shared governance system.

3.B2. The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

**Description:**
All units of the College are expected to participate in the program review process. This requirement was clearly stated in the Task Force Report. (3–15) The program review process uses a self-study model similar to the accreditation process and requires that each unit analyze its history using both quantitative and qualitative data in order to establish planned priorities for the future. (3–1) The priorities must be aligned with the College’s strategic planning priorities and written into a six-year plan.

**Analysis:**
The College has made significant progress in establishing an integrated program review and planning system and in utilizing program review plans in the allocation of block grant funds for equipment and supplies and for new and replacement faculty positions. During the first program review cycle from 1994 through 1998, only one instructional department and three administrative units failed to turn in a program review. Consequently, almost all College units developed and implemented long-term unit plans as required by the program review process. However, beginning with the second cycle in 98–99, some units have failed to meet their program review deadlines.

The program review system has been revised to accommodate the new planning and budgeting system. Modifications have maintained positive elements, including the involvement of all units, the use of both quantitative and qualitative measures, and the opportunity for
unit members to consider and analyze the strengths and weaknesses of their unit. Improvements have been made to the previous program review process to make it less time-consuming.

Plan:
• Continue to review and refine the revised program review system.

3.B3. The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Description:
The College has established seven institutional plans: CityWorks; Transfer Enhancement Plan; Education Technology Plan; Facilities Master Plan; Student Equity Plan; Strategic Plan; and Noncredit ESL/Transitional Studies Plan. (3–3 to 3–8, 3–13) Each of these plans is monitored by one of the College's shared governance committees in collaboration with the appropriate administrative office responsible for its implementation.

Plan priorities have been used as a guide for financial and staffing resource allocations by the College. For example, the Faculty Positions Allocation Committee uses Strategic Plan priorities as one criterion in its recommendations for faculty positions.

Analysis:
The College's commitment to planning is evidenced by the number and scope of plans produced during the past four years; however, each plan stands as an independent entity with specific timetables and spending priorities. The adoption of the Strategic Plan provides a set of goals into which the plans can be integrated. This is an important next step for the College if it is to accomplish its goal of integrating budgeting with planning.

Plan:
• Establish and implement a schedule for adopting a College Annual Plan based upon the Strategic Plan.
• Establish and implement a schedule for developing planning objectives for all College units.
• Establish and implement a review system for allocation of resources to support the College Annual Plan.

3.C. INSTITUTIONAL OUTCOMES ASSESSMENT

3.C1. The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Description:
The Strategic Plan uses fifty-two indicators to measure institutional performance. (3-13) The Research Office is responsible for gathering and reporting on these indicators to the College planning system on a regularly-scheduled basis. In addition, the Research Office conducts special studies on key institutional functions including transfer, degree completion, career/technical education, and student progress and success through the key gateway programs of ESL, English, and mathematics. Student outcomes data has also been reported in department databooks, which have been used in the program review process. Departments have been asked to analyze the outcomes data in their self study. (3–4, 3–5, 3–11, 3–12)

Analysis:
The College is able to document traditional institutional outcomes measures through regular reports from the Research Office. However, the College is not yet able to produce
reports and analyses on all performance indicators, nor are all the current reports effectively used by the College planning and budgeting system. In addition, further work needs to be done on developing accurate outcomes for noncredit vocational programs. The Research Office supports institutional research and specific requests from departments and faculty members. While the Research Office has responded to requests from departments for information and discipline-specific research projects, more work should be done to assess student learning both in and outside the classroom. There should be more active connections between the Research Office and the instructional departments to best assess teaching practices that promote student learning success. Staff development activities could also be used to link classroom faculty with institutional research and department-specific projects.

**Plan:**
- Expand reporting of institutional performance as called for in the Strategic Plan.
- Continue to develop projects and programs with departments to assess teaching practices and to measure student learning success.
- Develop and implement performance outcomes measures for noncredit vocational programs.
- Develop a collaborative research program with the Office of Matriculation and Assessment to continue to develop and publish in-depth and longitudinal studies of student progress and success in the key gateway programs of mathematics, English, and ESL.
- Continue staff development activities to inform the faculty and College community about the significance of data collected.

3.C.2. The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

**Description:**
The Planning Atlas, which reports on all institutional outcomes measures, is published annually by the Research Office and is distributed both inside and outside the College. (3-2) The Atlas and research reports are provided to the public on the College Website (www.ccsf.cc.ca.us) and hard copies of any report are available upon request. In addition, the Office of Marketing and Public Information uses data and information from the Research Office in its publications. The College Website, and specifically the site used by the Research Office, contains all reports, fact sheets, and planning documents. The Chancellor's Listening Sessions have also provided an arena for communicating with the public about College programs and services. (3-16)

**Analysis:**
It is important for the College to communicate the accomplishments of its programs to future students, employers, licensing boards, articulating institutions, legislators, and the general public. While information is readily available upon request, more effort should be made to distribute information on the quality of our programs to San Francisco residents who may be interested in attending the College, but do not request information.

**Plans:**
- Develop a report that can be distributed citywide and that will chronicle the College's many and diverse programs and student successes.
- Establish a regular schedule of public activities to report on the status of College programs, as well as to hear from local employers, community leaders, and government officials about their educational concerns.
3.C3. The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Description:
Since 1994, the College has used three approaches to review and modify its research and planning effort. First, through the strategic planning process, the College reviewed and modified its planning processes to include an integrated system of budgeting and planning. It also adopted an evaluation system including fifty-two performance indicators. Second, in 96–97, the Research Office conducted a program review of its own operations. This program review solicited input from the Academic Senate, the Department Chairpersons' Council, and other administrative units, and included a user survey to gain input regarding how well the Research Office was performing its role within the College. (3-17) Third, the on-going program review process allows individual offices and departments an opportunity to give the Research Office feedback on the nature and effectiveness of its processes including the program review documents themselves.

Analysis:
The College makes regular reviews of its processes for assessing institutional effectiveness. Additional linkages with instructional departments and administrative units, including the Office of Marketing and Public Information and the Office of Professional Development, will enhance the capacity of the College to assess institutional effectiveness and disseminate the findings to both the College and the general public.

Plan:
• Continue to seek cooperation and improve communication between the Research Office and instructional departments to enhance assessment of student learning and teaching effectiveness.
• Continue to develop links among the Research Office, Office of Professional Development, and the Office of Marketing and Public Information to increase communication, cooperation, and the effectiveness of research materials.
STANDARD THREE: Reference List

3-1  City College of San Francisco 1999-2000 Catalog
3-1  Program Review with Data Book and Results of Review Sample
3-2  Planning Atlas – Annual Status Report on the Strategic Planning Goals – Fall 1997
3-3  CityWorks- A Strategic Planning Model for Workforce Education and Training
3-4  Transfer Enhancement Plan – January 1998
3-5  Education Technology Plan, Creating Opportunities: Using Information Technology in Education – March 27, 1997
3-6  Facilities Master Plan
3-7  Student Equity Plan
3-8  Noncredit ESL/Transitional Studies Plan – June 1998
3-9  Environmental Scan – August 1999
3-11 Progress and Success for English, ESL, and Mathematics Students at CCSF – Nov. 1998
3-12 The Impact of Matriculation Services on Student Progress and Success at CCSF February 1998
3-13 The Strategic Plan for City College of San Francisco – December 1997
3-14 Program Review Committee Annual Reports
3-17 Research, Planning and Grants Program Review 96-97
STANDARD FOUR:
Educational Programs
STANDARD FOUR: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

Committee:

Suzanne Korey ........ Faculty, Co-Chair
Robert Manlove ........ Administrator, Co-Chair
Maria Cheremeteff .... Faculty
Carlota del Portillo .... Administrator
Cynthia Dewar ........ Faculty
Linda Grohe .......... Administrator
Carl Jew ............... Faculty
Elizabeth King .......... Faculty
Frances Lee ............ Administrator
Robert Lutz ............ Faculty
Phyllis McGuire ........ Administrator
Tiffany Posey ........... Student, Fall ‘98
Lisa Romano .......... Faculty
Michael Solow .......... Faculty
Roderick Thompson .... Faculty
Margarite Versher ...... Classified
4.A. GENERAL PROVISIONS

4.A1. The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Description:
The Mission Statement of City College was designed to provide educational programs and services that meet seven goals.

1. Achievement of associate degrees of art or science: In 96–97, the College awarded 1,046 associate degrees, making it the tenth ranked degree-awarding community college in the State. Among the 107 California community colleges, the College was ranked third in degrees awarded to women, first in degrees to Asian students, second in degrees to Filipino students, eleventh in degrees to African-American students, and eighteenth in degrees to Hispanic/Latino students. (4–1)

2. Transfer to baccalaureate institutions: According to the California Post-secondary Education Commission Student Profiles Report, the CSU system enrolled 1,231 transfer students from City College in 96–97 while the UC system enrolled 239 students. (4–2) Data from these systems indicate that only one other community college sent more students to the CSU system. CCSF was tenth out of 107 colleges in the numbers of students sent to the UC system. (4–1) The College has increased its articulation agreements with California institutions by 28% since the last accreditation. The College now has articulation agreements with nine campuses of the University of California, fourteen campuses of the California State University system, and nine private colleges and universities. The Planning Atlas provides detailed information about the transfer rates of our diverse ethnic population. City College also provides transfer opportunities to public and private baccalaureate-granting institutions across the country. The College participates in the CAN (California Articulation Number) system to facilitate student transfers and presently has identified ninety-two courses with CAN numbers. The College has also identified an Intersegmental General Education Transfer Curriculum (IGETC) in order to facilitate student transfers to any UC or CSU campus. The College has a Transfer Center and a comprehensive Transfer Enhancement Plan with a series of carefully thought-out goals and strategies. (4–3)

3. Acquisition of the necessary career education and skills to successfully participate in the workplace and global economy: In Spring '98, there were 15,178 credit students and 9,497 noncredit students enrolled in vocational programs. The College awards certificates in both credit and noncredit vocational programs. (4–1, 4–4) In addition, students may enroll in courses which incorporate work-based competencies, using skills such as those involving productive use of resources, time management, interpersonal skills, and information systems and technology, as identified in the Secretary of Labor’s Commission on Achieving Necessary Skills. (4–5)

4. Promotion of economic development and job growth in the Bay Area region: The College is a major source of career education and vocational training in the Bay Area. It is making contributions to economic development in areas including computer training, multimedia, biotechnology, hospitality, and health care. Efforts are continually being made to modify programs in response to the changing needs of business and industry. The advisory committees have an important role in this effort. The Office of Contract Education provides specific training requested by private and public companies. Through this office,
the College had sixty-nine contracts in 97–98 with contract revenues of $652,499. The Center For Excellence grant, which provides on-the-job analysis of the training needs for particular companies, is part of the Office of Contract Education. The Chancellor’s Listening Sessions were another effort to connect education with economic development. (4–6)

5. Mastery of skills necessary for competence in English as a second language and for citizenship: The ESL Department offers an extensive array of noncredit and credit courses to address the English as a second language needs of students. In the noncredit area, there are sixty-four separate courses, each with multiple sections, offered at nine levels of English proficiency. Many of these are connected to particular skills or needs, such as citizenship, literacy, mathematics, computers, women’s issues, social customs, housekeeping, cooking, janitorial, and general business. The citizenship course is dedicated to preparing new immigrants for the U.S. Citizenship Test. In Fall ‘98, the College offered thirty-six sections of this course. On the credit side, there are twenty-three separate ESL courses, each with multiple sections, offered at seven levels. In Fall ‘96, more than 17,000 students were enrolled in noncredit ESL and more than 3,900 students were enrolled in credit ESL. Finally, a not-for-credit program, the Institute for International Students, offers an intensive, four-level, academic language program for international students who are working to bring their language up to a standard that will make it possible for them to succeed in an English-speaking, academic setting. There are about 200 students on student visas enrolled each semester in this program. (4–7)

6. Completion of the requirements for the adult high school diploma and GED: The College’s Transitional Studies Department is responsible for the noncredit, pre-collegiate education program. The overall purpose of the department is to provide students with the basic skills they need for employment, for entry into job-training programs, for entry into the armed forces, for certain state and local business licenses, and for entry into credit collegiate studies. The department offers two types of certificates, Adult Basic Education (ABE) and GED, as well as the adult high school diploma. The College awards approximately 200 ABE certificates, 700 GED certificates, and seventy high school diplomas each semester (4–8).

7. Cultural enrichment, lifelong learning, and life skills: There were 91,249 individuals enrolled in the College in 97–98. (4–1) Based on this number and the fact that 88% of our students come from San Francisco, the College estimates that it serves one out of every eight of San Francisco’s adult population each year. This fact testifies to the important role the College plays in the community.

The College meets the needs of some of its students by offering telecourses and is exploring offering other forms of distance learning, such as teleclasses and online instruction. It also offers many self-supporting, short-term, specialty classes through Continuing Education. These classes are very diverse in nature, ranging from asset allocation to water aerobics. (4–9) They have increased from 300 classes in 92–93 to over 700 in 97–98 and are offered throughout the City. There is also an extensive Study Abroad Program with programs in Mexico, China, France, Italy, Costa Rica, and Australia. (4–10) Moreover, the information and learning resources provided by the Library units support independent inquiry and lifelong learning.

The College offers numerous cultural events to the public. These include theater productions, art exhibits, music and dance performances, museum studies, and a Concert and Lecture series. Steps have been recently taken to make the Diego Rivera mural more available and understandable to the general public.
Analysis:
The College’s offerings are dynamic, and new programs and courses are continually added to meet changing needs. The Chancellor’s Listening Sessions, held in 98–99, included panels of private and public groups to review and critique the effectiveness of our programs. These sessions provided feedback to help in the overall planning for the College. (4–6)

The College is a major source for associate degrees in California and awards many of them to under-represented populations. The number of students that transfer to CSU and UC is high compared to that of other districts, with more students transferring to the CSU system than to the UC system. However, the data on under-represented groups also suggests that African-American, Filipino, and Hispanic/Latino students, in particular, need special attention and assistance to transfer to universities. (4–2)

The Center for the Study of Community Colleges at UCLA measured the percentage of students at a community college who had taken at least one class at CSU or UC within four years of entering the community college. The average for all California community colleges was 20.6%, whereas the rate for the College averaged about 27%. Of the number of students at CCSF who indicate transfer to a four-year institution as their goal, only a limited number of students actually transfer. (4–2) Thus, the transfer rate needs to be increased, and the College has established an aggressive plan to address that need. (4–3)

Through its many certificate programs, the College is working well with industry to promote economic and job development by providing valuable training for students directly entering the work force. To increase control and accountability, the Office of Admissions and Records coordinates the awarding of vocational certificates. (4–11)

The College offers ample opportunities for immigrants to prepare for citizenship and for ESL students to learn the English skills they need for success. In 1996, a Task Force was created to review the links between Transitional Studies, noncredit ESL, and credit vocational and academic programs to find ways to move students smoothly among them. Plans have been generated and are being implemented. (4–12)

The College offers San Franciscans extensive opportunities for cultural enrichment and lifelong learning through its library and learning resources, distance learning opportunities, and varied cultural programming.

Plans:
• Continue to review and adjust programs and courses to effectively meet the College’s mission and respond to student needs.
• Utilize the information from the Chancellor’s Listening Sessions in planning efforts.
• Continue to implement the recommendations in the Transfer Enhancement Plan.
• Assess the practice of processing all certificates through the Admissions and Records Office for purposes of accountability.
• Continue to seek input from private industry and the public to ensure that programs and courses are producing the needed on-the-job skills.
• Continue to implement the recommendations in the ESL/Transitional Studies Plan.
• Continue to provide diverse opportunities for cultural enrichment and lifelong learning.
4.A2. Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Description:
All of the College's transfer and vocational programs are structured to allow well-prepared, full-time students to complete them in two years; however, the modal time for completion is four years. (4–13) The College offers multiple sections of the basic courses and offers them in many locations to facilitate the completion of programs. As of Spring '99, approximately 4,400 sections (68% credit and 32% noncredit) were offered at nine campuses and over 100 sites. Recently, the number of evening and Saturday classes has been expanded. There are also a few Sunday classes. Telecourse offerings have also been expanded and now meet 75% of the general education requirements. (4–14)

Analysis:
Two-thirds of the College's students are part-time, and therefore their completion time extends beyond two years. There are several factors that delay the students' academic progress. Many students come to the College under-prepared and need extensive work in English, ESL, and mathematics. Some programmatic delays are caused by impacted courses, scheduling problems, and curricular sequencing. The most significant factors, however, are personal factors in the students' lives, such as child care and work responsibilities. There is a general belief that the more closely jobs and child care are associated with the College, the more likely the students are to persevere with their studies.

Plans:
• Offer more evening and Saturday classes and expand offerings in impacted areas such as mathematics, CIS, and English.
• Continue to expand and evaluate nontraditional scheduling practices where appropriate.
• Institute short-term refresher courses in mathematics for students who return to college after a hiatus.
• Explore the feasibility and effectiveness of offering short-term English, ESL, and mathematics immersion courses.
• Continue to provide job opportunities at the College for students.
• Continue to expand child care programs such as the Family Resource Center at the Phelan Campus.

4.A3. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description:
Program Review determines the viability of instructional programs. As a result of this process, a noncredit program, Watch Repair, was canceled, and a credit program, Court Reporting, is being phased out. In the case of Court Reporting, the program is being terminated by eliminating courses in the order in which students take them, allowing students already in the program to complete the sequence. (4–15, 4–16)

When declining enrollments have made it fiscally impractical to offer all courses in a program, the department chairs have deactivated some courses through Curriculum Committee action and have either found alternative courses for students or waived the requirement if it caused undue hardship. (4–17)
Analysis:
When a program has been canceled or the unit values for a course have been changed, it has been done without disrupting or dislocating students.

Plans:
• Continue to phase out programs, when necessary, in a manner that allows current students to complete their studies.
• Continue to inform students about program closure or discontinuation.
• Continue to inform counselors and other departments, in a timely manner, when a program is being considered for discontinuance or when there are any changes in unit values.

4.A4. The institution provides sufficient human, financial and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Description:
The College assesses the educational needs of its students and the corresponding use of human, physical, and financial resources through departmental program reviews and in conjunction with the Vice Chancellor of Academic Affairs and the instructional deans’ analysis. The fifty-eight departments are organized into seven schools. The schools are Applied Sciences and Technology, Behavioral and Social Sciences, Business, Health and Physical Education, International Education and ESL, Liberal Arts, and Mathematics and Science. When departmental minimum qualifications allow, faculty are shifted from one department to another to accommodate student demand and additional faculty are hired to respond to specialty areas. The Computer and Information Science Department, for example, has been allowed to expand by hiring new tenure-track and part-time faculty to satisfy student demand. In addition, two full-time instructors have moved completely to the CIS Department from other departments, and other full-time instructors now have part of their teaching load in the CIS Department.

In 1998, 70.2% of instruction in credit was by full-time faculty. The College has the highest percent of hours taught by full-time faculty in noncredit of any California community college. However, there are some individual departments which continue to operate with high numbers of part-time faculty.

The College supports its instructional programs with a wide variety of student support services. These programs include the Transfer Center, Career Development and Placement Center, Latino Scholars Program, Learning Assistance Center, Financial Aid Office, child care centers, International Students Center, Re-Entry Program, EOPS, DSP&S, General Counseling, Library and Learning Resources, and open computer laboratories. Other programs that support the educational program have an instructional component as well as a student services component. These include the Puente Project, the African American Achievement Program, the African American Retention Program, the Latino Scholars Program, the Math Bridge, the Summer Bridge, and the Jean McTyre Learning Communities. (4-13)

The College is served by a talented and dedicated classified staff. To assure efficient placement of classified staff, all new positions are carefully reviewed and ranked by the Classified Positions Allocation Committee and by senior staff. New classified positions and their classifications must be reviewed by Civil Service.

The College has been able to allocate or acquire resources to make some major improvements in facilities. Examples are the new Rosenberg Library and Learning Resource Center, the new football and track stadium, the new tennis courts, and the newly-purchased land for the Mission and Chinatown/North Beach campuses. Cloud Hall is being remodeled. New computer laboratories have been developed, existing
laboratories have been upgraded, and support staff has been added. The bond issue is being used to address a long list of projects. State Block Grants are being used to augment the modest equipment and supplies budgets.

**Analysis:**

The College makes adjustments in faculty assignments, when minimum qualifications allow, to address the changing needs of the students. Fiscal and human resources are carefully allocated to both credit and noncredit instruction. The College is compensated by the State on the basis of FTES and the noncredit funding is approximately 50% of that of the credit funding. Since credit and noncredit faculty are on the same pay scale, the credit program is to a degree supporting the noncredit program. Some departments indicate that they have a disproportionate number of part-time faculty, which may have implications for student success. The College has consistently met the State requirement regarding the percentage of credit instruction taught by full-time faculty. With the recent hiring of forty-six new full-time faculty, the percentage should continue to grow.

Delays in hiring classified staff must be eliminated in all areas that directly affect the instructional programs. Expediting classified hiring will assist in the smooth functioning of instructional programs. This issue is being partially addressed through Partnership for Excellence funding.

The staffing of the computer labs continues to be a concern. The College has fifteen different computer labs located at eight different campuses. The majority of these labs could be more available to students if there were more staff to oversee them. (4–18) Student demand for these labs is high. Partnership For Excellence funds have helped solve some of the problems.

One of the major problems identified through Program Review is the condition of classrooms and facilities. The bond issue is being used to partially address serious facility problems. However, additional funds will be needed to replace the deteriorating, thirty-year-old bungalows used as classrooms on the Phelan Campus.

**Plans:**

- Seek an increased reimbursement rate for noncredit programs from the State Chancellor and through State legislation.
- Increase the percent of hours taught by full-time faculty in an equitable manner.
- Continue to expedite the hiring process of classified staff who directly affect the instructional programs.
- Extend computer lab hours by hiring more staff and student workers when possible.
- Explore the possibility of presenting another bond measure to the voters of San Francisco to improve deteriorating facilities.

**4.A5. The institution designs and maintains academic advising programs to meet student needs for information and advice, and adequately informs and prepares faculty and other personnel responsible for the advising function.**

**Description:**

The College provides general counselors, vocational advisors, and academic advisors to guide students in their educational choices. General counseling services are provided at all nine campuses throughout the city and other counselors are dedicated to special programs. Some instructional faculty are given reassigned time to serve as program advisors when special disciplinary knowledge is needed.

Over the last few years, new matriculation funds have allowed the expansion of services for enrolling students. Counselors and faculty from ESL, English, and mathematics work to accurately advise and place students. Recently, matriculation services have been extended to noncredit ESL students by utilizing noncredit ESL faculty advisors.
In an attempt to enhance communications, counseling provides opportunities for instructional department representatives to be a part of the agenda at its monthly meetings. Liaison counselors from General Counseling, Career Development and Placement Center, and EOPS have been appointed to each School.

**Analysis:**

Communication and cooperation between Counseling and the instructional departments are necessary to ensure the integrity of the College’s advising program. Counseling has extended invitations to the instructional departments to participate at the Student Services monthly meetings, but not all departments have been scheduled. Dialogue with those instructional departments which have been able to take advantage of this invitation has resulted in increased understanding and better communication between teaching and counseling faculty. However, greater efforts need to be made to ensure complete and effective communication between the Counseling faculty and the instructional departments.

There is some concern regarding the number of general counselors available for students. During the semester, there are times at which the number of available general counselors does not meet the heavy student demand. There is general agreement that more could be done for the students in counseling and advising, and additional funds from the Partnership for Excellence have been devoted to increasing our counseling and advising effort. The liaison counselors who are assigned to each School are generally seen to be effective; however, their roles vary.

**Plans:**

- Continue to arrange for instructional department representatives to make presentations as needed at Counseling’s Student Services meetings.
- Arrange for additional meetings and effective electronic communication among the Transfer Office, CDPC, and EOPS with the instructional departments to ensure consistent, current, and accurate advising.
- Improve the utilization of peer counselors, faculty advisors, and support staff to aid counselors at peak times.
- Review the role and effectiveness of liaison counselors.

**4.B. DEGREE AND CERTIFICATE PROGRAMS**

4.B1. The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning and use of information and learning resources.

**Description:**

The College offers associate degrees and a wide variety of certificate programs which support its mission in the area of transfer, vocational, and general education. Students must complete a minimum of nineteen units to satisfy the general education requirements. (4–13)

In addition to degrees and certificates, the College offers an Award of Achievement in most vocational programs. An Award of Achievement is granted when a student successfully completes both the vocational program requirements and the requirements for an associate degree.

The faculty who design the curriculum, with the approval of the department chair and the dean, establish the length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. The Curriculum Committee reviews proposed and revised courses and programs to ensure that they satisfy Title V requirements and show relevancy to the College’s mission. In conjunction with the Curriculum Committee, the Matriculation Office reviews prerequisites and verifies that they conform to State regulations. (4–17) Degree and certificate programs are evaluated through the program
review process to ensure that the academic and vocational disciplines remain current and responsive to trends in the workplace. The integration of the Secretary’s Commission of Achieving Necessary Skills (SCANS) competencies into the curriculum is ongoing. Approximately twelve instructors from credit and noncredit, academic and vocational programs began the program in 1995. As of Spring ’99, approximately 100 credit and noncredit faculty members have integrated SCANS into their curriculum. (4–5)

The College has developed a “2+2” Articulation Program with high schools. (4–1, p.24) Currently, Health, Business, and Information Technology are participating in the School to Career collaboration among the College and the San Francisco Unified School District, Mayor’s Office, San Francisco Chamber of Commerce, San Francisco State University, and the San Francisco Labor Council. (4–19)

Analysis:
Degree and certificate programs offered by the College are designed to address the educational and vocational needs of the diverse San Francisco population. The comprehensive review of the development and evaluation of courses, degree programs, and certificate programs ensures the College’s mission is met.

Plans:
• Continue to ensure that degrees and programs support the College’s mission.
• Expand the School to Career collaboration between the College and the Unified School District to include more high school students in the College’s programs.

4.B2. The institution identifies its degree and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Description:
The catalog and Website include the descriptions of all approved degree and certificate programs. These descriptions are reviewed and updated regularly. (4–13, www.ccsf.cc.ca.us) The departments supplement these publications with brochures and other material to communicate the goals and objectives of the individual programs. Vocational programs include in their catalog descriptions of the employment opportunities that are available as a result of completing the particular program. The specific student mastery required for successful completion of individual programs can be found in the official course outlines on file in the Office of Instruction. (4–20)

Analysis:
Information about degrees, certificates, and courses is widely available to students and presents an accurate picture of the programs. Most vocational programs list the expected learning outcomes for students in the catalog. Although consistency of presentation is a problem in an institution of our size, the constant review and update of the catalog has produced a reputable document. Because the catalog is on the Website, the information has become more accessible.

Plan:
• Continue to review and update the catalog and Website to represent our programs accurately.
4.B3. The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

**Description:**

Expected learning outcomes for all academic courses are on file in the department of the respective discipline, in the Office of Instruction, and are available to the public upon request. The minimum learning outcomes for each degree and certificate program consist of all required courses of the respective degree or program. The general outcomes for specific vocational certificate programs are described under the individual disciplines in the catalog. (4–13) Each department is expected to review and update the learning outcomes for its degree and certificate programs annually.

In addition, course syllabi, required by College policy for all credit courses, are used to inform all registered students about course objectives. These syllabi are also intended to describe individual course expectations, including attendance and grading policies, assignments, and evaluative methods. Student performance is judged by individual instructors in accordance with the grading system governed by Title V of the California Education Code. (4–21)

**Analysis:**

The College clearly specifies the learning outcomes that it expects from its students in the catalog, the official course outlines, and the instructors’ course syllabi. Students who complete the courses and programs demonstrate the achievement of the published objectives through their mastery of examinations, skill tests, and papers.

**Plan:**

- Continue to identify course and program objectives and requirements and to publicize these to students and to the community.

4.B4. All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

**Description:**

The College requires students receiving an associate degree to complete sixty semester units, including courses that meet the general education requirements (4–13, p.66–70). The College has an extensive list of courses that meet general education requirements to ensure that every student who receives an associate degree has an introduction to the content and methodology of the major areas of knowledge, including communication and analytical thinking, written composition, natural sciences, social and behavioral sciences, humanities, United States history and government, and physical skills and health knowledge. The College also requires students completing an associate degree to take three units from courses listed under ethnic studies departments, Women’s Studies, and/or Gay and Lesbian Studies, as part of the general education requirements. These categories, and the courses offered within each, constitute an effort to require diversity and breadth in each student’s education. In addition, students completing an associate degree are required to complete a major consisting of: (a) the completion of eighteen or more semester units toward satisfaction of the general education requirements for the CSU, or toward satisfaction of the breadth requirements of the College of Letters and Science of UC Berkeley; or (b) completion of eighteen or more semester units in a particular field of study. (i.e. theatre arts, engineering, or dental assisting) (4–13, p.69)

Information about degree and certificate programs is found in the catalog, departmental brochures, instructor syllabi, and the Vocational Education Program Guide. (4–4) Many vocational programs describe a recommended sequence of courses in the catalog. Programs are designed to start with broad introductory courses and move...
to a more focused, specialized curriculum. Degree programs are designed to include core courses and recommended electives, and to offer options designed to meet the individual student’s needs. Course outlines list objectives designed by departments and disciplines to ensure that students are introduced to both broad and focused areas of knowledge, including theory and methods of inquiry.

Analysis:
Degree credit courses, non-degree credit courses, and noncredit courses are offered in full compliance with Title V. (4–21) The College has a faculty-based process for determining the composition of the graduation requirements course list. The courses within the discipline follow a logical sequence, and the theories and methods of inquiry normally associated with the discipline are incorporated in that sequence of classes. The Curriculum Committee approves each course and program based on an intensive and complete analysis of need and rationale. (4–17)

One challenge to faculty is to keep course content current as new information enters the discipline or methods of inquiry change. Regularly scheduled program reviews, as well as individual instructor revisions to the course outlines, help to ensure up-to-date relevant programs which will meet the needs of both vocational and transfer-bound students. A second challenge is to communicate information about the program to students clearly, efficiently, and consistently to help them take courses in the most meaningful and appropriate sequence.

Plans:
• Continue to ensure that all degree programs are designed to provide students with focused study in at least one area of inquiry or in interdisciplinary studies.
• Continue to review courses and programs for currency and relevance, keeping students aware of changes.
• Provide careful guidance to students in counseling and advising to ensure a basic and balanced general education.

4.B5. Students completing degree programs demonstrate competence in the use of language and computation.

Description:
The College expects its graduates to have developed “skills in the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses” and “English language skills so that they can communicate clearly, both orally and in writing, and can evaluate what they hear and read.” (4–13, p.66) Depending upon where the student places in the English placement examination, the graduation requirement in this area is satisfied by ESL 82, ENGL 94, ENGL 96, or ENGL 1A.

The second requirement for graduation is the mathematics requirement, which can be fulfilled by passing MATH E or BSMA G, H, or J, or by passing an equivalent placement examination. A student who has satisfactorily completed a college level course (i.e., a course four levels higher than MATH E) at another college has satisfied the mathematics requirement. However, a student who has satisfactorily completed MATH 860 (three levels above MATH E) at another college must take the placement test to verify satisfaction of the requirement. Students who have scored at an identified level in the mathematics section of the SAT or ACT tests or who have taken and passed an advanced placement test in mathematics are also considered to have satisfied the mathematics requirement. (4–13, p.69)

Analysis:
Students who complete the degree program have met the language and computation requirements described in this standard. However, concern exists over the appropriateness of the low level computation requirement.
Plans:

• Continue to review syllabi and course outlines to ensure that students demonstrate competence in the use of language and computation.

• Examine the computation requirement in light of the recently raised high school mathematics requirement.

4.B6. The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Description:

The State Chancellor’s Office tracks vocational students based upon a match of records with Employment Development Department Unemployment Insurance (UI) Wage Data. (4–22) Vocational programs undergo review by advisory committees that compare curriculum and relevance of content to current business and industry needs and expectations. New vocational programs are presented to the College’s Curriculum Committee, and if endorsed by the Bay Area Community College Occupational Planning Committee, are submitted to the State Chancellor’s Office for final approval and adoption. (4–20) All vocational departments participate in the program review process.

Analysis:

Course outlines document expected student outcome competencies. Faculty members evaluate students in individual courses based on their performance on examinations, assignments, class projects, and other activities appropriate to assessing student achievement. Grade summary reports document student success, retention, and persistence. In selected programs, outside agencies measure students’ competencies. (4–13, p.21)

Core Measures and Standards and UI Wage Data provided by the State Chancellor’s Office are used to measure student retention rates, course completion rates, and employment status after completing or leaving a program. (4–22, 4–23) Many departments include a work-based learning component through internships, clinicals, or work experience. Many students find employment as a result of these work-based learning experiences. Some departments keep informal data on student placement. Additional student placement data would aid in curricular planning.

Plan:

• Use data received from the UI Wage Data and Labor Market Information to continue to expand and refine the vocational programs in order to meet the needs of Bay Area business and industry.

• Ensure that vocational program faculty meet with advisory committees at least once a year.

• Continue the review of courses and programs by the advisory committees to ensure that students are able to succeed in the workplace.

• Improve data collection methods on student job placement, including the development of an employer satisfaction survey.

4.C. GENERAL EDUCATION

4.C1. The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Description:

The eight areas of general education course requirements for all associate degree candidates are published in the catalog and are available on the College Website. The general education requirements are also included in some of the vocational majors which are described at the beginning of each vocational department’s listing. (4–13, www.ccsf.cc.ca.us)
Analysis:
The general education requirements are clearly and accurately published; however, the College has not adopted one standard format for outlining degree requirements for vocational programs in the catalog. The current practice permits each occupational department to choose its own format, terminology, and footnotes to describe the degree requirements. A comparison of the formats used shows that some majors (e.g. Nursing) specify that particular general education courses must be taken in support of the major while other majors do not mention the general education requirement.

Plan:
• Initiate a standard format for the catalog to integrate general education degree requirements into vocational degree programs, using a common glossary of terms and standard footnotes.

4.C2. The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Description:
The associate degree graduation requirements follow a basic philosophy of providing students with the opportunity to learn and participate in varying disciplines. The goals of the general education program are clearly listed in the catalog. To be included in the general education program, a course must be a general introduction to a discipline and reflect the rigor and scope of a college level course.

The writing of course outlines and the review of these outlines by the Curriculum Committee are the first steps in ensuring the quality and rigor of a course. (4-17, 4-20) The Bipartite Committee on Graduation Requirements, composed of all twenty-nine members of the Academic Senate Executive Council, the Vice Chancellor of Academic Affairs, and other administrative representatives, makes the determination of the appropriateness of a course to the general education requirements. (4-24)

Analysis:
The College has clearly articulated criteria for including general education courses on the list. (4-13, 4-24) Title V outlines a minimum requirement of eighteen units of general education to be offered at the community college level. The College requires a minimum of nineteen units. Students may waive certain courses through the completion of a competency examination. Academic waivers for special situations are also available through DSP&S.

The general education breadth requirement course lists include a large percentage of the total courses offered at the College. Given the wide selection of courses, students need sufficient guidance toward the achievement of a balanced general education that demonstrates levels of competence in each area.

Plan:
• Continue to have the Academic Senate monitor the general education requirements, ensuring that courses included in the general education area match the stated criteria of the College.
• Continue to employ creative strategies for guiding students into appropriate courses to meet general education requirements.
4.C3. The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Description:
The General Education requirement includes eight areas of study from which a student applying for an associate degree must take a minimum of nineteen units. These areas, listed in the catalog, incorporate the major areas of knowledge referred to by this standard. The general education program is intended to "familiarize the students with their cultural and scientific heritage, help them understand the political and economic systems under which they live, help them appreciate the responsibilities as well as the privileges of citizenship, sharpen their ability to think clearly, and help them develop personal and social maturity." (4-13, p.22)

Analysis:
The general education program is culturally and educationally diverse, reflecting the population, interests, and concerns of the Bay Area. Several courses on the general education course list develop a student's skill in current technology. However, the general education pattern does not specifically require or measure competency in information technology. The Academic Senate is currently studying the feasibility of establishing an information technology competency requirement. Many faculty already require students to interact via e-mail, attend Library research presentation workshops, or utilize the World Wide Web as part of their courses.

Plans:
- Continue to study the importance and feasibility of an information technology competency requirement.
- Continue to support the integration of technology and computer literacy into course and program work.

4.C4. Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Description:
A review of the courses that meet general education requirements shows that students who complete the program are required to demonstrate competence in the areas cited above. All of the College's credit courses must include critical thinking in their course objectives. In addition, general education courses include rigor, scope, and integration of knowledge. The English and mathematics requirements are discussed in 4.B5.

Analysis:
As evidenced from course outlines, students are expected to demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis. The methods used to assess the acquisition of these skills include written examinations, oral reports, and daily assignments.

Plan:
- Continue to have the Bipartite Committee on Graduation Requirements review and update the list of courses that meet graduation area requirements.
4.D. CURRICULUM AND INSTRUCTION

4.D1. The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Description:
The current program review process was first revised in the 92–93 academic year and has continued to be assessed and improved. The program review document in use in 98–99 contains four sections: (1) a status report on the unit's prior four-year plan (now six-year plan); (2) a review of the mission/function statement of the unit; (3) a review of quantitative indicators pertinent to the unit based upon data assembled by the Office of Research; and (4) a review of the unit's current status regarding teaching excellence and student learning outcomes, program improvement, working environment, facilities, technology, equipment, and supplies. The Program Review Committee (PRC) has been working to streamline and simplify the self-study document, and the use of the new forms will begin in Fall '99. (4–25)

Program Review seeks to promote program improvement with an emphasis on the enhancement of student learning, greater teaching excellence, and the development of new programs; high levels of quality and efficiency; short-term and long-term planning; and student and customer satisfaction. The Office of Research coordinates the program review process and has provided a Program Review Orientation Manual, Data Book, and the appropriate Narrative Outline to each unit. All instructional units were expected to undergo Program Review every four years, but this will change to every six years beginning in Fall '99. (4–26) Program Review is designed to be a collaborative process that requires the participation of administrators, faculty, classified staff, and students. The PRC is composed of four faculty appointed by the Academic Senate, three administrators designated by the Chancellor, one classified staff member appointed by SEIU 790, and one student appointed by the Associated Students. The PRC is a shared governance committee that works closely with the College's senior administrators.

The program review process is linked to the budget and planning process in that it provides information and analyses that support augmentation requests. Departments identify funding needs in their plan. The senior administrator and the PRC review each self study, assess the requests, and make recommendations. Funds are set aside each year from the Instructional Block Grant to support program review requests. Although monies are set aside, the funds are limited to equipment and cannot meet all of the program review requests, including those for additional personnel. Some college units received additional funds in the cycles of 94–95, 95–96, and 97–98. (4–27)

Analysis:
The problems of the previous program review process were the omission of some units and the failure to link Program Review to staffing, budget, or facility needs. Additionally, it was felt that once a program review was completed, the department received little, if any, feedback on the study. This current system, implemented during the 93–94 academic year, ties Program Review more closely to the budget and planning process. Data and information provided in the review are used to determine departmental needs and priorities.

The program review process promotes focus, direction, planning, unity, and cohesiveness in the unit. It also helps to identify problems and remedies which are non-financial.
The program review process has been very thorough but also very time consuming. There are some units where the department chairperson has the total responsibility for writing the program review. This has a significant impact on the chairperson's time and can detract from other responsibilities. In larger units, the task of researching, organizing, and writing the program review is shared among faculty members. The PRC has revised the self-study document effective Fall '99, so that the process will be less time consuming while retaining its usefulness. Units with external accreditation reviews will carry out a modified program review to avoid a duplication of effort.

Plan:
• Evaluate and review the revised program review process with the Planning and Budgeting Council to determine how it best fits into the planning and budgeting cycle.

4.D2. The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instruction delivery method.

Description:
The College's commitment to excellence in teaching originates with equitable hiring procedures and guidelines which require the same minimum hiring qualifications for both part-time and full-time faculty, in compliance with the Affirmative Action Plan adopted by the Board of Trustees. (4–28)

Evaluation of faculty at regular three-year intervals and a rigorous process of tenure review for all probationary tenure-track faculty help to ensure quality of instruction in all programs. The tenure review process includes an orientation, a mentoring program, and a thorough peer management review to measure faculty professionalism, classroom content, and presentation (4-29 p.30). Professional growth opportunities are provided at all campuses as needed. All faculty teaching a specific course, no matter where or how it is taught, are expected to adhere to the objectives of the course outline approved by the Curriculum Committee. All credit and noncredit course outlines follow the standards set by Title V. (4–20)

Students continue to rank the faculty as the most important resource within the institution. (4–1, p.36) Faculty are active professionals in their areas; some are known nationally for professional achievement and leadership in their disciplines and others are published authors, or visual or performing artists.

Analysis:
The faculty and administration continue to have an inherent professional responsibility for the implementation of procedures governing the hiring process in order to ensure both the quality and diversity of the faculty at all campuses and sites. As a result of the 1994 WASC recommendations, the Dean of Instruction, Curriculum/Tenure Review serves on the Staff Development Committee to help create a link between faculty evaluation/tenure review and professional development. (4–30, p.10) The Office of Professional Development offers workshops to assist faculty with diversity issues, alternate methods of instruction, and classroom management. The quality of instruction is also recognized by transfer articulation agreements with CSU/UC.

Plans:
• Continue to review the curriculum and evaluate the faculty's adherence to it.
• Continue to have the Dean of Instruction, Curriculum/Tenure Review serve on the Staff Development Committee.
• Continue to have the Office of Professional Development provide appropriate staff development activities for new and continuing faculty at all campuses and sites.
4.D3. The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Description:
The evaluation of student learning and the award of credit for these courses are based upon criteria stated in the catalog and upon the regulations of Title V of the California Education Code. (4–13, p.52; 4–21) Each course must conform to an approved course outline, which delineates student outcomes and methods of performance evaluation. New and revised courses, certificates, or degree programs are reviewed by the relevant department and the Curriculum Committee, both of which look specifically at student evaluation methodology. (4–17) Additionally, a course syllabus specifying course objectives, content, assignments, and evaluation procedures is required for all credit courses. (4–31, p.45). Instructors are expected to explain grading policies on the first day of class.

Analysis:
The College adheres to normative, statewide practices regarding student learning objectives, evaluation methods, and the awarding of credit. The catalog is carefully updated each year. The Curriculum Committee assesses credit and student learning objectives for new and revised courses, certificates, or degree programs.

Plan:
• Continue to monitor the current evaluation of students and the awarding of college credit.

4.D4. The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Description:
The College accepts units from other accredited colleges as prerequisites and as partial fulfillment of graduation requirements. The appropriate department reviews the course to establish its equivalency. Once equivalency is established, the Office of Admission and Records indicates the course's acceptance on the student's transcript. The policies for accepting units from other colleges are not found in the catalog. (4–13, p.51)

Analysis:
Policies and procedures for the transfer of credit from accredited institutions are in place and operate effectively. However, the methods used to evaluate and accept or deny college credit from other accredited institutions should be published in the catalog.

Plans:
• Continue the College policies and procedures for granting credit and grade points for course work completed at other accredited colleges.
• Publish in the catalog the policies and procedures for transferring credits for the fulfillment of prerequisites and the satisfaction of the requirements for an associate degree.
4.D5. The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Description:
The College uses a wide range of instructional delivery systems and a variety of instructional modes to meet the needs of the students. Traditional lecture and discussion are utilized in many of the College’s courses. In addition, instructors have been exploring the use of various technologies, instructional styles, learning communities, and delivery systems. Examples of different delivery systems include telecourses, Web-based and on-line classes, and classes overseas. Diverse instructional styles include student group work, the incorporation of technology and general workplace competencies into the classroom, tutoring, internships, and learning communities. The College offers a wide variety of telecourses in diverse subject areas including art, biology, chemistry, drama, English, ESL, film, French, history, music, photography, physics, psychology, and sociology.

The Mathematics Department has been exploring two instructional modes in calculus. For three years the Department has been offering sections of traditional calculus side by side with sections using the Harvard Curriculum “Reform” style calculus, which incorporates the use of graphics calculators and cooperative group work. The Department has been compiling statistics comparing traditional and reform student performance in the two types of calculus with a common test in order to evaluate and plan for future curriculum development.

A significant number of the College’s faculty members are exploring the use of computer technology in instruction. In a Fall ’97 technology survey of faculty and staff, twenty-seven percent of respondents assessed their skills in using instructional software in their classes as moderate or high. The Technology Learning Center, the Title III Grant Office, and the Library/ Learning Resources Reference Department provide a range of Computer Professional Development classes and training for faculty and staff who wish to improve their computer skills. (4–33)

The College is one of eleven California colleges assessing Web-based instruction. The College and the Title III office are participating in a statewide assessment project for courses using the Web. Much of the assessment will involve assignments developed through WEB CT, the course management software being piloted in Title III this year. The College has selected pilot project proposals in Architecture, Engineering and CIS, ESL, Graphic Communications, Library Information Technology, Learning Assistance, Mathematics, and Music Appreciation. In Spring ’99, the Office of Continuing Education offered forty-eight online classes in areas such as business, communication, financial planning, law, and computer and Internet education. The College maintains open-access computer laboratories for student use.

The Library and Learning Resource Center supports diverse learning styles and teaching needs by providing traditional collections and services along with online and Web-based information resources, as well as a growing collection of CD-ROMs and multimedia learning resources. Group and independent library research and information technology learning opportunities are offered by the Library’s professional staff. The Learning Assistance Center offers a wide variety of services for students who want to improve their study skills. The Academic Computer Lab features Internet access, e-mail, and educational software for specific academic uses. The Write Place Computer Lab offers word processing facilities for students, and provides college success classes. DSP&S identifies reasonable accommodations and offers services for students with disabilities.

Although open to all students, the Math Bridge Program targets support and study groups to students from minority groups that are historically under-represented in mathematics and the sciences. The program consists of
traditional math lectures, math workshops for questions and problem-solving, and guidance classes. (4–34)

The Mathematics Department offers a self-paced course designed to enable students to acquire fundamental arithmetic and problem-solving skills, with the instructor and an assistant providing tutorial help.

Internship programs form an integral part of courses of study in several departments. For example, the Hotel and Restaurant Department includes a mandatory internship for students during the final semester of their program of study. Internships are offered at a number of major restaurants and hotels in the San Francisco area and, after graduation, can lead directly to permanent employment for participating students. The College has developed, and continues to monitor, job opportunities and career exploration internships in the following departments: Administration of Justice; Aircraft-Maintenance Technology; Architectural Technology; Automotive Technology; Broadcast Electronic Media Arts; Business, including specialty programs in Fashion Merchandising, International Business, Paralegal/Legal Studies, Real Estate, and Travel and Tourism; Computer and Information Science; Dental Laboratory Technology; Engineering Technology; Graphic Communications; Health Care Technology, including specialty programs in Community Health, Health Information Technology, and Medical Office Assisting; Library Information Technology; Environmental Horticulture and Retail Floristry; and Photography.

Students also have the opportunity to prepare for success in the world of work by enrolling in individual sections of a wide variety of course offerings which incorporate the development of work-related skills identified by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). SCANS courses follow the same curriculum as other, parallel sections, but also provide students with the opportunity to identify and strengthen necessary general workplace skills involving the productive use of resources, interpersonal skills, information, systems, and technology. (4–5)

The Office of Contract Education builds cooperative partnerships with business, government agencies, and other organizations, in which customized training programs can be designed for the workplace. (4–35) It also runs the Workplace Learning Resource Center, which allows employees to participate in a customized basic skills enhancement program designed to improve their job performance. Contract Education is also currently assessing various methods of on-line interactive education.

The Institute for International Students provides quality, intensive, academic English language instruction to non-native speakers of English who intend to transfer to a college or university program, or who have come to study English for personal and cultural enrichment. Additionally, courses are sometimes custom-designed to meet the specific needs of an international group. (4–7)

The Study Abroad Program is dedicated to promoting international education and cross-cultural understanding by providing high-quality, reasonably-priced study abroad programs to students. (4–10)

The Office of Continuing Education provides a diverse program of short-term classes, workshops, lectures, and seminars in response to the public interest in culture, recreation, avocation, personal interest, and life-long education. Classes are offered in a number of areas including the arts, business and finance, health, language and communication, and personal development. (4–14)

Analysis:
The College programs include an extensive range of course offerings presented in a variety of instructional modes. With the variety of its programs, the College clearly demonstrates its commitment to meet the diverse needs of its student body.
More work remains to be done in exploring the uses of technology in instruction. In Fall '96, the Teaching and Learning Technology Roundtable (TLTR), a subcommittee of the Academic Policies Committee, was formed in order to recommend policies for the use of technology in instruction, instructional support, and student services. (4–36, 4–37)

The broad range of internships available to our students in the workplace, and other interrelationships between course offerings and the world of work, demonstrate the College’s commitment to making its course offerings relevant to the employment needs of its students.

The variety of programs available at the College also demonstrates the College’s commitment to the personal, academic, and cultural growth of its students.

Plans:
- Continue to employ a variety of instructional modes and delivery systems.
- Continue the work of the Title III grant in collaborating with departments in the application of technology for instruction and student services.
- Continue to develop and update the Education Technology Plan.
- Continue staff development activities to familiarize faculty members with SCANS and support integrating SCANS into the curriculum.
- Continue the development of partnerships with business and industry in the offering of academic programs under Contract Education.

4.D6. The institution provides evidence that all courses and programs, both credit and noncredit, whether conducted on or off-campus by traditional or nontraditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Description:
The Curriculum Committee approves all curricula for the College, both credit and noncredit, whether conducted on or off-campus by traditional or nontraditional delivery systems. The Committee is a quadripartite shared governance committee of twenty-seven members. The eighteen faculty members are appointed from seven department/area groups by the Executive Council of the Academic Senate for staggered three-year terms. The six administrators are appointed by the Vice Chancellor of Academic Affairs for staggered three-year terms. The two students are appointed for one year by the Associated Students. There is one classified staff representative appointed by SEIU 790 for three years. Members elect the chair of the committee each year. (4–17)

The Committee is charged with recommending action to the Academic Senate and the Vice Chancellor of Academic Affairs, who then recommend action to the Chancellor and the Board of Trustees on new course proposals and course modifications, new certificate and degree programs and program modifications, course deactivations and deletions, change of course designations or levels, course placement in disciplines, and revision of department titles. Proposals to the Curriculum Committee are initiated and reviewed at both the department and school levels. Professional Development Workshops are conducted periodically to educate the college community in the design and preparation of course proposals for the
Curriculum Committee. Each Curriculum Committee member has been assigned to one of the seven department/area groups in order to facilitate the design, planning, and preparation of a course outline in which the content, objectives, and evaluation sections are well integrated. (4–17, 4–38)

Continuing Education offerings are first reviewed by the relevant credit division department and then by the Curriculum Committee as informational items only. Contract Education and special programs conducted in the name of the institution appear before the Curriculum Committee for approval. Courses and programs are also updated and evaluated as part of the program review process.

Analysis:
The College Curriculum Committee is an especially well-organized, effective, shared governance committee. Individual departments evaluate and justify course offerings and course prerequisites by updating course outlines, designing new proposals, and determining the need for revision, deletion, or deactivation of courses. New Course Proposal Forms and Outline of Record Guidelines have been composed and are being tested. Faculty suggestions for further improvement of the forms are being gathered and will be reflected in future printings. Noncredit course outlines have been improved to include more documentation and to conform more closely to credit course outline standards. The Committee is becoming more proactive in identifying areas of need, encouraging appropriate departments to develop programs, and providing assistance to course preparers.

The Institute of International Students has recently written new course outlines. These outlines were first approved by both the Institute and the ESL Department and finally by the College’s Curriculum Committee. (4–20)

Plans:
- Continue the current process of curriculum development, approval, and evaluation.
- Continue to update and evaluate courses and programs as part of the program review process.

4.D7. Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Description:
The College operates its distance education activities in conformance with applicable Commission policies and statements. The Teaching and Learning Technology Roundtable (TLTR) has formed a Distance Learning Workgroup whose purpose is to develop a philosophy and policy on distance learning. The 98–99 report of this workgroup was approved by the Academic Senate. (4–37)

Presently, telecourses are the main source of distance learning. The College began distance education via telecourses ten years ago. Over this period of time, offerings have increased from ten to twenty-two per semester. At the present time, students can take 75% of their associate degree general education requirements via telecourses and the College is moving to increase that percentage. In 96–97, there were 1,470 students enrolled in these classes. In 97–98, this increased to 2,051, an increase of 40%. Telecourses tend to serve a different student population than traditional classes. All telecourse lessons are on video and available in the Media Center of the Rosenberg Library. Each telecourse offered must be approved by the Curriculum Committee and meet the standards and requirements of a traditionally-taught course. (4–39)

Although the College has been involved with telecourses for ten years, our experience with other types of distance learning is still new. The TLTR was specifically established to promote instruction using technology and to explore new ways of enhancing student learning through technology. Some instructors are now offering supplemental class modules via the Web. Title III has sponsored numerous pilot programs using WEB CT, a course management software program which allows for an interactive Website to supplement and enhance classes. Participating faculty received training during the summer on how to use the WEB CT software in preparation for their fall classes. Title III also
sponsored participating instructors’ enrollment in on-line classes in order to receive feedback on distance education learning experiences. These pilot projects are being conducted to determine whether the WEB CT software will work for the College as a whole.

**Analysis:**
The College is moving slowly but purposefully to integrate educational technology into its curricula and other services, and is committed to new technology and distance learning. The Distance Education Workgroup is weighing the value of distance education and making sure that any integration of distance learning is done so that the standards set in the document “Principles of Good Practice for Electronically Delivered Academic Degree and Certificate Programs” are met. (4–37) In addition to adhering to the “Principles of Good Practice,” the College must continue to expand technical support/training for faculty, staff, and students, and provide better communication and coordination if educational technology is going to be more thoroughly integrated into the College. The technological infrastructure of the campuses also needs improvement; this is being partially addressed by the bond issue.

**Plans:**
- Continue to explore the feasibility of offering an associate degree via telecourses.
- Regularly update and revise the Education Technology Plan to provide a college-wide vision of how educational technology can be systematically integrated into the curricula and into Student Services.
- Explore the expansion of distance learning options.
- Continue to expand technical support/training for all members of the college community.

4.D8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

**Description:**
In Summer ’96 and Summer ’98, the College offered six-week not-for-credit classes in aircraft maintenance to Chinese nationals in China. These classes were offered to Chinese mechanics working on U.S. aircraft or aircraft flying to the U.S., who had already been certified for three to five years by the Chinese aviation authority. The program included language and skills assessment and skills-enhancement training to prepare students for the Federal Aviation Authority licensing test for aircraft technicians. These course offerings complied with all appropriate Board and Commission policies.

**Analysis:**
The continuation of the aircraft maintenance program in China is under review, pending negotiation with the Federal Aviation Authority office in Singapore. The FAA requires validation of certification as an aircraft technician by means of a final oral interview administered by FAA staff. The FAA office is currently short-staffed and it is not clear that it will be possible to continue to offer the final interviews in China. The Aircraft Maintenance Technology Department plans to offer the program in China only as a summer class as long as it does not negatively impact the current program.

Discussion has begun at the College regarding the possibility of offering ESL courses and an AA degree program in China under the aegis of the Office of Contract Education. This plan, still in the proposal stage, suggests that these courses be offered in or near Beijing.

**Plans:**
- Continue negotiations among the Aircraft Maintenance Technology Department, the Office of Contract Education, and the Federal Aviation Authority regarding the possibility of continuing the aircraft maintenance program in China.
- Continue to closely monitor all offerings abroad in order to ensure that the College complies with all Board and Commission policies.
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4-32  Reform Calculus – J. Cribbs
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4-36  Education Technology Plan – Creating Opportunities: Using Information Technology in Education – March 1997
4-37  Teaching and Learning Technology Roundtable Report 97-98
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4-39  Distance Education Report – May 4, 1998
STANDARD FIVE:
Student Support & Development
STANDARD FIVE: Student Support & Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

Committee:

Frank Chong ......... Administrator, Co-Chair
John Sapienza ....... Faculty, Co-Chair
Robert Balestreri .... Administrator
Elizabeth Brent ..... Faculty
Nicholar Chang ....... Administrator
Pearl Chen .......... Faculty
Ann Clark ........... Faculty
Beverley Cosgrove ... Classified
Dorene Cotter ...... Faculty
Christine Gaddi ..... Student, Fall '98–Spring '99
Hasane Gomes ....... Student
Rita Grove .......... Classified
Toni Hines .......... Student
Veronica Hunnicutt . Administrator
MaryLou Leyba ...... Classified

Earnestine Reagan ... Student Fall '98
Stephen Rico ........ Faculty
Nadine Rosenthal .... Faculty
Rodney Santos ....... Administrator
Mira Sinco Administrator, Fall '98–Spring '99
Andrea Speraw ...... Faculty
Lev Vayngortin ...... Faculty
Kathleen White ..... Faculty
5.1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Description:
Admissions policies are published in the catalog and in the class schedule and support the Mission Statement. (5–1, 5–2) These two documents clearly delineate federal, state, local, and institutional regulations, policies, and procedures that affect all students enrolled. The College Website publishes a page linked to sections defining specific admissions policies. The complete catalog and class schedule are also available online. (www.ccsf.cc.ca.us) The Vocational Education Program Guide, Foreign Student Admissions Guide, and general brochures provide additional admissions policy guidelines. (5–3, 5–4) Most vocational departments produce individual brochures which outline specific program admissions policies. (5–3) Admissions information is advertised in many venues, such as the CCSF electronic billboard, movie theaters, placards in BART terminals and trains and on Muni buses, and via local print and broadcast media.

The College mails a class schedule for the Fall and for the Spring semester to every residence in San Francisco. Catalogs and class schedules are accessible at all San Francisco public libraries, and are available for a modest fee at all branches of the College bookstore. In addition, catalogs, class schedules, and Vocational Education Program Guides are forwarded to each San Francisco high school. These publications, as well as oral presentations describing admissions policy information, are presented at various outreach events throughout the community, including college orientations, high school “Career Days,” trade shows, and invitational events showcasing vocational programs.

In Spring ’98, the Office of Admissions and Records developed revised credit and noncredit admissions applications. The new applications were developed to simplify the admissions process, to comply with State reporting guidelines, and to facilitate data entry into the BANNER/Student segment.

Analysis:
In its 1994 program review, the Office of Admissions and Records indicates its intent to review, revise, and better communicate policies and procedures to the entire community. The Office will continue to include the Registration/Enrollment subcommittee in this process. (5–12) While general admissions policies are available, the catalog and the class schedule do not address the admissions policies relating to the credit XL or the noncredit GED programs targeted for high school students. Information regarding admission as a non-degree-seeking part-time student is also unclear. In addition, most publications are presented in English, conceivably preventing segments of the community from accessing pertinent information. (5–1, 5–2)

The admissions policies for credit differ from those of noncredit. The Spring ’99 class schedule indicates that students wishing to register in noncredit courses may do so on the first day of classes, while students in the credit courses are allowed to register in advance. The class schedule contains an application to the credit division, but lacks one for the noncredit division. (5–2) This variation creates confusion for potential students and the College community. At the Chancellor’s Listening Sessions, the community requested accessible, clear, concise information about credit and noncredit admissions policies, transition from noncredit to credit ESL programs, and from ESL/Transitional Studies to certificate/degree programs. The Dean of Admissions and Records has recommended a Web page be developed specifically for Admissions and Records information and, ultimately, an online application for enrollment for both credit and noncredit students.
Plans:

- Define the admissions policies for all credit and noncredit programs in the catalog, class schedule, and online, including those for XL and GED.
- Investigate the feasibility of providing noncredit admissions and noncredit program information in languages other than English.
- Develop a Web page for Admissions and Records, including both credit and noncredit admissions applications.
- Include both credit and noncredit admissions applications in the class schedule.

Analysis:

Written information is readily available to students through the catalog or class schedule, but many students purchase only the latter. In an effort to reach all students, the College provides information through other means. The Registration Center publishes a flyer listing important dates and information and distributes it to students when they register or pay their fees. (5–8) There has been some confusion regarding refund policies; however, BANNER has facilitated a consistent and efficient process for refunding fees. Other efforts to disseminate information to students are made via the electronic billboard, campus bulletin boards, the Orientation Handbook, department brochures, student information monitors, and kiosks. (5–9) All deans and department chairs regularly receive updated information bulletins from the Office of the Vice Chancellor of Academic Affairs and the Office of Admissions and Records to enable them to accurately respond to student inquiries. To maintain consistency, the College needs to provide all Admissions and Records and Student Services information to all faculty and staff on a regular basis as well.

The Orientation Handbook, developed by the General Counseling Department, is an excellent source of information but should be updated on a regular basis. For example, while it does describe registration procedures, it does not provide any information regarding touch tone registration. There is currently an online Student Handbook, and a printed version is scheduled to be published in Fall ’99. (5–10, www.ccsf.cc.ca.us)

Plans:

- Provide all Admissions and Records Student Services information to all faculty and staff on an ongoing basis.
- Update the Orientation Handbook annually with all pertinent offices involved.
- Update the Student Handbook online and in print.
5.3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Description:
The College identifies the educational support needs of students through Program Review, the strategic planning processes, surveys and reports, as well as by collecting community input through public listening sessions. In response to collected information, the College strives to offer a comprehensive array of services and programs. The College has thirty-eight educational support services and offices that serve the diverse student body. (5–11) Student services are provided to both credit and noncredit students on all nine campuses.

The Admissions and Records Office and the Office of Matriculation and Assessment provide student services in admissions, assessment, advising, and registration. The Financial Aid office is charged with providing all eligible students with financial aid support. The General Counseling Department makes available academic and other related counseling services to all students. The Career Development and Placement Center provides career counseling and job placement services to students.

The College has a large number of special programs to meet the diverse needs of students. On the Phelan Campus, special programs are available to serve re-entry; gay, lesbian, and bisexual; Hispanic/Latino; African American; international; and disabled students as well as athletes and veterans. There are programs to assist students who need financial help, such as the Educational Opportunity Program and Services (EOPS), Financial Aid, CalWORKs, International Students Center, Child Care and Family Development Services, work study, scholarship, and the book loan program. There are also programs that promote student success and retention. These programs include the Learning Assistance Center, African American Achievement Program, Puente Program, Math Bridge, Student Activities, Athletics, and the Student Health Center.

The educational support services at the other campuses include admissions and enrollment, financial aid, general counseling, and referrals to career counseling and disabled students programs and services.

Analysis:
A strength of the College's student support and development programs is their ability to provide services that address the diverse needs of the student population. In addition, the student services faculty, staff, and administration reflect the diversity of the student population. Providing a coordinated service delivery system to over 94,000 students at nine campuses and over 100 satellite locations is challenging, and there needs to be greater integration and coordination of services among the thirty-eight support offices. (5–11)

Admissions and Records, Financial Aid, and the General Counseling Department have undergone Program Review. Admissions and Records has instituted a touch tone registration system that has greatly enhanced a student’s ability to register for classes. This was in direct response to Program Review. (5–12) The Financial Aid unit has been placed on watch status as a result of its program review. (5–35) Student dissatisfaction is evident in the Financial Aid Program Review Student Questionnaires and the Financial Aid Student Focus Group surveys. (5–13, 5–14) The College contracted with the National Association of Student Financial Administrators (NASFAA) to participate in the “Standards of Excellence Review Program” in September ‘99. The external program review was intended to provide a professional review of our financial aid office in the following areas: compliance, student friendliness, processes and procedures, and technology. The review team submitted its findings and recommendations to the Chancellor in October ‘99. (5–40) As part of the program review process, the General Counseling Department was also placed on watch status. Partially as a result of this, the department has installed SARS, a computerized appointment system, to better serve students and document the service level of counselors. Additionally, the department is cooperating with the Office of
Research and Planning to develop on-going student evaluations of general counseling services. (5–15) The Program Review Committee has agreed to recommend the watch status be changed to continue when the department submits its six-year plan.

Fourteen out of sixteen student services programs have undergone Program Review. The Matriculation and the Dean of Students Offices have yet to be reviewed. (5–16) Programs such as the Learning Assistance Department and Student Activities have been recognized for their quality of services to students and Partnership for Excellence dollars have supported the expansion of these two programs. (5–37) The College offers twelve Child Development Centers for preschool children throughout San Francisco and five evening Homework Clubs for the school-age children of CalWORKs students at five campus locations. These services help meet the critical needs of student-parents as they continue their education.

Services at the smaller campuses are less comprehensive due to a lack of space, staffing, and resources. More recently, noncredit matriculation funding has improved the delivery of student services at these campuses. Separate admissions and enrollment offices have been established. Counselors no longer provide admissions and testing functions, and have expanded their other related counseling services to include guidance in the matriculation process. (5–17)

Plans:
- Provide additional customer service training for all student services staff.
- Assess the information provided by the SARS system and adjust counseling assignments appropriately.
- Complete program reviews for the Matriculation office and the Office of the Dean of Students.
- Seek to integrate and coordinate all student support offices in a Student Services Plan.
- Develop an ongoing assessment survey to identify student needs at all campuses and improve services accordingly.
- Implement the recommendations of the NASFAA “Standards of Excellence Review Program” where appropriate and feasible.

5.4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

Description:
The College seeks to involve all segments of the community in the shared governance process and recognizes that student participation in College governance is important to student success and retention. The Associated Students Council (AS) appoints students to all shared governance committees. In Spring ’99, there were seventy-one students assigned to a possible ninety-three committee slots, including representation on the College Advisory Council. Students also served on the self-study standards committees. (5–18)

Students are also involved in the planning and evaluation of various student services outside of the formal shared governance process. Specifically, students advocated for the improvement of financial aid services. They published and distributed their own assessment of, and recommendations for, financial aid services. Also, student satisfaction surveys are an important part of the evaluation process. (5–31)

Additionally, students played an active and integral part in the expansion of the student book loan program. Students were involved in the advocacy for supplemental funding of the book loan program through Partnership for Excellence and participated in the implementation of the expanded program.
Analysis:
The level of student participation in shared governance committees has been growing. The involvement of students on committees that directly relate to student services has been very consistent and has contributed to significant policy changes. For example, active student involvement on the Student Preparation/Success Committee has had a direct influence on revising the mathematics graduation requirement. Students co-chair the Graduation Ceremonies Subcommittee, and are active on the Concert/Lecture, Grade and File Review, and Financial Aid Subcommittees.

The opportunity to participate in shared governance is available to most students. Student participation may not be representative of all students. ESL, off-campus, student-parents, part-time students, high school, and evening students are not represented on all committees. In an effort to provide leadership training for students, a credit class on this topic is offered.

Some students have difficulty being involved in shared governance for personal reasons including class conflicts and family/work responsibilities. In an effort to increase participation, the AS pays students to serve on shared governance committees. It is felt that economic need should not be an impediment to participation.

Plans:
- Continue to have Associated Students coordinate student recruitment and participation in shared governance.
- Ensure that the Student Preparation/Success Committee meets regularly to assess program and service effectiveness and to make recommendations for improvements.
- Continue to encourage students to participate in the shared governance process by giving them college credit in leadership classes.
- Review the manner in which students are paid for shared governance participation.

5.5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Description:
Assessment and placement practices at the College are strictly defined by Title V Matriculation Regulations and monitored by the State Chancellor's Office. Matriculation regulations require that all placement testing instruments be validated by the College and approved for use by the State Chancellor's Office. This helps ensure that students are placed appropriately in credit mathematics, English, and ESL courses, and certain certificate programs. The test validation process includes faculty, student, and researcher evaluations of predictive validity, content validity, reliability, bias, disproportionate impact, and decisions on the cut-off score.

The College is in the process of validating the College Board DTMS Arithmetic Test and the newly-developed CCSF English Placement Test to replace the outgoing College Board APS Computation, Reading, and Writing Tests. The College is also in the process of validating the CCSF Algebra Skills Exam, an optional test, the results of which may be used to recommend placement into higher-level mathematics courses. The same validation process is required for assessment instruments used to recommend placement into noncredit mathematics, English, or ESL courses or certain certificate programs. The College is currently gathering data to conduct those validation studies.

The placement of students into core credit mathematics, English, and ESL courses must be based on multiple measures, such as oral skills and student background information in addition to test scores. Counselors, with whom students are required to meet as part of the matriculation process, and mathematics, English, and ESL faculty advisors weigh all factors in recommending the final placement.
Though all students applying to the College are instructed to participate in the matriculation components prior to enrollment in courses, the Matriculation Plan (5–5) allows students to be exempted from participation by meeting specific criteria. In addition, students who have completed specific mathematics or English placement tests and/or courses at other institutions may be waived from participation in placement testing and still satisfy the placement assessment component of matriculation.

Analysis:
Locally-developed tests have many advantages. They are field-tested on samples of the local students for whose use they are intended; therefore, studies of predictive ability, bias, and cut-off score decisions are directly relevant to the population whose skills are being assessed. In addition, the content of the College’s locally-developed tests is better matched to the content of the courses in which the test recommends placement. The locally-developed tests can be easily modified to correct for problems like test bias or item irrelevance and to accommodate changes in student demographics over time. In addition, with locally-developed tests, a college avoids the problems that occur when a published test is removed from the State Chancellor’s list of approved tests.

The Office of Matriculation and Assessment has conducted studies to monitor the existence of disproportionate impact on placement for various demographic groups, including gender, age, racial, ethnic, and disability groups. (5–39) One of these studies has found that African-American, Asian, Hispanic/Latino and Filipino students place disproportionately lower, and white students place disproportionately higher in English 1A, when compared to their representation in the general tested population. Some of the reasons for this may be a cultural bias in the test, or other environmental factors.

The validity of a student’s assessment is dependent not only on the validity of the tests, but on the quality and consistency of the testing environment. Factors like air quality, room temperature, seating, lighting, sound, and accessibility of the testing room may have a substantial impact on student test performance. The inconsistent availability of large classrooms and lecture halls has not provided a consistent, quality, testing environment. Testing rooms are often overcrowded and difficult to find. Lighting is sometimes inadequate, and air quality and temperature are often uncontrollable.

Plans:
• Coordinate a plan to investigate and address possible testing bias.
• Improve the quality of lighting, sound, and air temperature in the rooms that are currently used for placement testing.
• Seek dedicated, appropriate facilities for placement testing.

5.6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Description:
The College provides varying services to students throughout our nine campuses. The Phelan Campus maintains the broadest offering of student services. Major student services, such as Admissions and Records, Financial Aid, and Counseling are open to serve students from 8 A.M. – 7:30 P.M., Monday through Thursday, and from 8 A.M. – 4 P.M. on Friday, with evening and weekend hours available during peak periods. Other campuses have recently opened admissions and enrollment offices through support from noncredit matriculation funding. Those functions were formerly performed by the General Counseling offices. Disabled Students Programs and Services (DSP&S) and career counseling at some of the other campuses have also been funded through the noncredit matriculation office.
DSP&S is currently housed on the Phelan and John Adams Campuses. DSP&S at the Phelan Campus serves primarily credit students; at the John Adams Campus it serves mainly noncredit students. (5–19)

Student Services information is accessible by phone and most programs have brochures that are available to students. General Counseling, Career Development and Placement Center, and Matriculation also have Web pages to provide information to students and the public. The General Counseling Department’s “Online Advisor” program enables all prospective and current students to e-mail questions without time or location constraints. (5–20)

The College maintains regular contact with the local high schools. An administrator and a counselor are assigned as liaisons to each school. College representatives make frequent visits to high schools and periodically invite high school counselors and principals to visit the campuses. (5–21)

Bilingual staff and faculty are available to serve the major language groups at the College. Efforts are made to assign bilingual/bicultural staff to campuses that will best utilize their skills and that will better serve students with limited English proficiency. (5–22)

**Analysis:**

The College provides comprehensive student services that are appropriate to the student population. All Student Services are not uniformly available in the evenings, on weekends, and at equal levels at all campus locations. Additionally, in the instance of off-campus, community-based sites, no services may be available at all. Child care services are available to students during the day and evening hours at some locations. However, further expansion is necessary to provide support for student-parents throughout the District.

Most services are accessible to students with physical disabilities. However, efforts to provide additional technological and space modification accommodations for DSP&S students continue. As the College expands Saturday course offerings, it also needs to expand student services accordingly. The language skills of the staff need to continue to reflect the demographics of the student population. Selective student services information needs to be available to the general population as it may impact the choice of whether to attend college or not.

**Plans:**

- Publicize current student services available at each College campus.
- Continue to increase necessary technological and space modification accommodations for DSP&S students.
- Investigate expanding support services for campuses and Saturday classes.
- Continue to improve bilingual staffing of student services units as needed.

5.7. The institution, in keeping with its mission, creates and maintains a campus climate which services and supports its diverse student population.

**Description:**

The campus climate includes the physical environment, such as buildings, grounds, classroom facilities, and parking accessibility, as well as student services offices, such as Financial Aid, Admissions and Records, Counseling Services, and tutoring and skill development labs in the Library and Learning Resources Center. Less tangibly, campus climate also includes the perceived academic and social ambiance.

Many instructional and counseling programs have been initiated in order to accommodate diversities in cultural and ethnic background, sexual preference, religion, gender, disabilities,
family and work responsibilities, language, varying skills, and age. Programs have also been implemented to help students improve their skills in English, mathematics, science, nursing, library research, and in general educational and personal development. Academic and social clubs provide students with the opportunity to actively create and participate in their own development. (5–23)

The interaction between staff, faculty, and students, in and out of the classroom, is also an important register of campus climate. Diversity training for college employees, Staff Development Day activities and workshops, new employee orientations, as well as on-site presentations upon request, are based on policies set forth by the Board of Trustees. These policies target areas of discrimination based on gender, homophobia, race, and disability. (5–24)

Other programs provide additional sources of information; for example, Project Survive provides classroom workshops on sexual harassment prevention and healthy versus violent relationships. (5–38)

Analysis:
The Standard Five Committee circulated an informal questionnaire to over 400 students in Fall ’98 to seek their perceptions on campus climate. (5–25) Different types and levels of classes on several different campuses were targeted. When possible, informal discussion followed the completion of the questionnaire. Departmental Student Satisfaction Surveys were implemented in response to the suggestion made by the 1994 accreditation report. Surveys done by the 16,811 respondents from the three years 95–98 are referenced in What Students Think of CCSF. (5–26) Responses indicate clear patterns of both satisfaction and dissatisfaction with the College climate. The groups that garner the most consistent praise are Extended Opportunity Program and Services, the Transfer Center, and the Learning Assistance Center, including the reading and writing labs and mathematics tutors. The Rosenberg Library, the other campuses’ library collections, and the Phelan Campus football stadium are frequently cited as valuable parts of campus life. The faculty is highly ranked in terms of respect toward students, helpfulness, availability, supportiveness, and commitment to teaching.

The General Counseling Department received mixed reviews about its helpfulness on these questionnaires and survey responses. A common complaint is that students are advised to take many classes that do not count toward graduation requirements. Some of this discontent is based upon students’ results on the College Placement Test, which may place students in classes to correct subject deficiencies and thereby add substantially to the number of classes they need to take before they may achieve a degree or transfer. Generally, students seem to feel the quality of counseling varies. Three apparent reasons emerge for this perception: (1) students do not understand they can see the same counselor each time they visit, so they perceive a lack of continuity in counseling and sometimes feel they are getting mixed messages and information; (2) students feel information about how counseling works, as well as the information it provides, is difficult to access; and (3) students believe some counselors are more effective or knowledgeable than others.

Some complaints about the physical environment are the scarcity of parking on many campuses, the often shoddy condition of classrooms, the insect infestation of some classroom areas, and the frequently unsanitary bathrooms. In addition, the need to make student support services more conveniently located is a primary concern for students. This situation has been noted by students from campuses other than Phelan, who sometimes must come to the Phelan Campus for services. Insufficient staff and lack of courtesy at the Financial Aid Office and at Admissions and Records often draw criticism in the Campus Climate Questionnaires and Student Satisfaction Surveys. (5–25, 5–26) As a result, some students report feeling discouraged and unsupported.
Campuses other than Phelan have their own unique identities and accompanying activities, such as health fairs, workshops, musical and theatrical presentations, and celebrations for African-American Heritage Month, Women's History Month, the Lunar New Year, and other events. The Listening Sessions held during Fall '98 revealed that some students still feel that campuses other than Phelan should offer more credit classes and more services. Some students have to attend classes at more than one campus in order to meet their educational program needs.

Students who participate in academic and social clubs often consider them helpful both academically and personally. Students who do participate in clubs would like more involvement by other students, as well as better facilities and larger budgets. The Phelan Campus Student Union is used for a wide variety of activities. Sometimes its size appears to be inadequate to service existing student activities. (5–23)

Students not involved in clubs frequently complain that they know little about them or that there is insufficient advertising. Many students feel if presentations by students were included in orientation, more students would be active in clubs. On the other hand, many admit they have little or no time or desire to become involved. Some, especially from the Phelan Campus, indicate a vague desire for daytime activities that would increase their sense of belonging. They note that many students come and go without socializing. Others do not expect anything different from a community college.

**Plans:**

- Investigate the reinstatement of student caseloads for counselors to ensure that students know that they can see the same counselor.
- Make information about academic support services more readily available.
- Relocate student services on the Phelan Campus to make them more accessible and convenient.
- Inform students of rules, regulations, and procedures, and about school colors, the motto, and other cultural data in the Orientation Handbook.
- Involve students at all campuses in activities and programs.
- Investigate the feasibility of developing more credit and degree courses, as well as extracurricular activities, on other campuses.

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5.8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

**Description:**

There are many organizations and activities which exist primarily to provide positive direction to students. For example, the Interclub Council is comprised of over sixty student clubs that foster personal and civic responsibility. (5-23) In order for students to develop outside of the classroom, the College offers several classes that encourage independent study by taking students to the local community to examine local issues and to offer solutions. More specifically, the Service Learning Program offers twelve course sections that integrate required community service into the curriculum. The College also offers several sections of student leadership classes. The leadership classes examine different styles of leadership, effective advocacy, meeting facilitation, and other issues regarding civic responsibility. (5–1, p.309) The Dean of Student Activities serves as the advisor to the Associated Students Council, a student-elected body that represents student interests. It meets weekly during the school year at the Phelan Campus and is responsible for funding AS programs and services. Campus Councils also exist at other campuses with varying degrees of effectiveness.
The Concert and Lecture Series is committed to fostering intellectual, personal, and cultural enrichment. Faculty, students, and staff jointly develop the Concert and Lecture series program.

(5–28) The athletics programs offer thirteen sports teams on which students may participate.

(5–1) The award-winning student newspaper, The Guardsman, is published bi-monthly. (5–29)

The Peer Advisor Program is funded by the Matriculation Office and operates out of the General Counseling Department. The peers help staff the main information booth in Conlan Hall, provide campus tours for visitors, and assist in the orientation of new students.

Analysis:
The College values and supports an active co-curricular environment. Many faculty and administrators are active participants in the City's civic life, and serve as resources for students interested in pursuing opportunities on the local level. However, according to the Student Activities Program Review, more staff support and adequate facilities are needed to operate a strong student development program in a college of this size. (5–37)

The Student Government and Interclub Council provide a broad range of activities that foster intellectual, ethical, and personal growth, but there is a need to develop an office to coordinate volunteer opportunities and service learning activities outside of the College. Community-based organizations, private businesses and the governmental sector are examples of institutions that have contacted the College in the past with volunteer opportunities for students.

An Office of Mentoring and Peer Support is being developed. It will provide student mentors and peers who will support outreach, retention, and student success.

Plans:
• Consider expanding resources to provide increased staffing and improved facilities for student development.
• Examine the feasibility of developing an office that coordinates volunteer activities and service learning opportunities.
• Establish the Office of Mentoring and Peer Support.

5.9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Description:
Magnetic tape, microfiche, microfilm, optical disc, and CD ROM technology ensure that all records are permanently and confidentially maintained and securely backed-up. Designated Admissions and Records staff members have the responsibility for the maintenance, security, accuracy, and completeness of permanent student records in both the credit and noncredit divisions. Permanent records are protected at a fire-proof and earthquake-safe off-campus facility. Microfilm, optical disc, and CD-ROM technology have been implemented for reconstructing academic transcripts.

Student data and academic history are maintained in BANNER. Information Technology Services has implemented adequate security and has made provisions for recovery in case of disasters. The Dean of Admissions and Records must approve access to student records. Access to levels of student record information is authorized and monitored by an employee’s individual admittance password and a computer entry code. Selected staff within the Office of Admissions and Records are authorized to change student records, and the Dean of Admissions and Records approves these corrections through an appropriate access security code level. An audit trail of all student record transactions is produced.
The administrative systems are protected by password security, as well as by a high-level layer of network security. The BANNER /Student segment is separated by hardware and software filters. System firewalls have been installed for added security.

Credit and noncredit admissions applications have been developed, incorporating options for students to request that their directory information be kept confidential. Once the request is made, a confidential flag is placed on the student’s admission screen, ensuring complete confidentiality from all outside agencies.

Analysis:
The College is fulfilling the requirements of this standard. However, an imaging system would allow the Office of Admissions and Records (credit and noncredit) to maintain a large number of records in a smaller amount of space. The technology would also provide even more security and would improve the response time dramatically.

Plans:
• Continue to improve the processes by which the Office of Admissions and Records stores, retrieves, and secures students’ records.
• Ensure that the Office of Admissions and Records work with Information Technology Services in the evaluation, procurement, and implementation of a document imaging system.

5.10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Description:
The College adopted a comprehensive program review process for all instructional departments and student services departments in 93–94. Since that time, most student services departments and units have been systematically evaluated. (5–30)

Major student services units such as Admissions and Records, Financial Aid, and the General Counseling Department have undergone Program Review. Written feedback is provided to the unit by the appropriate senior administrator and by the Program Review Committee. Each unit is then given one of the following recommendations: expand, continue, watch, or contract. During the past three years, fourteen program reviews have been conducted in student services. Units placed on watch status must submit a plan of action to be reviewed by the PRC and the senior administrator. The unit submits progress reports every semester until removed from watch status.

The Associated Students has conducted student forums on various student services issues and has submitted the resulting reports to the administration. (5–31) The Chancellor recently conducted Listening Sessions at all campuses, and each Listening Session included student panels to provide input and recommendations to better serve student needs. Those recommendations will be considered in future annual plans. (5–32)

The Student Preparation/Success Committee (SPSC) is a shared governance committee that meets monthly to address issues regarding student success. It regularly assesses services to students and regulations that impact students. The SPSC makes recommendations to the Academic Senate and the Vice Chancellor of Academic Affairs. For example, the SPSC has made recommendations that have resulted in changes in the Math Placement Test, final grade notification, and the restoration of a Financial Aid Advisory Committee. (5–33)

Research reports are produced each year that focus on either the effectiveness or allocation of student services. Several of these reports indicate that matriculation services have a positive effect on student persistence, although they do not show an increase in student success rates. Participation in placement, orientation, and counseling services helps identify courses for students at their ability level. Students who
experience the combination of matriculation, placement, orientation, and counseling services persist in their studies more than students who do not participate in these services. (5–41)

**Analysis:**

The program review process has provided student services units with the opportunity to systematically evaluate their services. Units placed under watch status have had to develop plans and strategies to revise service delivery approaches and accountability measures. To improve service to students, the staff in the Office of Admissions and Records has participated in Continuous Quality Improvement, conflict resolution, stress management, and multicultural awareness training. The staff is also encouraged to participate in staff development workshops and conferences provided by various professional organizations. The Financial Aid Office has also engaged in Continuous Quality Improvement training aimed at improving the delivery of services and is scheduled to move to remodeled facilities in Fall '99. The General Counseling Department has instituted a computerized student appointment system, SARS, that is intended to better serve student needs and counselor work schedules.

The Associated Students (AS) has taken the initiative to sponsor student forums and develop position papers when they feel that the College has been unresponsive to the needs of students. For example, AS sponsored a student forum on the problems that students experienced with the Financial Aid Office and has published a report that has been submitted to the administration. (5–31) The Dean of Financial Aid has met with the students to hear their concerns.

The program review evaluation process and the feedback from the Vice Chancellor of Student Development and the Program Review Committee will continue to be used as a basis for improvement.

The College needs to develop a comprehensive student services plan that includes a mission and philosophy statement. The plan should detail an integrated service delivery system that specifies how separate units will operate and how they will work together. There are numerous collaborations with instructional programs that need to be supported, evaluated, and possibly expanded.

Research is needed to determine the effectiveness of various student services. A number of students receive no matriculation services and/or experience little success upon their entrance to the College. It is necessary to monitor the progress of students in their initial semesters. Those students having academic difficulties may need special contact and direction to the many services the College provides. Intervention strategies that produce results will be targeted at the populations that are most likely to benefit. In addition, there needs to be better coordination between the research department and the student services areas to identify what types of data and research the General Counseling Department would require to better plan its services.

It has been found that twenty percent of students who participate in placement testing do not go on to enroll in classes. Results of a phone survey of these students concluded that most students did not enroll for personal reasons, ranging from job conflicts to family problems. However, ten to twenty percent of this group did not enroll because of college-related reasons, such as the classes were full or scheduled when the student was unavailable, the matriculation process was too complicated and inconvenient to complete, or the registration lines were too long.
Plans:

- Complete program reviews for the Matriculation Office and the Office of the Dean of Students.
- Increase student involvement in the program review process.
- Develop ongoing Student Services and Program evaluation procedures for all services and programs.
- Continue to offer staff development to improve the delivery of services.
- Implement student satisfaction surveys for all student services offices.
- Coordinate with Research and Planning to develop a student survey to provide information for a comprehensive student services plan.
- Develop a comprehensive student services plan.
- Expand the academic probationary procedure, where possible, to include an early alert system to identify at-risk students for additional student services assistance.
- Expand matriculation, where possible, to target at-risk students.
- Streamline testing, orientation, and counseling services to make them more convenient for the student.
STANDARD FIVE: Reference List

5-1 City College of San Francisco 1999 – 2000 Catalog
5-2 CCSF Fall 1999 Class Schedule
5-3 Vocational Education Program Guide – Fall 1998
5-4 Guidebook for Foreign Students – Spring 1999
5-5 Title V / Matriculation Plan
5-6 CCSF – Institutional Self Study for Reaffirmation of Accreditation – March 1994
5-7 CCSF Orientation Handbook
5-8 Registration Date Flyer – Spring 1999
5-9 Department Brochures
5-10 Student Handbook
5-11 List of Student Support Services
5-12 Admissions and Records Credit Division Program Review – December 1994
5-13 Financial Aid Program Review Student Questionnaires
5-14 CCSF Financial Aid Student Focus Group Proposal – November 1998
5-15 94–95 Program Review for Counseling Dept. CCSF
5-16 Summary of Student Services Program Reviews
5-17 Noncredit Matriculation Program Review
5-18 List of Students Participating on Shared Governance Committees
5-19 DSP&S Program Brochure
5-20 Online Advisor Advertisement Flyer
5-21 Liaison to SFUSD High Schools – Office of the Provost – High Schools List, Feb. 1997
5-22 Bilingual Staff and Student Services Faculty
5–23  Student Recognized Clubs– Spring 1999
5–24  Professional Development Diversity Training Workshops
5–25  Standard Five Campus Climate Questionnaire
5–26  What Students Think of CCSF–March 1999
5–27  Service Learning Program
5–28  Concert Lecture Series
5–29  The Guardsman (various issues)
5–30  List of Student Service Program Reviews
5–31  Financial Aid Report Submitted by Associated Students
5–32  New Challenges, New Opportunities. A Report on CCSF Listening Sessions
5–33  Student Preparation/Success Committee Notes
5–34  Progress and Success of Math, English and ESL Students - November 1998
5–35  Financial Aid Program Review
5–36  Learning Assistance Program Review
5–37  Student Activities Program Review
5–38  Project Survive Brochures
5–39  Matriculation and Assessment studies
5–40  NASFAA Standards of Excellence Review Program Findings and Recommendations
5–41  The Impact of Matriculation Services on Student Progress and Success at
      City College of San Francisco - February 1998
STANDARD SIX:
Information & Learning Resources
STANDARD SIX: Information & Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution’s intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

Committee:

Bonnie Gratch ............... Faculty, Co-Chair
Rita Jones ................. Administrator, Co-Chair, Fall ’98–Spring ’99
Joao Barretto ............... Faculty, Co-Chair, Fall ’99
Charles Collins ............. Administrator
Fumiko Grant ............... Faculty
Donna Hayes ............... Faculty
Mamie How ................. Administrator
Linda Legaspi ............. Faculty
Martha Lucey ............ Administrator
Muriel Meunier-Fiebelkorn .. Faculty
Francine Podenski ........ Faculty
Stefan Ponek ............ Classified
Anitra Toliver ........... Classified
Gary Tom ................. Administrator
6.1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Description:
Information and learning resources at the College consists of three units: Library and Learning Resources (LLR); Broadcast Media Services (BMS); and Information Technology Services (ITS). LLR comprises six collections: (1) the Louise and Claude Rosenberg, Jr. Library, which houses the Media Center, the Audiovisual unit, the Language Laboratory, and the Learning Assistance Center; (2) the Alice Statler Library, housed on the main Phelan campus; (3) the John Adams Campus Library; (4) the Downtown Campus Library; (5) the Josephine Cole Library at the Southeast Campus; and (6) the Teachers Resource Center, located at the District office. (6–1, 6–2) All library collections have equal access to the Dynix Online Public Access Catalog (OPAC) containing print and non-print resources, an electronic dictionary, and links to other library catalogs. There are 103 OPAC stations and eight dumb terminals for all library sites, the Media Center, the Audiovisual unit, and the Learning Assistance Center. Access to the World Wide Web, including the Web-based delivery of periodical databases comprising Infotrac, Newsbank, Ethnic Newswatch via Ebscohost, and GaleNet’s Literature Resource Center is also provided. (6–10)

The Media Center has two service counters. One is primarily used for the in-house circulation of audio and video cassettes and the other caters to ESL students. The Center has 154 stations of which 10% are ADA compliant. The Media Center and the Audiovisual unit collaborate to provide reserve video checkout for faculty and for students enrolled in telecourses.

The Audiovisual unit also provides faculty with a growing range of graphic support services specifically tailored to the requirements of the instructor. The services provided include transparencies for overhead projection, 35mm slide production, mounting of posters, and production of original art work such as flyers, posters, and signs. (6–30)

The three multimedia rooms are equipped for VCR and laserdisc playback and video/data projection. Campus-wide video programming and satellite downlinks can be shown in each of these rooms in cooperation with BMS. Immediate access to technical support is available from the adjacent Audiovisual office. These rooms may also be used for special events such as the Concert and Lecture series.

Broadcast Media Services provides the following services: facilities and personnel for the production of instructional audio and video projects; distribution of instructional video materials via a network to over fifty wired classrooms on the Phelan campus; scheduling for video viewing, satellite downlinks, and teleconferencing; delivery of videotape playback and operating video recording units; international conversions for video materials; coordination of video-based learning activities; off-air recordings and duplication of videotapes within copyright guidelines; technical support and operations for the Educational Access Cable Channel 52 and KCSF radio; some on-site videotaping for classes; and digitizing video clips for Web pages. BMS also offers a wide range of instructional video production and technical services for the College and for Channel 52.

The Office of Marketing and Public Information collaborates with BMS to produce commercials and other video materials to recruit students.
At the Phelan Campus there are five open-access computer labs with 277 computers, providing students with e-mail, Internet access, and microcomputing facilities. The Instructional Computing Lab I (ICL I) in Bataclan Hall serves the computer and information science students, and some mathematics, ESL, and business students. The Instructional Computing Lab II (ICL II) in the Science Building serves the students in the science departments. The open-access lab on the fifth floor of the LLR is open to all students. The Academic Computing Lab in the Learning Assistance Center is also open to all students, with priority given to students enrolled in Title III Pilot Project classes. Disabled Students Programs and Services (DSP&S) operates a HiTech lab that is open to the general student population, with priority for DSP&S students. Other computer labs on the Phelan Campus are operated by specific departments and serve only registered students within those departments. There are several open-access computer laboratories available to students at the other campuses. (6–3)

Analysis:
Overall, the LLR units' equipment and access to information and learning resources are sufficient to support the College's curriculum. However, certain areas require attention to rectify deficiencies in services and in collections.

The December '95 move to the Rosenberg Library, equipped with a telecommunications infrastructure, has had a positive impact on access to information. In Fall '98, the LLR's Automation Department began deployment of PAC for Windows, the graphical implementation of the OPAC. As of Fall '99, all library sites, the Media Center, and the Computer Learning Lab have adopted this new interface. This critical upgrade has eliminated many security issues associated with the previous software version and will reduce unauthorized access. Additionally, the OPAC allows access to the Web at all library sites, and users report satisfaction with the availability of the resource. (6-11)

The John Adams Campus Library, the Alice Statler Library, the Josephine Cole Library, and the Teachers Resource Center report deficiencies in facilities, especially the lack of space for group study areas, expanding collections, and technology needs. Although library facilities are lacking at the current Mission and Chinatown/North Beach campuses, departments at these campuses may obtain library materials via long-term loans. Furthermore, inter-campus loans allow patrons utilizing library facilities at one location to have materials at other sites retrieved and sent to the library originating the request. Planning for libraries at the two new campuses is underway.

The need for new and replacement equipment is documented in the LLR Program Review. Computers, VCRs, printers, and peripheral computing equipment are needed. (6–11, 6–31) Upgrades for the Rosenberg Library's laboratory and the establishment of a laboratory at the John Adams Campus Library for information literacy instruction via video-teleconferencing equipment have been requested.

There are ninety-four open-access computers available for a total of 110 hours a week to the general student population of over 30,000 on the Phelan Campus. This is inadequate. Obstacles to more computer access include the lack of facilities and the lack of adequate technical support personnel to provide existing and future facilities with extended hours of operation. Block grant and instructional equipment funds that have been available to buy new computers have been spent for departmental computer laboratories and not open-access laboratories.

Serious unresolved water leaks in the LLR Language Laboratory have contributed to the periodic unavailability of several audio and video stations, resulting in longer waits for students. Otherwise, faculty and student satisfaction data from the Spring '97 survey indicate high regard for and sufficiency of equipment and services. (6–29)
Water leaks in the BMS television studio roof have seriously damaged some internal wiring. Furthermore, studio teleproduction equipment is old, damaged, or failing. BMS has difficulty satisfying the dramatic increases for in-classroom video support, because there are only ten portable video viewing units available to serve the Phelan Campus, and many wired classrooms have aging equipment. To help counteract these deficiencies, many departments have purchased their own video equipment. Yet these measures do not rectify the high demand for video services campus-wide.

**Plans:**

- Upgrade hardware and networking to meet the demand for Internet resources.
- Create support for secured dial-in access, remote user access to Web-based OPAC, and delivery of Web-based databases via patron authentication.
- Collaborate with architects to design new libraries for the Mission and Chinatown/North Beach campuses.
- Add computers to the Language Laboratory to accommodate student needs.
- Wire additional classrooms for video, and purchase hardware for the video hub.
- Install video projection systems in all lecture halls and upgrade equipment in rooms connected to the video network.
- Install video playback units in secure cabinets in classrooms not connected to the network.
- Explore the possibility of installing a broadband interactive video teleclassroom on each campus.
- Explore funding, including external sources, for repair and upgrade of the College's teleproduction studio.
- Continue working with the Facilities Department to correct water leaks.
- Establish a review process to evaluate technological needs and priorities.
- Explore better deployment of media services and increase the equipment inventory.

6.2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution’s purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

**Description:**

The Rosenberg facility has had a profound impact on the programs, services, and curricular offerings of the Library and Learning Resources units. The infusion of a large State grant for the purchase of print and non-print material and the installation of a Novell network within the building contribute to the strategic goals of promoting student success and managing resources effectively and efficiently. All librarians spend significant time identifying material to be added to the collection in specific areas of the curriculum. They select material from reviewing journals and contact faculty for suggestions. Direct faculty participation in the selection of library material has always been strongly encouraged and this involvement was further enhanced during the Fall '97 semester with the implementation of the Acquisitions unit Web page which provides faculty with librarian liaisons arranged by campus departments. (6–4) Student suggestions for library purchases are also encouraged. Any student may complete a request form at the library reference desks.

All decisions related to acquisitions are based on curriculum and student success needs. The term “library materials” includes monographs, audocassettes, videos, films, periodicals, network and application software, periodical indexes incorporating full-text databases, and CD-ROMs for basic reference and multimedia content. Librarians provide collection management to ensure currency and relevancy of library materials. This process includes the deselection of obsolete and superseded materials.

The educational materials available in the Media Center are chosen by instructional faculty to support classroom and telecourse instruction. Videotapes are available for students taking telecourses and for general use.
ESL tapes are available for use with current texts and for pronunciation and listening. The electronic music room provides space for students to compose and practice. The Audiovisual unit maintains a significant collection of films and videos to support faculty in the classroom.

The Language Lab is equipped with one master console and 119 stations which include eighty audio, thirty-one video, and twelve computer stations. An electronic classroom provides one master console and an accompanying VCR multistand, which can accommodate thirty-three stations, including computers. The interactive audio and video stations serve over 5,000 students and approximately seventy-five faculty members from the Foreign Language Department per semester.

Broadcast Media Services provides over fifty classrooms with a closed-circuit cable video network, has three analog/digital satellite dishes for teleconference and off-air downlinks, ten portable video viewing units deliverable to classrooms not connected to the network, two video camcorders for in-classroom documentation, one BetaSP video camera, one Sony DV Camera, and digital video editing equipment for instructional, promotional, and documentary video production. BMS shares a teleproduction studio, a Digital Media Production Lab, a digital/analog sound recording studio, and three digital audio production booths with the Broadcast Electronic Media Arts Department and related disciplines. The BMS videotape library contains 1,000 titles.

Analysis:
Over the past three years, considerable effort and funds were expended to rectify serious deficiencies in the library's collections. Examples of concentrated collection development at the Rosenberg Library include materials for academic/vocational programs such as the hazardous waste program, radiology, Latin American studies, chemistry, computer science, child development, biotechnology, Asian American studies, gay/lesbian studies, and American and English literary criticism. Examples of targeted collection development at the other library sites include health sciences, nursing, ethnic studies, business studies, legal studies, hospitality industry, ESL, basic skills, and trade and industry learning resources. The Spring ’97 faculty survey in the LLR Program Review confirms satisfaction with the ordering process of library materials. (6–11)

The Acquisitions and Catalog units collaborate to review and improve all procedures related to acquiring and processing new materials to ensure expedient delivery of materials to students and faculty. Web-based searching and placement of book orders have resulted in improved efficiency. Customized collection management reports derived from the vendor's database are utilized to produce statistics and provide the library administration with fiscal and activity reports. Updating and maintaining the library's database are vital functions of the Catalog unit. As of the Spring '99 semester, over 2,000 film and video titles are available in the library's database. (6-5, 6-6, 6-7)

The Media Center has well-organized and adequate facilities that make materials easily accessible to students. Instructional faculty involvement is a crucial factor in the acquisition of materials for this center. There is a significantly improved level of faculty satisfaction with both the comprehensiveness and appropriateness of the Audiovisual unit's media collection. There are no cataloging records in the OPAC for videos located in the BMS library.

The Language Lab supports the Foreign Language Department's program with materials and technology. The electronic classroom provides for the most innovative multimedia language instruction. Request forms for materials are periodically sent to the instructors in this department and purchase requests are prioritized within each language group. There has been a 433% increase in the use of the Language Lab since 1996. The Language Laboratory's collection of sound recordings, videos, and CD-ROM titles is not currently integrated into the library's OPAC.
Plans:

- Centralize the acquisition functions for all library sites to expedite the delivery of materials to the Catalog unit.
- Produce a fully-annotated catalog of all media holdings in the Audiovisual unit.
- Integrate the Language Laboratory's collection of sound recordings, videos, and CD-ROM titles into the library’s OPAC.
- Review and integrate, where appropriate, BMS videotape titles into the Audiovisual unit's collection.

6.3. Information and learning resources are readily accessible to students, faculty, and administrators.

Description:

There are six campus library collections located throughout the city, and there are also plans to provide learning resources to the new Chinatown/North Beach and Mission campuses. All library sites offer circulating collections to any student, faculty, administrator, or staff member, with the exception of the Teachers Resource Center, which is not for student use. In addition, residents of the greater San Francisco area may obtain a free community library card which entitles them to limited borrowing from the College library collections. Access to sites without learning resource collections is facilitated by online information resources, and, in some cases, by temporarily locating materials onsite.

Non-print learning resources are accessible to students in the Language Lab, the Media Center and many of the library collections. The Language Lab loans videotapes, provides an audiotape duplication service, and also supports a location at the Marina Middle School. Telecourse broadcasts and videotapes can be accessed in the Media Center. BMS provides faculty access to videotapes and off-air recordings, and provides the facilities and technical expertise to cablecast telecourses and other educational material on Channel 52. (6-2) Open access computer laboratories for students are available at the other campuses.

The LLR works consistently to provide maximum access of materials for all members of the College community. Building hours have increased at several LLR and open-access computer lab locations. (6-8) Each campus library site is connected to the Phelan site's library network via T-1 lines, providing access to all networked information and learning resources. The use of optical scanning technology is increasing the access to materials in the College Archives. As of Spring '99, plans and policies are in place for an inter-campus library materials delivery service. (6-9) Library materials can now be delivered to any CCSF campus library. The collection development policy and practice ensure that the mix of materials and formats will accommodate students with a variety of learning styles and disabilities. In addition to the Media Center and the Language Lab, high technology computer labs on the Phelan Campus and the John Adams Campus have appropriate equipment for students with disabilities. An electronic catalog, printed guides, orientations and other instructional workshops, professional reference service, the LLR Web page, and open stacks are some of the ways in which access is provided.

Analysis:

The 1997 user surveys from the LLR Program Review show that the various units have been successful in serving a diverse range of students, faculty, and staff. (6-11, 6-29) All LLR units try to match building and service hours to user needs, given a fairly static staffing budget. BMS has been documenting the need to restore staffing schedules and increase access hours. The Teachers Resource Center at Gough Street reports that inadequate space and budget have limited the type of access it can provide to instructors.
Because electronic and physical access to learning and information resources has greatly improved since the 1994 WASC visit, use of library and learning resources has dramatically increased. (6–12, 6–13) Most importantly, a district-wide plan for access has been created. The elements of this plan will be implemented after the inter-campus materials delivery service is fully operational, off-campus students and faculty can access the electronic databases, and all the campuses have the necessary wiring and computers to be connected to LLR’s electronic information and learning resources. An ad-hoc shared governance committee is working to establish teleclassrooms on all campuses and broadband video connectivity.

LLR cooperates with the Disabled Students Programs and Services staff to provide access for students with disabilities. Providing up-to-date ADA compliant equipment in the Library and other LLR units is a constant challenge.

The program review survey indicates that students need more guidance in finding materials. Suggested improvements include better signage and an increased number of library orientation sessions and instructional workshops for students.

**Plans:**

- Continue to extend hours at all the open-access computer labs and seek space for additional labs.
- Complete plans to provide electronic access to library/learning resources at campuses without libraries.
- Increase publicity about services and increase the number of orientation and library instruction sessions.
- Acquire an ADA-compliant computer for each campus library to provide access to all networked information resources and upgrade the closed-circuit visualtek system in the library.

**6.4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.**

**Description:**

The LLR Program Review documents the professional activities and involvement of the staff. (6–28 to 6–31) Professional and technical staff provide key services such as orientation, instruction, and training services at the library sites, Language Lab, and Media Center; individual user support in the open-access computer labs and via professional library reference service; installation and maintenance of public computers and audiovisual equipment; graphic design and instructional materials production service for faculty; and closed-circuit video distribution and consultation services regarding audio-visual, broadcast, and media usage.(6–14)

To address previously documented staff shortages and to make progress toward meeting the Association of College and Research Libraries’ minimum standards, (6–15) five new full-time librarian positions and eight classified staff positions have been added since the last WASC evaluation. Moreover, a coordinator of bibliographic instruction position was created so that the library’s growing instructional support services could be properly addressed, and a campus librarian position was added to improve coordination and learning resource services among the campuses. The Partnership for Excellence has benefited several LLR units by funding librarian, technician, and staff positions in the open-access computer labs.

Librarians are involved in teaching students library research, information retrieval, and analysis skills. Along with other professional staff, librarians also offer faculty training sessions in the effective use of information technology and learning resources. (6–16) However, only about 10% of the students on the Phelan campus receive any formal training.
in information retrieval skills. (6–11) All of the library units, the Language Lab, the Media Center and some of the open-access computer laboratories offer some type of orientation, tour, or training session. The open access computer laboratories provide individual support for student users, a labor-intensive but critical service. Instructional materials, such as the Library Tips handbook, the Web-based tour, and links maintained on the Library's Web page to Web tutorials reach many students at several campuses. (6–17) Customized instruction is also offered at some of the library sites to support specific course assignments, such as instruction offered at the Alice Statler site in the use of software applications for creating spreadsheets and composing term papers; special ESL orientations at the John Adams campus; and an ESL pre-orientation assignment and instructional sessions at the Rosenberg site. Another example of customizing instruction for learners with special needs is the modified LI O 10 “Use of Information Resources,” the one-credit course for students in the Latino Scholarship Program and African-American Retention Programs. Also, as part of the reference service, librarians teach information competency skills to individual students working on various course assignments and for the LI O 10 section which is offered as a self-paced, independent-learning experience using the library as the learning laboratory. Reference librarians also prepare subject bibliographies at the request of classroom faculty and assist classroom faculty in designing effective research assignments.

Analysis:
The staff is professionally qualified to provide appropriate support to users. Now there are cross-trained librarians and technicians prepared to work at any library site. Also, the additional staff has allowed more outreach to support faculty in designing effective assignments that require the use of library and information resources. (6–21) The quality of staffing in the open access computer laboratories is high, as evidenced by the Fall ‘98 survey of 500 students. (6–20)

However, the documented service and resource usage increases in several units have strained available staff to keep up with demand. The current staffing ratio is one person per 150 workstations in the Rosenberg building alone. This is inadequate. There has been a 433% increase in usage of the Language Lab and a 600% increase in the use of computer equipment supported by the Library Automation unit. (6–19) This has resulted in deferred or delayed training for foreign language faculty and backlogs of open-access computer installations and software upgrades. (6–28, 6–29) All professional staff need to stay current with changing technologies, so staff development is critical. Local and external staff development opportunities exist, but some of the units' program reviews document the need for more staff training and the difficulty finding the time to attend professional development activities. (6–28, 6–29) In addition, there is increasing student demand for more computer labs. The issue of insufficient support staff hampers the development of these new labs.

Plans:
• Reassess staffing based on funding provided by Partnership for Excellence and other State-funded programs.
• Investigate partnering with local professional organizations to develop internships to address some of the staffing needs.
• Expand the computer lab internship program.
• Create opportunities for LLR staff to take full advantage of professional development options to keep current their information technology-related knowledge and skills.
• Develop and implement instructional delivery options for different learning styles and student needs.
6.5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Description:
The 95–98 State grant of $2.391M allowed replacement of obsolete material with significant new titles. The Friends of the CCSF Library organization contributes an average of between $7,000 and $10,000 annually to the Rosenberg Library and Media Center to assist with the purchase of additional library equipment and materials.

Security systems are in place at all library sites to prevent theft of library material. Additionally, video cameras strategically located at all three internal levels of the Rosenberg Library and at its parking lot provide security via monitors at the Circulation Desk.

The Instructional Computing Lab budget is administered by ITS and provides for supplies, maintenance, and repair of equipment for Phelan campus open-access labs, as well as lab personnel for the open-access labs at Phelan and the campuses, excluding those located within library sites. The campus labs are supported by supplies and maintenance funds from each campus dean’s budget. The College has allocated additional instructional equipment block grant funds to support the upgrade of existing computer labs, both open access and department specific.

At the Phelan campus, open-access computer labs ICL I and ICL II have Sonitrol systems as well as locking cabling for equipment security. At the campuses, labs are protected in a similar fashion and rooms are locked at all times when computer lab personnel or faculty are not present.

Broadcast Media Services has been awarded $20,000 in Partnership for Excellence funds to upgrade the Phelan campus cable distribution system to provide improved picture quality in all classrooms and LLR rooms connected to the video network.

Analysis:
Funding from the one-time $2.391M grant has corrected some previous deficiencies. However, there is no College commitment to an adequate and continuing line-item budget for print and non-print material. The inability to keep pace with inflation and the increasing costs of library materials, the development of new courses and programs that the library and learning resource centers must support, and anticipated enrollment increases, will seriously affect the library’s abilities to supply students with relevant and up-to-date research materials. (6-22 to 6-25)

The American Library Association/Association of College and Research Library Standards (6-15, 6-26), attest to the inadequacy of the library’s current collections. The 98–99 allocation of $165,000 for the purchase of library materials at all library sites was inadequate for an institution with over 94,000 credit and noncredit students comprising 33,048 FTES. These figures reflect an amount of $5.00 spent per FTES.

The term “library materials” must be understood to include, in addition to the traditional monographs and periodical subscriptions, items such as network and applications software, multi-site retrieval licenses for periodical database, and CD-ROMs containing basic reference or multimedia materials. The migration to Web-based delivery of databases will allow access to all campus sites having Web access. Licenses on many databases also allow for off-campus access via patron authentication. These vital electronic resources command high fees but are often neglected in the budget decision processes. Academic libraries are progressively adopting electronic equivalents of traditional printed reference resources. In order to keep pace with inflation, increasing library materials costs, and anticipated increased enrollments, a recommendation is warranted for annual increases in the budget allocation.

Library sites have T-1 access providing students with Internet resources. Demand for Internet access far outweighs supply due to the inadequate availability of computers. Furthermore, computers purchased just three years ago for this purpose have become obsolete. Recently-
acquired Pentium-based computers will address the exponential demand for computing resources. Block grant funds, coupled with Partnership for Excellence and Telecommunications and Technology Infrastructure Program funds from the State Chancellor’s Office, will fund some improvements in this area.

The materials budget for the Media Center has been insufficient, except when State grant funds were available. (6–31) The Center needs reliable annual funding to support the numerous requests from faculty and students for additional videos, cassettes, music CDs, and CD-ROMs to support core programs, especially those in the Music and ESL Departments.

There is a growing concern about the Audiovisual unit’s equipment requirements. Replacement parts for old equipment are becoming increasingly difficult to obtain. The Language Lab and BMS also need to replace failing audiovisual equipment. Funding needs to be appropriated to remedy these concerns.

Supplies and maintenance budgets for BMS and the Phelan Campus computer labs have remained unchanged over the past several years. Current budgets for supplies, repairs, and maintenance need augmentation. Replacement of computer equipment and software, using leasing options rather than outright purchase, would benefit the College.

Plans:

- Continue to seek multiple sources of funding for library materials.
- Collaborate with ITS and the State Chancellor’s Office to secure TTIP funds to improve the LLR’s networking infrastructure for the delivery of electronic resources.
- Increase funding for supplies, maintenance, and repair of computing lab equipment and BMS equipment.

6.6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Description:

The library maintains clearly-delineated agreements with other libraries through its Interlibrary Loan Policy (ILL). (6–27) Other types of formal agreements are the licensing agreements between the library and electronic database and software providers. These agreements protect all parties involved and ensure that all members of the College community have access to databases and software products.

The recent growth of the Audiovisual Department’s collection has significantly reduced the need to rely on previous written agreements with the San Francisco Unified School District for borrowing films, although the AV staff continues to maintain an extensive catalog collection to facilitate access to other collections and media libraries when needed.

Analysis:

Agreements with other institutions are adequate at present. It is likely that the library will enter into additional license agreements with database and other information system providers, as the California Community Colleges are involved in negotiating consortia pricing discounts for electronic databases. The Library is investigating some of these with the goal of expanding access to information and learning resources within its available materials budget.

Plan:

- Continue to monitor the ILL agreement and other license agreements to ensure compliance.
6.7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Description:

For the program review process, the Library, Media Center, Audiovisual unit, Language Lab and BMS conducted surveys of students, faculty, and staff in 97-98. While there is no regular, systematic evaluation of open-access computer labs, a student survey was conducted during the Fall '98 semester. The information obtained from these surveys has been useful in the redesign and improvement of services. It has also been used to support budget, staffing, and equipment requests for the College, as well as for State and other grant proposals.

In addition to these surveys, other less formal assessment activities occur. For example: (1) the Rosenberg Library maintains a “Suggestion Binder” and an electronic “Questions and Answers” space on the OPAC where any user can make suggestions, pose questions, or offer compliments; (2) the Media Center surveys faculty each semester in order to obtain input about curricular developments and recommendations to update learning materials; (3) the Language Lab regularly sends out memoranda to Foreign Language Department faculty, requesting input and suggestions; and (4) librarians periodically review the collection development policies to ensure that they reflect the needs of the curriculum and the diversity of learners. In addition, BMS, Audiovisual, Language Lab, and the Media Center collaborate as members of the Integrated Technologies Group, which meets to explore common concerns and needs and recommend improvements. LLR is committed to supporting the College’s educational technology plan, and staff are in the process of preparing a Library Technology Plan for submission to the State by June 2000.

Analysis:

Concerted efforts are made at all sites to review existing policies and procedures in order to incorporate emerging technologies and improve services and facilities. Information technology is a critical area that receives on-going evaluation to identify needed improvements in hardware, software, networking, and the delivery of Web-based resources. At a district level, however, the College’s educational technology plan needs to be evaluated and revised.

The program reviews include several user surveys. Data obtained in all these surveys also address the effectiveness and adequacy of learning and information resources and services. The data has already been used to make some improvements, such as longer service hours. However, a regular survey of students, based on a district-wide sample of classes, is needed to obtain broader input, so that LLR units can obtain longitudinal data about the perceptions and needs of all students, not just those who use the library. In addition, very little is known about student competence in accessing and using library and information retrieval systems after completing the library instruction workshops and the LIO 10 course. In fact, the Library’s instructional services program needs to identify specific student learning objectives and indicators of information skills competence, along with other appropriate measures, and develop an assessment plan that regularly obtains and reports on these data.

The Integrated Technologies Group conducted a district-wide survey of departmental media services equipment and resources during Fall '98 in order to learn more about the inventory of such equipment and resources. An analysis of the responses is underway and should be used for planning and service improvement.
Plans:

- Evaluate and revise the Education Technology Plan.
- Implement a regular representative student survey at all campuses.
- Develop an assessment plan for the library instructional services program that will provide data for program improvement and measures of student performance related to information competence outcomes.
- Evaluate the changes from print to electronic resources to ensure cost-benefit and effectiveness.
- Institute an annual evaluation process for open-access computer labs.
- Evaluate the Fall ‘98 district-wide survey of departmental media services equipment and resources and recommend changes as necessary.
STANDARD SIX: Reference List

6-1 Your Guide to the Library and Learning Resource Centers at CCSF
6-2 Your Guide to Media Services at CCSF
6-3 Inventory of General and Departmental Computer Labs – Equipment and Usage
6-4 Acquisitions Web page
6-5 Titles Received and Volumes Processed for Rosenberg Library: 96-99
6-6 CCSF Libraries Book Collections: 96-99
6-7 CCSF Library Non-Book Materials Catalog: 96-99
6-8 Hours of Operation For Library and Learning Resources and Broadcast Media Services – Fall ’99
6-9 Policy for Inter-Campus Library Materials Loan and Delivery
6-10 Library & Learning Resources Web pages
6-11 Library and Learning Resources 1997 Program Review - Description and Analysis of Surveys
6-12 Materials Use and Circulation Data 95-96, 97-98
6-13 Expanded Access: From Cloud Hall to the Rosenberg Library: Examples from the Language Lab and the Rosenberg Library
6-14 Summary of Staff Positions for Library and Learning Resources
6-15 Table of Minimum Standards for Libraries and Media Centers; California Code of Regulations, Section 58724
6-16 Computer Professional Development Classes and Training – Fall ’98
6-17 Library Tips
6-18 Instructional Services Data 95-96, 97-98
6-19 Language Lab Comparison of Staff Services
6-20 Computer Labs Fall 1998 User Survey Findings
6-21  Selected Letters from Faculty about Instructional Service Support
6-22  Learning Resource Centers' Materials Spending 94–98
6-23  Learning Resource Centers' Supply Expenditures: 94–99
6-24  Learning Resource Centers' Student Assistants (in Hours): 94–99
6-25  Learning Resource Centers' Student Assistants (in Dollars): 94–99
6-26  CCSF Library Holdings Compared to ALA/ACRL Standards
6-27  Interlibrary Loan Policy – April 30, 1999
6-28  LLR Program Review, 1997
6-29  Language Lab Program Review: 1998 Supplement to the LLR Program Review
6-30  Audiovisual Program Review: 1998 Supplement to the LLR Program Review
6-31  Media Center Program Review: 1998 Supplement to the LLR Program Review
STANDARD SEVEN:
Faculty & Staff
The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

Committee:

Nicholas Hovland        . Administrator, Co-Chair
Helen Salinas           . Classified, Co-Chair
Charlesetta Burks       . Student
Rodolfo Carlos          . Classified
Jessie Chin             . Faculty
Stephanie Duncan        . Classified
Joe Estupinian          . Faculty
Linda Jackson           . Administrator
Emily Kwan              . Classified
Gary Ling               . Faculty
Carmen Marshall         . Classified
Wood Massi              . Faculty
Ed Murray               . Faculty
Leo Paz                 . Faculty
Clara Starr             . Administrator
STANDARD SEVEN: Faculty & Staff

7.A. QUALIFICATIONS AND SELECTION

7.A1. The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Description:
City College of San Francisco maintains its commitment to quality in community college education and workforce training through the efforts of a dedicated, diverse, well-qualified, and richly-experienced faculty, classified staff, and administration. As of Spring '99, the District employed 719 full-time and 998 part-time faculty members, 563 full-time and 301 part-time classified staff, and forty-five administrators to teach its courses, support its programs and services, and oversee its operation. Each semester the College's fifty-eight departments offer approximately 4,400 sections of classes (68% credit and 32% noncredit) in fifty-one areas of academic, remedial, and vocational study. Students are served through counseling and other student services, such as matriculation, transfer, financial aid, child care, career planning, and job placement. (7–1, 7–29)

Ninety-five percent of the faculty hold master's degrees and over 150 hold doctorates. The faculty and staff have varied experience, skills, and academic backgrounds. (7–8) Both faculty and staff are diverse in their ethnic and socioeconomic backgrounds, sexual preference, religion, gender, disabilities, language, special skills, and age. The District prepares an Employee Data Report each fiscal year, which shows the staff composition and hiring data. (7–1)

Analysis:
The academic degrees held by faculty and administrators give clear evidence of their extensive academic background. (7–8) Many of the District's part-time instructors are practicing professionals who teach classes in their areas of expertise.

Maintaining a sufficient number of faculty and staff is critical to the overall quality of the College's educational and training programs and student services. To support this need, the District continues to develop its funding options at the federal, state, and local levels. In Spring '99, the Planning and Budgeting Council approved twenty-two full-time faculty replacement positions to be supported by the general fund. Also, through Partnership for Excellence, twenty-four new full-time teaching positions were approved for 99–00. In 1998, 70.2% of instruction in credit was by full-time faculty. The new full-time positions will improve this percentage. The percentage of instruction by full-time faculty in noncredit is not required by the State and is currently not available. (7–1) Through the Noncredit Matriculation Fund, thirty-seven classified positions (eighteen full-time and nineteen part-time) have been added to support noncredit student services.

The time expended for the review and replacement of both classified and administrative positions has decreased, but sometimes the system hinders the operation of departments through protracted periods of staff vacancies. However, the District is now more attentive to the loss of employees due to funding shortfalls, Civil Service bumping rights, and transfers.

Plans:
• Maintain sufficient and qualified staffing to serve students.
• Continue to increase the percentage of instruction taught by full-time faculty.
Classified staff are covered by the City and County of San Francisco merit system of employment, and positions are classified according to their duties and responsibilities. Appointments may be permanent, probationary, temporary, provisional, or exempt. Also, they may be part-time, school-term, or as-needed. Permanent vacant positions are filled by individuals who have passed a Civil Service examination for the position and are selected from the eligibility list. General job descriptions and minimum qualifications are governed by Civil Service Rule 9, Position Classification and Related Rules. (7–3) Appropriate adjustments are made to the job descriptions by the respective departments to include duties to support College operations. Work experience with the District as a college work-study student or lab-aide does not meet minimum qualifications for experience in Civil Service positions.

Analysis:
The District actively recruits under-represented populations and participates in the California Community College Affirmative Action Job Fairs. Previously, the District's advertising budget for job announcements was solely under the control of the Affirmative Action Office. In January '99, Partnership for Excellence funds were allocated to Human Resources for additional advertising to help broaden the pool of applicants for Spring '99 hiring. With this budget, job announcements were placed in additional publications, newspapers, trade journals, and Web sites, targeting specific populations. (7–4) It is very difficult for some departments to implement the hiring processes for part-time positions on a yearly basis as mandated by the State Chancellor's Office (7–5).

As a courtesy, before the Search Committee starts the paper screening process, the Human Resources staff contacts applicants, at least once, regarding any incomplete application materials. Applicants are notified in writing whenever the job announcement applied for is re-opened, re-issued, or rescinded.
Since the City and County of San Francisco’s Merit System covers the District’s classified staff and positions, the procedures and timelines in filling vacant classified positions are lengthy. The procedures and documents required to fill a classified position are a position replacement package, consisting of a Form 3 (Personnel Requisition), an organizational chart, a written explanation for the request, and a job description or a City and County Job Analysis Questionnaire (JAQ). If the position is new, the documents are forwarded to the Classified Positions Allocation Committee (CPAC) which meets once a month to review all position requests. The requests are ranked by the committee and forwarded to the District’s senior managers who make the final decision on the appropriateness of filling the vacancy. Concurrently, the JAQ is forwarded to the City and County of San Francisco’s Department of Human Resources (CCSF-DHR) for classification and approval. After DHR approves the position, it is advertised for at least two weeks on the CCSF Job Hotline and at specified posting sites in accordance with Civil Service rules. Selection then proceeds with paper screening and interviewing by the departments.

Plans:

- Participate in Job Fairs on an annual basis.
- Provide funding to Human Resources for expansion of recruitment activities.
- Send written notice to all applicants indicating receipt of application materials.
- Provide support to departments going through the process of replacing classified staff.

7.A3. Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Description:

Job announcements, containing a section with at least State-mandated minimum qualifications for faculty hiring, are developed by search committees. District qualifications for some departments may be higher than State minimum requirements. The State requires a master’s degree in academic disciplines and, for disciplines in which a master’s degree is not generally expected or available, a bachelor’s degree and two years of professional experience, or an associate degree and six years of professional experience. A sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students, as well as their sexual orientations or disabilities, is also listed as a minimum qualification. Other desirable qualifications listed in job announcements require evidence of effective teaching and a potential for making contributions to the mission of the institution. Search committees screen the applications and interview the appropriate candidates based on the stated criteria agreed to by all committee members. Teaching demonstrations are also usually required. All faculty hired for part-time positions in a department are subject to the same standards required of full-time faculty in that department. (7–7)

Analysis:

Criteria used by Human Resources and hiring departments result in knowledgeable and effective hiring of faculty members. A hiring timeline, implemented to expedite the hiring process, has not been followed, resulting in delays or the loss of candidates to other institutions. Departments attempting to fill open positions for the Fall semester often file their requests in late spring, and are rushing to
complete the process by the end of the Spring semester. This delay in filing also does not allow the outside applicants adequate time to prepare for reasonable-cost travel arrangements for their first and/or final interview. Additionally, some outside applicants are concerned about the preference given to in-house employees, which is clearly stated on the job application. Currently, the District's practice is to wait twenty working days before notifying an applicant of his/her selection as the final candidate because of a concern of possible grievances. This sometimes results in a loss of candidates.

**Plans:**

- Update and review current hiring processes.
- Adhere to the hiring process timeline.
- Work with departments to allow outside candidates sufficient time to prepare reasonable travel arrangements for interviews.
- Explore funding for outside candidates' travel expenses for final interviews.

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**7.A4. Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**Description:**

The catalog lists degrees held by all full-time and part-time faculty and administrators, and the colleges and universities which granted those degrees. Human Resources checks the degrees of job applicants to ensure that they are from accredited institutions. Foreign degrees must be evaluated by certified evaluation services. (7–8, 7–9)

**Analysis:**

The catalog shows a diverse, well-qualified, faculty and administration.

**Plans:**

- Continue to list the degrees of faculty and administrators in the catalog.
- Continue to ensure that applicants' foreign degrees meet equivalency standards of accredited U.S. institutions.

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**7.B. EVALUATION**

**7.B1. The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.**

**Description:**

Faculty evaluation procedures are part of the District/AFT 2121 Contract. Regular faculty are evaluated once every three years. Probationary faculty undergoing tenure review must be evaluated in semesters 1, 3, 5, and 7 of the probationary period, and can be evaluated in semesters 2, 4, and 6 as the department/tenure review committee desires. Evaluations of non-classroom faculty are conducted in the same manner as instructional faculty. Part-time faculty must be evaluated within the first year of service and at least once every six regular semesters of service thereafter. By no later than the conclusion of the semester, the evaluation team must submit its findings in a signed consensus statement. Evaluatees have the option of either concurring or disagreeing with the consensus of the committee. If they disagree, they have five days to submit a written rebuttal. The consensus evaluation is sent to the Office of the Dean of Instruction, Curriculum/Tenure Review for review, and then is forwarded with any comments to the department chairperson, the school dean, the Vice Chancellor of Academic Affairs, and the Chancellor. (7–10) Student-completed evaluations are also part of the evaluation of every classroom instructor. Faculty may choose self evaluation with peer review, peer evaluation, or peer-management evaluation. However, self evaluation may only be selected once within a six-year period.
Department Chairs are evaluated each spring semester except in the third or final year of a department chairperson’s term in office. All faculty and classified staff assigned to the department are invited to participate in the evaluation of the chair. Department chairs are also evaluated as faculty members. (7–11)

According to the revised Administrative Evaluation Procedures, all new administrators are evaluated in their first year, and are also evaluated at least once during their second or third years. Administrators with more than three years of service are evaluated once every three academic years. (7–24)

The classified staff evaluation timeline and procedures follow the Performance Appraisal system of the City & County of San Francisco Human Resources. A list of employees due for evaluation is provided by the Personnel/Payroll Service Division of the City & County. For new hires, the evaluation due date is taken from the Personnel Action Report. New permanent classified staff are evaluated after three months and on the anniversary date of employment. For a supervisory level position, evaluation is completed annually. Human Resources forwards the evaluation form to the employee’s immediate supervisor thirty days in advance to allow the supervisor enough time to complete the evaluation. Ninety percent of the completed classified staff evaluations are returned to Human Resources in a timely manner. However, forty percent of the staff have temporary status and are not evaluated. (7–12)

**Analysis:**

The Office of the Dean of Instruction, Curriculum/Tenure Review continues to ensure a systematic evaluation cycle conducted according to the published evaluation calendar for faculty and department chairpersons. There are standardized workshops conducted to better prepare evaluators and mentors in their roles.

The period of evaluation leading to the granting or denial of tenure may take up to four years. While in exceptional cases tenure may be awarded after two years, or even one year of service, the decision to grant tenure will normally not be made until the fourth year.

Administrative evaluations are formally conducted by Human Resources, but recruiting faculty and staff to serve on administrative evaluation panels has caused some delays.

All completed classified staff evaluations are returned to Human Resources. There is no requirement for the District to evaluate temporary employees according to Civil Service rules, however, there is no prohibition either. Because of the high percentage of temporary staff, and to improve the efficiency of the departments, all classified staff should be evaluated.

**Plans:**

- Continue to assist evaluators of faculty and staff to meet the established evaluation timelines.
- Continue to recruit faculty and staff for administrative evaluation panels.
- Encourage the District to establish a policy for evaluating temporary classified employees.

Description:
Evaluation processes for all segments of the District are designed to identify strengths and point out areas which need improvement. More specifically, the District has been working with AFT 2121 to strengthen the faculty evaluation process. A new statement, added to Article 9 of the District/AFT 2121 Contract, states, “The purpose of faculty evaluations is to recognize the strengths and special qualities of the evaluatee and to define areas that need improvement.” (7–10)

Classified staff are evaluated by their immediate supervisor, who outlines the description of responsibilities, tasks, projects and/or objectives assigned on the performance appraisal. The level of performance is rated and the work plan for the next report period is completed. It is followed by a conference with the employee to review the appraisal. The original copy is then returned to Human Resources for inclusion in the employee’s personnel file. (7–12)

Analysis:
The District provides professional development workshops for faculty in content organization, teaching strategies, syllabus preparation, learning styles, increasing retention, and improving student success. (7–13) The Dean of Tenure Review/Faculty Evaluation sits on the Staff Development Committee to ensure that future activities match areas identified as those needing improvement.

The District now places greater importance on the classified staff evaluations, using them as a tool for positive reinforcement. Performance appraisals can be used as verification of experience on applications for City employment for permanent classified positions.

Senior administrators use the results of administrative evaluations as they work with deans/directors to increase effectiveness. School deans work with department chairs in the same way.

Plans:
- Continue to strengthen the evaluation processes to assess effectiveness and to encourage improvement.
- Continue to encourage attendance at staff development workshops to address identified areas needing improvement.
- Continue to standardize classified performance appraisals and use them as a positive reinforcement tool.

7.B3. Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Description:
A faculty member’s full-time responsibility includes service for all days in the academic calendar and an obligation to evaluate each student’s academic achievement in accordance with the District’s grading or evaluation standards. Consistent with its mission, the District is deliberate in evaluating the delivery of its educational and training programs.

One of the major components of the faculty evaluation procedure is the student-completed evaluation. Students rate different aspects of the faculty members’ teaching effectiveness using a numerical rating system from 1 to 5, and are also encouraged to write appropriate comments. Student evaluation surveys, classroom/worksite evaluation visits, and/or videotaping are key in the appraisal of teaching effectiveness. Faculty also present representative documents, such as assignment sheets, examinations, classroom exercises, and correspondence to demonstrate classroom effectiveness and adherence to the appropriate course outline. (7–10)
In addition, service on departmental and/or District committees; attendance at workshops and professional conferences; in-service training; community service relating to District or professional responsibilities; publishing books or articles in professional journals; and receiving honors and awards are also a part of the evaluation input.

**Analysis:**
Teaching effectiveness is the principle criterion for faculty evaluations. The Office of the Dean of Instruction, Curriculum/Tenure Review monitors the rating averages from student-completed faculty evaluations. Analytical reports are regularly made to the District community. Using a rating scale with 5 as the maximum number possible, the student responses for all items for all faculty evaluations from Fall ’94 to Spring ’98 averaged between 4.17 and 4.36. Student evaluations of counselors or librarians are not included in these surveys. However, a recent student survey, designed collaboratively by General Counseling and the Office of Research and Planning, indicates that students are satisfied with General Counseling services.

(7–28)

In using the District’s primary indicators, the 96–97 Planning Atlas indicates 73.3% of the students responding to the Satisfaction Survey gave the overall quality of instruction the highest rating. (7–14)

**Plan:**
• Continue to evaluate and monitor faculty performance and effectiveness.

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### 7.C STAFF DEVELOPMENT

#### 7.C1. The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

**Description:**
The District has a comprehensive staff development program for all administrators, faculty, and classified staff. These activities include internal and external training workshops, conferences, faculty and administrative sabbaticals, and orientation of newly-hired staff. The faculty and staff are encouraged to stay current in their fields, to sharpen their skills, to explore innovative teaching techniques, and to take advantage of the wide variety of professional development opportunities made available by the District.

The Office of Professional Development, part of Human Resources, provides funding and coordination in training and development needs and in the planning and organization of annual programs and activities. Suggestions also come from each unit’s program review, from the Strategic Plan, and from the Office of Professional Development’s Evaluation and Training Needs Survey. (7–25) A Professional Development Coordinator is responsible for planning and coordinating these activities. Currently, the District follows a flexible calendar of four professional development days distributed throughout the academic year. These four days provide for on-campus presentations and workshops with specific issues, topics, and themes that reflect the community’s needs. The days are augmented by specific programs in learning new technology and other pertinent subjects on several different campuses and sites. The Office of Professional Development provides a general listing of FLEX calendar training and development activities for all employee groups. Ample opportunities are also given for self-directed professional improvement.
projects. (7–13) In addition to on-campus activities, individuals and/or groups may apply for a grant to attend off-campus conferences and workshops. There are limited travel funds available through the AB1725 staff development grant and the Academic Senate faculty travel funds to attend conferences and professional meetings. Special grants supplement additional opportunities for professional development.

Faculty sabbaticals are provided through contractual agreement with AFT 2121, allowing 4% of the faculty to be on sabbatical at any one time. The Office of the Dean of Instruction, Curriculum/Tenure Review coordinates the planning, scheduling and dissemination of sabbatical project results to the various District units. Administrative sabbaticals are for one semester only and are either for in-depth study or for professional projects. One administrative sabbatical may be awarded each semester. Results of these studies or projects are submitted to senior administration for their review and archived in the Library for future reference.

Other professional development opportunities are made available through special projects coordinated by the Offices of Research, Planning and Grants, Vocational Education, Contract Education, and other grant-funded projects. For example, the Title III grant has created a strong impetus for faculty development in new teaching/learning technologies. It focuses on the design and use of instructional technology in the classroom. CityWorks and SCANS (Secretary of Labor’s Commission on Achieving Necessary Skills) programs have also enhanced teachers’ abilities to impart work-related competencies and skills in the classroom.

Analysis:
The District has provided strategic and flexible opportunities for professional development to all employees. Full-time faculty must participate in a total of twenty hours of professional development activities each academic year. Part-time faculty who choose to attend professional development activities may do so and receive pay equal to the number of hours they are contracted to teach on that particular day. If a part-time faculty member chooses to attend an activity on a day other than one on which he/she is contracted to teach, no pay is earned. Classified staff is not mandated to attend staff development activities, but is strongly encouraged to do so. Administrators are also welcome.

The Office of Professional Development is scheduled for program review in the 99–00 school year. Placing staff development under Human Resources has highlighted the importance of the training and development of all employee groups in the District. The District needs to continue to increase its investment in professional development in order to enable all employees to keep pace with rapidly developing technologies.

The Office of Professional Development works with the Vice Chancellor of Academic Affairs to plan new employee orientations. The extent of this training has varied. Extensive orientations are planned for Fall ’99.

The installation of BANNER, the management information system, has made software technology training necessary for classified staff, department chairs, and administrators. Training sessions are being offered for them on a regular basis.

Plans:
• Continue to provide and publicize professional development opportunities for administrators, faculty, and staff.
• Encourage the District to contribute financially.
• Explore the need to increase funds for off-campus conference travel.
• Advertise orientation sessions in a timely manner, and make orientation materials available outside of the sessions.
• Continue to publicize sabbatical reports.
• Offer in-house training and upgrading to all categories of staff on District information and procedures in a regular manner.
• Continue training opportunities for BANNER and for technology changes.
• Work with the Academic Senate and Classified Senate to enhance training and development opportunities for all faculty and classified staff.
• Investigate the possibility of funding part-time faculty Staff Development Day attendance that is not part of regular contracted hours.
• Complete the program review of the Office of Professional Development.

7.C2. Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Description:
The Office of Professional Development is responsible for the planning, implementation, and evaluation of staff development programs. The tripartite Staff Development Committee, which reports to the Academic Senate and the Vice Chancellor of Academic Affairs, works with the Professional Development Coordinator to plan activities.

The Office of Professional Development periodically distributes an Evaluation and a Training Needs Survey. (7–25) In addition, evaluation questionnaires and surveys are distributed at every professional development session. Staff who participate in and/or make presentations at external conferences are asked to share information with other employees. New processes and procedures, databases, forms, and office management in the Office of Professional Development have resulted in efficient processing of data, timely release of funds, and accurate reporting. One significant report gives faculty current information on their professional development FLEX credits. (7–27) Information from regular, year-round Evaluation and Training Needs Surveys is reviewed by the Staff Development Committee, which is composed of representatives from all employee groups.

Analysis:
The Staff Development Committee, using the Evaluation and Training Needs Survey, develops forums to provide ample opportunity for staff to participate in the planning and evaluation of staff development programs. The Office of Professional Development promotes focused and consistent attention on human resources development in the District. This includes, but is not limited to, instructional development and diversity training, departmental activities, and funding for travel, workshops, seminars, and computer training. Funding for faculty and staff for independent or group activities is also available. The Office offers free workshops and training sessions throughout the year and provides funding for faculty and staff to attend independent or group activities.

The District endeavors to address the training and development needs of part-time and classified staff. As a result of the current contract negotiations, classified staff can now receive reimbursement of enrollment fees for six credit units per year offered through the College. Workshops are also held on Professional Development Days and throughout the year to meet the needs of classified staff.

Plans:
• Increase the funding for staff development activities.
• Continue to evaluate training needs for all faculty and staff.
• Publicize the information from surveys and evaluation forms.
7.D. GENERAL PERSONNEL PROVISIONS

7.D1. The institution has and adheres to written policies ensuring fairness in all employment procedures.

Description:
The District's employment policies and procedures are clearly stated in the Policy Manual, the AFT 2121 and SEIU 790 contracts, the Faculty Handbook, the Classified Handbook and on each job announcement for faculty, classified, or administrator positions. They follow the State Education Code's recruitment and position minimum qualifications and the City of San Francisco's Civil Service Commission criteria. (7–17, 7–10, 7–18, 7–20, 7–21, 7–3)

Faculty positions are announced throughout the country. These announcements are placed in targeted publications that can be specific to industry, discipline, location, or ethnicity. The object is to follow the intent of Equal Employment Opportunity/Affirmative Action law, and the College's own stated policy, which sees diversity and equal employment opportunity as necessary and desirable.

Annual reports from Human Resources and the Affirmative Action Office provide training workshops for search committee members. A trained Affirmative Action monitor is present at search committee meetings and interviews to ensure compliance with applicable federal and state rules and regulations. Monitoring for equal employment opportunity and nondiscrimination during hiring is the responsibility of the Affirmative Action Officer. The District regularly offers forums for speakers on the themes of fairness and equity in the employment process during the regularly scheduled campus-wide professional development days. Full-time faculty receive staff development training credit as a part of their regular calendar. Part-time faculty receive credit for the hours they would have worked on those days designated for Professional Development activities. (7–13)

The District's stated Equal Employment Opportunity/Affirmative Action philosophy and practices compare favorably to other local community colleges in the Bay Area. District policies and practices continue to stress equal employment opportunity and the value of a diverse employee population.

The Employee Relations Office offers advice and direction on the formulation of and/or changes in policies and procedures that pertain to faculty and classified labor contracts. In conjunction with Human Resources, the office handles the grievance investigation and the resolution process. To that end, the notice of any confirmation of a new hire must be free of any formal grievance for twenty days before the new hire's position can be approved in a Board resolution.

Plans:

• Continue to pursue diversity in the hiring of faculty within the parameters of applicable laws and the District's Staff Diversity Plan.
• Continue the diversity and equal employment opportunity education process with all faculty and staff.
• Continue to recognize the need to adhere to the established, standardized hiring policies and procedures which emphasize objectivity in the screening and hiring process, and minimize the possibilities of discrimination.
7.D2. The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Description:
Each fiscal year, Human Resources prepares an Employee Data Report, which includes comparison charts of hiring data and current student population data. (7–1) The report is sent to the State Chancellor’s Office, and is also distributed to administrators, faculty, staff, and members of the community. The results may also be presented to the Board of Trustees at the Board’s request.

In addition, the Office of Affirmative Action uses the data from the Employee Data Report to evaluate under-representation based on availability, and to monitor the hiring process consistent with the duties defined in Title V. (7–21 sec. 53000, 53207) In keeping with its responsibilities under California law and to support its commitment to equal employment opportunity, the District developed a Faculty and Staff Diversity Plan in 94–96. (7–22)

Analysis:
The District is proud of the diversity of its administrators, faculty, and staff. According to the 97–98 Employee Data Report, fifty-seven percent of the administrators are people of color; fifty-one percent of the administrators are women and forty-nine percent are men. Thirty-nine percent of the faculty are people of color; fifty-one percent of the faculty are women and forty-nine percent are men. Seventy-five percent of the full-time classified staff are people of color; fifty-five percent of the classified staff are women and forty-five percent are men. In 1997, the District received an award from the State Chancellor’s Office for Outstanding Accomplishments in Faculty and Staff Diversity in Northern California. (7–1)

When the State Chancellor’s Office provides revised availability data, a complete and appropriate assessment of under-represented populations will be possible. Until such data is received, the District cannot complete a new Faculty and Staff Diversity Plan and the current diversity plan remains in effect.

Plans:
• Continue to monitor staff diversity through equal employment opportunity compliance.
• Complete an updated Faculty and Staff Diversity Plan and assess under-representation upon receipt of revised availability data from the State Chancellor’s Office.

7.D3. Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Description:
The District’s faculty personnel policies are contained within the Policy Manual and Faculty Handbook. Amendments to the Manual are developed through the shared governance process and adopted by the Board of Trustees. The Policy Manual is available in the College libraries and in various administrative offices. Working conditions are negotiated through the collective bargaining process. The Faculty Handbook is provided to each faculty member upon completion of the hiring process. Additional copies are available in the Office of the Vice Chancellor of Academic Affairs. Personnel policies affecting faculty are contained in the current District/AFT 2121 Contract and the Faculty Handbook. For information and/or clarification of personnel policies or their application, faculty may contact their immediate supervisor, make inquiries to Human Resources or other pertinent administrative departments, or review the District/AFT 2121 Contract. (7–17, 7–10, 7–19)
The District's classified staff personnel policies are developed through the Policy Manual and Administrative Regulations, the Civil Service Commission Rules, and the negotiated District/SEIU 790 Contract. These policies, rules, regulations, and agreements provide a clear set of guidelines for the fair and impartial treatment of classified employees. (7–3, 7–17, 7–18) Personnel policies affecting classified staff are available for information and review in Human Resources. If an employee wishes to review a policy and/or its application, he/she may contact his/her immediate supervisor for information, contact the Classified Unit of Human Resources, refer to the Classified Handbook, review the District/SEIU 790 Contract, refer to Civil Service Rules, or contact SEIU 790 representatives. (7–20, 7–18, 7–3)

Analysis:
Through the collective bargaining process, the District and AFT 2121 representatives meet at clearly defined intervals in an attempt to find common ground regarding policies which affect faculty. Through this process, District and faculty representatives have been effective in recent years in coming to satisfactory agreements in many areas as well as in eliminating many existing ambiguities in the District/AFT 2121 Contract. Following particularly contentious negotiations a year ago, both the faculty representatives and the College administrators have created a more positive negotiation atmosphere that has recently led to more productive negotiations. However, the handling of faculty complaints and administrative disciplinary actions involving faculty has, in a few cases, proven to be a lengthy process at the informal level.

The inability of College administrative and SEIU 790 representatives to complete contract negotiations in a timely manner led to increasingly strained relations between the classified employees and the administration. Ultimately this led to a strike action in Fall '98. The labor union contract for classified staff that ended in June '93 was settled in November '94; the contract which ended in June '97 was finally settled on September 1, 1998.

Plans:
• Continue to improve the bargaining process and make a serious commitment to reach agreement on a new contract before the previous one expires.
• Continue to streamline informal complaint procedures.
• Continue to update manuals, handbooks, and contracts and disseminate regularly.

7.D4. The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Description:
The District makes provisions for the security and confidentiality of personnel records. The classified and certificated personnel sections of Human Resources ensure that all personnel records are in a locked, secure environment. Only authorized personnel have access to personnel records. If an employee violates or abuses the confidentiality rules, he or she may be subject to disciplinary action, including termination.

In accordance with the District/SEIU 790 Contract, the District/AFT 2121 Contract, and District policy, all files must be maintained in Human Resources, and there must be only one official District personnel file for each faculty and classified employee. Only documents in an employee's personnel file can be used in a proceeding that affects the employee's employment status. The following items are considered part of a classified and certificated personnel file: evaluations; time rosters; attendance and payroll records; appointment forms; TB records; history cards; salary records; and schedule and assignment file. Medical records and investigative reports are not filed in an employee's personnel file. Additionally, the District may add similar categories of routine personnel record-keeping as long as the appropriate union is notified, as described in both the AFT 2121 and SEIU 790 Contracts. (7–10, 7–18)
Analysis:
The District is committed to maintaining a standard of record keeping which is confidential, secure, and accurate. For certificated employees, Human Resources has established a system for employee file review that is in accordance with the District/AFT 2121 Contract. A faculty member may, by appointment, review his or her personnel file along with a Human Resources staff member and/or union or designated representative. For classified employees, a process is in place to review personnel files based on the SEIU 790 Contract language.

Plan:
• Continue to maintain a documented file review system for certificated and classified employees.
STANDARD SEVEN: Reference List

7-1  CCSF Employee Data Report, Fiscal Year 97-98 and 98-99
7-2  Minimum Qualifications for Faculty and Administrators in California Community Colleges January 1994
7-3  Classified Employees Hiring Procedures.
7-4  List of CCSF Publications Used for Employment Opportunities
7-5  Faculty Hiring Procedures - 1992
7-6  Classified Employee Hiring Procedures - February 1994
7-7  Search Committee Orientation Packet
7-8  City College of San Francisco 1999 – 2000 Catalog
7-9  Evaluation of Foreign Degree
7-10 Collective Bargaining Agreement between the SFCCD and AFT Local 2121. 7/97–6/00
7-11 Collective Bargaining Agreement between the SFCCD and the DCC. 1/97 – 12–99 Article 8 – Evaluation
7-12 Handbook for Performance Appraisal System
7-13 CCSF Professional Development Booklets
7-14 Planning Atlas – Annual Status Report on the Strategic Planning Goals – Fall ‘97
7-15 SFCCD Nondiscrimination Procedures – October ‘96
7-16 SFCCD Policy and Guidelines for the Processing of Complaints of Sexual Harassment Oct. ‘96
7-17 Policy Manual

7-19 Faculty Handbook, October '95

7-20 Classified Handbook, August '97

7-21 Title V

7-22 Faculty and Staff Diversity Plan, 94 - 96

7-23 Appendix 1

7-24 Administrator Evaluation Procedures

7-25 Office of Professional Development Training Needs Survey

7-26 Faculty Positions Allocation Committee (FPAC) form packet

7-27 Professional Development FLEX Credit Report

7-28 General Counseling Student Survey

7-29 Class Schedule Fall ‘99
STANDARD EIGHT:
Physical Resources
STANDARD EIGHT: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

Committee:

Jose Maestre ............ Faculty, Co-Chair
Ellen Wall ............... Faculty, Co-Chair
Joanna Arteaga .......... Student
Julia Bergman .......... Faculty
Carol Cantwell .......... Student, Fall ‘98
Joy Durighello .......... Faculty
Beth Ericson .......... Faculty
Don Griffin ............ Administrator
Sam Harrison .......... Classified, Fall ‘98
Ray Holbert .......... Faculty
Charles Jackson .......... Classified
James Keenan .......... Classified
Joanne Low .......... Administrator
Robert Manlove .......... Administrator
Lindy McKnight .......... Faculty, Spring ‘99
Robert Siegal .......... Faculty
Joyce Taylor .......... Faculty
STANDARD EIGHT: Physical Resources

8.1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Description:
The District owns or leases facilities throughout the City in order to provide for the wide array of its programs and services. Most of the classes are offered at nine campuses. (Although the State defines a campus as an independent educational institution with its own administrative structure, the College commonly refers to its nine major sites as campuses.) (8–1) The District owns five of these campuses/sites and a warehouse on Carroll Street. The sites which the College owns are: (1) the Alemany Campus, built in 1910 and located in a three-story former elementary school; (2) the Downtown Campus, an eight-story building built in 1978 and located in the financial district; (3) the District office at 33 Gough, built in 1950 and located south of Market St.; (4) the John Adams Campus, built in 1908 and consisting of a main building with an annex and a separate gymnasium; and (5) the Phelan Campus, built on fifty-six acres, with over 600,000 assignable square feet (ASF) of instructional space, and twelve major buildings.

The District leases other buildings and sites. The Castro/Valencia Campus, located at Everett Middle School during evening hours only; the Mission Campus, a four-story former elementary school; and the Chinatown/North Beach Campus, a two-story brick building, are leased from the San Francisco Unified School District. The Southeast Campus, located in a four-story building, is leased from the City of San Francisco. The Evans Campus, a two-level, former warehouse building, is leased from a private owner. The Aircraft Maintenance School building is owned by the District, but is located on a site leased from the San Francisco Airport. Facilities used for the Art Center at Fort Mason are leased federal property. In addition, classes are offered at over 100 other rented sites throughout the City and also via cable TV, Channel 52.

Since the last accreditation, the Facilities Master Plan was completed, and its major principles became part of the Strategic Plan. (8–2, 8–3) The Facilities Planning and Construction Office has completed a space inventory, resulting in increased State funding. (8–1)

There have been several recent improvements to the Phelan Campus. The Rosenberg Library and Learning Resource Center opened in 1995. In 1997, a state-of-the-art track and field and a stadium press box were completed, allowing the College to hold official track meets. At the same time, extensive work was done to keep the District in compliance with the Americans with Disabilities Act requirements.

There are several other projects in progress. Cloud Hall, on the Phelan Campus, is undergoing extensive renovation to provide more classrooms and space for the Health Sciences, Dental Assisting, Dental Laboratory Technology, Diagnostic Medical Imaging/Radiation Oncology Technology, and Registered Nursing departments. The Evening Division Office, the Financial Aid Office, the Office of Instruction, the International Student Center, and the Office of Research, Planning, and Grants will also be housed in the remodeled facility.

The District owns the South Reservoir (approximately twelve acres) adjacent to the Phelan Campus and leases the North Reservoir site (approximately thirteen acres). Both are currently being used for parking. However, the District continues to plan for the development of these sites and has completed a utilities plan with State funds. The Mission Campus has received State funds to proceed with preliminary planning. Other projects include a central shop at the Phelan campus, remodeling of the Carroll St. warehouse, and remodeling at several campuses. The Evans Campus has been extensively renovated.
In 1997, San Francisco voters approved a $50M bond issue for the District. These funds will support several priority projects, including the purchase of sites for the Mission and Chinatown/North Beach campuses, repair and renovation of two child care centers, repair of buildings on several campuses, completion of ADA projects, and installation of a telecommunication infrastructure. The latter will include a fiber optic backbone to connect buildings and campuses throughout the District.

Analysis:
The District is one of the most heavily-used community colleges in the State, with one in every eight adults who live in San Francisco enrolling each year. Most facilities are open from 7 A.M. to 10 P.M., Monday through Thursday, from 7 A.M. to 5 P.M. on Friday, and from 9 A.M. to 3 P.M. on Saturday. The facilities are most heavily used during the morning and evening hours.

The new and remodeled buildings on the Phelan Campus and the remodeled Evans Campus have improved the teaching/learning environment significantly. Most of our facilities are both old and in constant use; however, the State funding formulae do not take these problems into account. Keeping facilities clean and in reasonable repair is an unusually difficult task in the old buildings. Despite recent improvements, the campuses are still in need of structural renovations/replacement, safety upgrades, and ventilation improvements.

On the Phelan Campus, new buildings are needed: (1) a student services building, where all services can be under one roof or in closely adjacent buildings; (2) an auditorium large enough to hold the entire faculty and which would provide additional space for the many performing arts programs; and (3) a classroom building that includes space and wiring for high tech labs. An architectural program and model for a physical education building to replace the existing gymnasiums has been completed, but has not been funded by the State, even though the District has extensively documented applications.

Crossing Phelan Avenue from the reservoir student parking area continues to be a safety concern. The Traffic and Parking Committee, in conjunction with the Facilities Projects Committee, has proposed to the City that traffic lights be placed on Phelan Avenue so that people may cross safely during peak hours. The City has not responded to this request. Proposed development plans for the North and South Reservoir include pedestrian bridges over Phelan Avenue to address this same concern.

Additionally, landscape plans are being designed. The deteriorating bungalows, used for classroom space, continue to be a health and safety concern and need to be replaced with either a new building for classrooms or new modular units.

On the John Adams Campus, renovation is continuing, including completion of the ADA work and the reinforcement of the brick facade. At the Downtown Campus, plans are being made for the first floor to be restructured to accommodate the dining room run by the Food Technology and Dining Service program, The Educated Palate. The Alemany campus has submitted a prioritized list of facilities repair needs, including ADA mandated projects, health and safety upgrades and general maintenance repair. This former elementary school building, built in 1910 and last retrofitted for earthquake safety in 1936, is in need of renovation and repair.

The Chinatown/North Beach Campus plans a new building to consolidate its many satellite classrooms and resolve the extensive problems with its leased building. This site has been purchased. The Mission Campus is planning a new building near its current site, with frontage on Mission Street, that will contain additional classrooms and faculty office space. At the Evans Campus, more renovations are being planned to better house the existing programs. The Castro/Valencia Campus, currently housed at Everett Middle School in the evening, is seeking to expand to meet heavy student demand.

All new facilities and renovations need to be monitored and maintained. The Facilities Master Plan calls for a yearly survey of each facility to...
identify problems and make repairs promptly. Implementing this system has been difficult due to inadequate state support for existing buildings. Building users are being surveyed to report problems for inclusion in maintenance budgets and in the scheduled maintenance plan.

Further, the space inventory needs to be refined and constantly updated in order to produce an accurate picture of facilities needs for the District. Currently, lack of time and staff has left this work unfinished. The faculty office space throughout the District is inadequate, as is the number of conference rooms.

Plans:

- Participate in state-wide and local efforts to get facilities bond issues passed.
- Plan for new facilities including a student services facility, an auditorium/performing arts center, and a facility for high technology laboratories.
- Replace decrepit bungalows with new building construction or new modular units.
- Continue to seek money and formulate plans for the physical education facility.
- Work with the Department of Public Works and the Municipal Railway on the Ocean Avenue Rail Replacement and Muni turnaround projects adjacent to the Phelan Campus.
- Plan and build the Mission and Chinatown/North Beach Campuses.
- Monitor the bond issue for repair, renovation, and wiring projects in connection with a Board-appointed bond committee and with appropriate user groups.
- Complete the shop/warehouse facilities.
- Create a system for monitoring the maintenance needs in each building.
- Plan to provide more space for faculty offices.
- Plan needed space for current and expanded course and program offerings on all campuses.

8.2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Description:

Management, maintenance, and operation of the physical facilities are under the direction of the Vice Chancellor of Finance and Administration through the Office of Buildings and Grounds and the Office of Facilities Planning and Construction. The Director of Operations for Buildings and Grounds is responsible for all aspects of the maintenance and operations of the District’s physical plants. There have been a number of accomplishments in this area during the past six years. In Operations and Maintenance, a lighting and energy conservation program costing $1M has improved the look and feel of the buildings. The new lighting has eliminated the noise of the old fixtures. The work involved two years of planning and was completed without disrupting educational programs. On the Phelan Campus, all of the wooden benches were repaired and varnished, providing new outdoor seating. Ceiling tiles have been replaced and building interiors have been painted. The boilers on the Phelan and John Adams campuses have been retrofitted. The HVAC (Heating, Ventilation, Air-Conditioning) energy efficiency project includes replacement of underground steam lines, the upgrading of ventilation controls, replacement of the obsolete air conditioning system in the computer room of Batmale Hall, and the replacement of temperature controls in the Student Union Building. Building maintenance personnel perform routine maintenance five days per week and are on call for emergencies. They do preventive and scheduled maintenance, as well as deferred maintenance projects. In-service training is provided for hazardous materials handling. There is an attempt to plan operations so that they will not interfere with instruction. For example, the bulk of the custodial work and grounds maintenance is done at night or during semester breaks when no classes are in session.
The Mail Services Department and Duplicating Services are also supervised by the Office of Buildings and Grounds. Mail Services covers twelve major sites. The department is the key vehicle for the distribution of written College communications. It has recently purchased two new delivery vans, new postal scales, and a Pitney Bowes metering machine. Duplicating Services, located at the Phelan Campus, provides a wide range of printing and other services for the entire District. The Graphic Communication Department's new DocuTech equipment, located on the Mission Campus, is used for printing instructional materials for that Campus, as well as for multi-colored printing of various booklets and reports for the District.

The Works of Art Committee attempts to enhance the aesthetics of the facilities throughout the District. The District owns numerous works of art that are housed on the Phelan Campus because of the vision of the original architect, Timothy Pflueger. Several works date from the Art in Action program at the 1940 Golden Gate International Exposition: Marriage of the Artistic Expression of the North and South on this Continent, also known as the Pan American Unity mural, by Diego Rivera; the Ram and the Goddess of the Forest by Dudley Carter; and the busts of Leonardo da Vinci and Thomas Edison by Frederick Olmsted. The world-renowned Diego Rivera mural is the most important piece in the collection. The Works of Art Committee is responsible for the creation of an art inventory, the maintenance and repair of art works, receipt of proposals for art exhibits, and recommendations for approval and/or acceptance of works of art offered to the District. In Spring '98, the committee identified three bas reliefs by the African American artist Sargent Johnson on the Phelan Campus. The restoration of the Frederick Olmsted murals in the Science Building is being studied. An art donation policy and procedures was adopted in 1999. A form based on this policy will be completed for each work of art. The Associated Students have completed a mural project for the north-facing exterior wall of the Student Union building from a design approved by the Works of Art Committee.

The Facilities Projects Committee has formed a landscape working group to improve landscaping and implement the Ecology Plan, mainly for the Phelan Campus, since the other campuses have minimal landscaping needs. The Ecology Plan, primarily dealing with recycling, includes the provision that well-landscaped campuses are essential to a successful ecology program. (8–2)

Analysis:
Buildings and Grounds works to provide a quality physical environment to support institutional goals. Capital improvements, maintenance procedures, and the assignment of department personnel are planned with the learning environment in mind. Quality is monitored through regular inspections of the facilities, and is sustained by a trained, dedicated maintenance staff. Assigning shifts by seniority and providing new uniforms with identification badges have improved the staff morale and performance. Attention is given to reports and complaints of deficiencies related to the facilities, with health and safety issues given highest priority. (8–4)

A mail service survey was conducted to evaluate the service's efficiency, and many of the survey's findings were implemented. (8–10) More frequent service is now provided to the Airport and the Castro/Valencia campuses. Other goals are to provide individual employees with mail boxes at each site and facilitate inter-campus library loans through a messenger service between the Rosenberg Library and all other campuses. There is an insufficient number of photocopy machines on all campuses. Old equipment is gradually being replaced.

The works of art on all the campuses need to be inventoried, conserved, and preserved. (8–5) The inventory must be matched with the San Francisco Art Inventory maintained by the Curator of the San Francisco Art Commission. The bas reliefs located on the Phelan Campus in 1998, for example, did not appear on the City inventory. Only two works of art have received any maintenance during their life at the College. In 1983, Dudley Carter returned to restore the college mascot, his redwood sculpture, the Ram.
It was moved from its outside location on Ram Plaza to the lobby of Conlan Hall. In the 1990s, a faculty member in the Art Department restored another Dudley Carter work, the Goddess of the Forest, which is temporarily installed in the lobby of the Diego Rivera Theatre. Restoring the Frederic Olmsted murals in the lobby of the Science Building is the next priority.

The campuses do not have a consistent policy for signs. New and existing signs are sometimes unclear, and do not conform with an overall design. There is a District policy for signs that is inconsistently applied.

Campus grounds have been damaged by construction projects and general wear and tear. The gardeners have been reduced by four, or 50%, due to vacancies and employee illness. At the Phelan Campus, landscaping is clearly a problem and there is inadequate outdoor seating. Small projects, such as the recent replacing and varnishing of the wooden benches are a step in the right direction. The landscape working group has asked that a percentage of the bond issue be used for a Landscaping Master Plan and to support the ecology policy.

**Plans:**

- Survey the users of all facilities to identify needed repairs.
- Improve the general aesthetics of all campuses.
- Revise the campus map to show the gradation of the ADA pathways.
- Expand the number of individual mailboxes at all campuses.
- Continue to monitor and plan for works of art in the District.
- Develop and implement a Landscaping Master Plan for all campuses, including landscape maintenance.
- Enforce a consistent policy for signs that are readable and appropriate to the campus' architecture.

8.3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

**Description:**

The Office of Facilities Planning and Construction oversees the planning and construction of all District facilities, including new construction, renovations, scheduled maintenance, and hazardous substance abatement projects. The Office works with Building and Grounds to plan and secure funds for scheduled maintenance projects of over $10,000. It also maintains a space inventory and produces the Five-Year Construction Plan, quarterly reports documenting the progress of construction, project costs for grant applications, plus initial and final project proposals for project funding. (8-1)

New facilities, such as the Chinatown/North Beach and Mission Campuses, are first approved through administrative and shared governance procedures, and then turned over to Facilities Planning and Construction for cost analyses, placement into the Five-Year Construction Plan, and project management. During actual construction, the Office manages the work of the architects, engineers, general contractors, project consultants, and vendors. It supervises weekly project progress meetings, and prepares contract modifications.

All District-owned buildings have been constructed and/or upgraded in accordance with the Field Act (California Code Regulations, Title 24), and its subsequent modifications related to the design and construction of school buildings. All new or remodeled buildings have been planned to meet the accessibility standards described in ADA. The District has retrofitted other buildings when funding has been available.

Public Safety officers patrol all campuses during school hours. The Phelan Campus is patrolled continuously, and is provided a full range of police services. It also employs security.
personnel who do not have police powers. The District is committed to full implementation of the Students Right to Know and Campus Security Act of 1990. (8–6, xiii, 43) In the past six years, Public Safety has overseen the installation of twelve outside emergency telephones on the Phelan Campus, retrofitted all District public pay telephones and all elevators with the emergency #1 for automatic dial to directly connect with Public Safety, and has purchased new radios and two patrol vehicles for officers.

The Environmental Health and Safety Program provides training courses in hazard communications, hazardous materials, and laboratory safety planning. All first aid supplies are inventoried and restocked and safety glasses and gloves have been made available. Spill kits for hazardous substances have been purchased for all campuses. All storage rooms have been re-inventoried and reorganized to comply with new Cal/OSHA regulations; campuses have been surveyed and all health and safety problems have been cleared. Emergency Action Plans have been developed and are under review by the San Francisco Department of Public Health. Emergency evacuation signs have been installed on the campuses. (8–7)

A Traffic and Parking Committee, in cooperation with the Offices of Facilities Planning and Construction and Public Safety, works to ease, and where possible, correct problems. The committee works with the public transportation system and promotes ride sharing to improve traffic flow. Additionally, the College has increased the number and the clarity of signs for parking regulation, increased the number of spaces for student parking, met the requirements for handicapped parking, and added traffic control personnel to Public Safety at the Phelan Campus. There are no specific student permit parking spaces at any other campus.

Analysis:
Because of the size and age of the District, the work of the Office of Facilities Planning and Construction is extensive and continuous. The planning staff is relatively small. The planners work to include all the participants in the project at the onset. Operations and maintenance supervisors help plan how the facility systems will work and are invited to view the construction work as it is being done. Public Safety is also consulted at the start of a project to identify any safety issues that should be considered in building the project. There is a great deal of interaction between Facilities Planning and Construction and Buildings and Grounds to ensure access, safety, security, and a healthful environment in all the District facilities. The level of maintenance and repairs at facilities the District leases from both the San Francisco Unified School District and private landlords varies.

The workload of the Office of Facilities Planning and Construction has increased now that the new $50M bond issue projects are underway. The administration has expressed support for additional staff, which might include clerical support, project managers, a contract coordinator, a capital projects accountant, and a compliance officer to ensure all contractors comply with District policies.

Meeting the ADA requirements was a massive undertaking. The Phelan Campus, built on a hill sixty-five years ago, was basically unfriendly to those with mobility problems. It still poses difficulties because of the length of time that is needed to get from one location to the next using the accessible pathways. The program added five new elevators to the Phelan Campus, numerous accessible pathways, and redesigned bathrooms.

The gymnasiums and decrepit bungalows on the Phelan Campus are marginally acceptable as educational buildings. Replacements for these facilities, as well as repairs needed for some of the other campuses, are being considered. Faculty offices in all buildings on all campuses are inadequate or non-existent. This problem has not been addressed adequately in any renovation plans, but there are plans for faculty offices in the proposed new construction.
In 1999, Public Safety upgraded the wireless and telephone communications system and purchased a special generator to provide lighting to the Public Safety office to improve its functioning during power outages. Despite recent hiring, vacancies persist in this unit, limiting training time and increasing overtime assignments.

The older, inner-city campuses have traffic and parking problems that need to be addressed by the Parking and Traffic Committee. The Facilities Master Plan calls for at least two levels of parking under any facility built on the Phelan reservoir property to ease the problem at that location.

**Plans:**

- Review the personnel needs of the Office of Facilities Planning and Construction.
- Initiate new, more effective ways of project management and resource utilization.
- Continue to work with the State Chancellor’s Office to obtain funding for needed repairs and new facilities.
- Produce a regular survey for the users of District properties to identify needed repairs.
- Complete all ADA work at all campuses as needed.
- Install signs to show pathway gradations so that people with mobility problems can more easily access their classrooms.
- Inspect rented and leased sites throughout the city and abandon them if the owners do not make promised repairs and upgrades.
- Continue to work with public transportation and the Department of Public Works to coordinate traffic flow during campus construction and street repair projects, and to plan for improved access to reservoir parking.
- Adequately staff Public Safety to reduce overtime assignments and train officers on an on-going basis.
- Consider filling all Buildings and Grounds positions that have been defunded or left vacant during the past several years.

8.4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

**Description:**

Department chairpersons select and replace instructional equipment with the support of school and campus deans. Proposals for the Block Grant funds are submitted once a year and are reviewed by all appropriate deans, who recommend purchases to the Vice Chancellor of Academic Affairs. (8–8) Almost all of the equipment is obtained by outright purchase rather than by leasing. The Purchasing Office is responsible for filling equipment and supply needs while finding ways to get the lowest price. Most of our equipment funding is through State-appropriated block grants. Some departments do not have maintenance and repair accounts in their budgets. This occasionally leads to requests for emergency funding when important instructional equipment fails.

Until 1990, the District had a system to inventory equipment by means of assigning asset numbers. When new equipment was purchased, Public Safety placed an asset number tag on the equipment and engraved it with a College-identifying inscription. The Business Office at Gough Street stored the binders containing the data gathered from this system. Public Safety estimated that no more than 50% of the equipment purchased was inventoried. Consequently, the manual system was stopped, pending the arrival of a computer-based system, BANNER. Some individual departments and campuses have maintained manual equipment inventories. The Library and Learning Resources equipment and the instructional computing laboratories equipment have been completely inventoried.
Analysis:
Replacement of equipment is done through the Request For Proposals (RFP) procedure. However, there is sometimes a time lag in processing the requisitions once the money is awarded to the departments by the Vice Chancellor of Academic Affairs. The procedure for processing the requisitions is being reviewed, shortened, and placed online. The Purchasing Office has operated efficiently in seeking the best buys for the money. There are pros and cons to the RFP system. If the Block Grant funds were distributed to the individual departments without this process, they could purchase equipment whenever it was needed rather than only once a year. However, the RFP process is generally perceived as fair and allows the fluctuation in department needs and size to influence department budgets. Maintenance and installation costs have not always been included in departments’ proposals and need to be included in planning for equipment acquisition.

There are ongoing problems with equipment, regarding installation, security, and space for storage and use. A two-phase solution is (1) “turn-key” contracts with vendors, and (2) approvals by Buildings and Grounds. “Turn-key” contracts are written so that the equipment is operational and approved by the users before the equipment is paid for. The approval process by Buildings and Grounds would track issues of space, safety, security, ventilation, installation, operation, and impact on other programs.

Further problems include maintenance, repair, and replacement costs. These should be planned before equipment is purchased. Individual departments are reluctant to set aside funds for maintenance and repair unless they are ongoing, predictable expenses. A method to bring maintenance and repair funds into a centralized fund for each School is being discussed. In this way, funds could be shifted among departments as needed and the department chairpersons could hold each other accountable for expenditures, with oversight provided by the School dean.

Most of our recent equipment purchasing has been through State Block Grants. This has resulted in all of the equipment being obtained by outright purchase rather than by leasing. There is also an on-going debate about the benefits of leasing equipment versus buying it outright. These benefits differ from one type of equipment to the next and should be considered in planning for equipment acquisition. Also, most recent equipment purchases have been for instructional purposes, leaving non-instructional offices with fewer opportunities to replace outdated equipment.

An inventory of all equipment over $250 should be made for each department and kept in the appropriate dean’s office. When one piece of equipment becomes non-operational, a centralized inventory could assist in finding an immediate replacement. In addition, some lab equipment and audio-visual equipment are used district-wide and need on-going technical support. A method of cataloging these needs should be included in the inventory system. The lack of a completed equipment inventory system continues to pose problems for both planning and maintenance functions.

While BANNER does provide an inventory component as a part of the College’s management information system, to date, it has not been implemented. For the past three years, all available ITS resources have been dedicated to implementing the Financial, Student, and Financial Aid portions of BANNER. It is not likely that the inventory component could be implemented until at least Fall ’00. There are a few areas in which equipment has been inventoried, such as the Library and Learning Resource Center, but there is much work to be done.
Plans:

• Revise the RFP purchasing procedure to take into consideration installation, maintenance, parts replacement, safety, and availability of appropriate space.

• Revise the RFP procedure to require Buildings and Grounds approval to account for all infrastructure costs for new equipment.

• Explore allocating an equipment fund, with oversight by the School/Campus deans, for buying equipment.

• Study the benefits of leasing versus buying equipment to assist department chairpersons and deans in purchasing decisions.

• Explore ways to set-up an equipment inventory system and to expedite the data collection and entry of the inventory into BANNER.

8.5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Description:

The Strategic Plan and the Facilities Master Plan have been completed and approved by the Board of Trustees. (8-2, 8-3) The plans suggest coordination among the shared governance committees on facilities, educational planning, and budgeting. The Planning and Budgeting Council, chaired by the Chancellor, has been added to the Shared Governance Agreement, combining the work of the former Budget and Planning and Master Plan Committees. The Facilities Planning Committee reports to the Planning and Budgeting Council. (8-9) Departmental program reviews frequently include specific facilities problems. The lists of these problems are forwarded to the Office of Facilities Planning and Construction.

Analysis:

Although the Planning and Budgeting Council is coordinating the work of major planning committees, faculty have commented on the need to improve communications throughout the District, especially in regard to facilities. The faculty wants to participate in the decision-making and prioritizing of projects that affect facilities district-wide. The major improvements in telecommunications which are pending are a special interest of all College employees. The link between suggestions from Program Review and actions by the Office of Facilities Planning and Construction needs to be strengthened.

Plans:

• Communicate regularly all planned changes in facilities to all College employees, particularly telecommunication upgrades.

• Revise the Facilities Master Plan to include all plans for the campuses, and integrate them into the Strategic Plan.

• Link facilities planning more closely with departmental program reviews.
STANDARD EIGHT: Reference List

8-1  SFCCD 2000–2004 Five-Year Construction Plan - February 1999
8-2  Facilities Master Plan - February 1998
8-3  The Strategic Plan for City College of San Francisco – December 1997
8-4  Work Order Forms
8-5  Works of Art Inventory - 1999
8-6  City College of San Francisco 1999 - 2000 Catalog
8-7  Emergency Operations Plan - 1999
8-8  Request For Proposals – February 1999
8-9  Planning And Budgeting Council Institutional Guidelines
8-10 Survey of Buildings and Grounds Mail Service
STANDARD NINE:
Financial Resources
STANDARD NINE: Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

Committee:

James Kendrix ........... Administrator, Co-Chair, Spring/Fall '99
Dottie Krzyzanoski ...... Administrator, Co-Chair, Fall '98
Madeline Mueller ........ Faculty, Co-Chair
Tom Blair ................. Faculty
Sunny Clark ............... Faculty
Peter deGroot .............. Faculty
Vester Lee Flanagan ....... Administrator
Peter Goldstein .......... Administrator
Virginia Jew .............. Classified
Bruce Leung ............... Faculty
Alice Nakahata ......... Faculty
Guillermo Romero ....... Faculty
Lety Santana Sazo ....... Classified
Judy Teng ................. Administrator
STANDARD NINE: Financial Resources

9.A. FINANCIAL PLANNING

9.A1. Financial Planning supports institutional goals and is linked to other institutional planning efforts.

Description:
The Strategic Plan was developed during 95–98 with input from all sectors of the College as well as the general public. The College also has a number of planning and budgeting committees: the Planning and Budgeting Council; the Facilities Review Committee; and the Teaching and Learning Technology Roundtable. Therefore, the College has in place both the structural elements and the potential working elements to have financial planning support institutional and departmental goals. Currently, each departmental unit must undergo program review every four years. Beginning in Fall ‘99, the review will be on a six-year cycle. There are also annual updates for future planning through the Planning and Budgeting Council.

Analysis:
The College is a very diverse institution with many conflicting, yet desirable goals. The Strategic Plan, the various planning committees, and the Office of Research, Planning and Grants form an important foundation for successful planning efforts, but coordinating these elements is sometimes difficult.

As the Strategic Plan states, “The foundation of the Strategic Plan will be a system that integrates planning, budgeting, and assessment. Based upon clear, accurate, and timely information, the College must establish a representative decision-making system, which will support long-term planning priorities.” The Plan goes on to delineate three problem areas: a lack of connection between planning, budgeting, and assessment of the College’s progress toward meeting its goals; a lack of a clear and consistent communication channel between shared governance committees concerned with facilities, educational planning, equipment and budget; and a lack of trust among constituency groups leading to a low level of support in the planning and budgeting area.

With the State’s economy growing, the College is receiving increased levels of state funding, and along with a local sales tax income as well as lottery and nonresident tuition fees, the College should be in a favorable revenue situation for the next few years. The District has also been awarded $50M from a local bond issue, which will be used toward many institutional goals concerning facilities and technology.

Plans:
• Continue to connect the existing committees and mechanisms for financial planning so that their functioning is more effective and systematized.
• Budget bond issue and other one-time monies to support progress on the Strategic Plan.
• Increase communication and trust in the planning and budgeting area.

9.A2. Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Description:
The District attempts to maximize enrollment-based State revenues by achieving the base level enrollment target and enrollment growth beyond the minimum level. This revenue, combined with sales tax, lottery, enrollment fees, and non-resident tuition, funds the District’s on-going operations.
The College now enrolls about thirteen hundred international students. An increased effort in marketing the College to international, continuing education, and contract education students would likely result in additional revenue.

**Plans:**
- Maintain stability of the annual budget.
- Implement the recommendations of the Fiscal Review Commission where feasible and applicable.
- Encourage increased revenue in the areas of international students, continuing education, and contract education where appropriate.

9.A3. Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

**Description:**
Improving facilities is a top priority for the District. With few exceptions, all District facilities need improvement. There are many owned and leased facilities, built up to ninety years ago, that are in need of major renovations.

**Analysis:**
The District plans to support the renovation programs addressed in the “Five-Year Construction Plan” section of the Facilities Master Plan through the local bond issue, funds from the State's capital outlay fund, and capital campaigns conducted by the District's development office and the City College Foundation. (9–5) The priorities of the education plan rely upon the renovation, restoration, and construction of the District's infrastructure.

The Strategic Plan proposes to implement five objectives, which address the facilities planning processes, as follows: restructuring the Facilities Review Committee; adopting facilities planning principles; integrating user groups into facilities design and construction; evaluating projects on the basis of educational needs; and funding projects on the basis of facilities plans. (9–1)
A bond issue, jointly proposed by the San Francisco Unified School District and the Community College District, was approved by the San Francisco voters for the repair and replacement of inadequate educational facilities and the installation of a technology infrastructure to provide schools with the educational tools of the future. (9–6)

As funding from the state, the bond issue, and future District capital campaigns becomes available, the District will use the Strategic Plan processes to determine the most appropriate types of facilities for students, faculty, and staff.

**Plans:**
- Take significant steps to create an improved physical environment for students and employees that emphasizes flexibility, minimizes obsolescence, and promotes the highest level of teaching excellence and student learning.
- Update the institution’s facilities infrastructure following the “Five-Year Construction Plan.”
- Use an inclusive participatory process to ensure that the construction or renovation of facilities meets user needs.

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### 9.A4. Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

**Description:**
In Spring ‘99, the Planning and Budgeting Council recommended new institutional guidelines and processes for financial planning and budgeting. (9–7) These guidelines describe operational and developmental areas of budgeting and involve unit budget supervisors along with major cost center coordinators. Since the last self study, the District has purchased and implemented a new management information system, BANNER, to assist in budget planning and development as well as other administrative areas. It is planned that all of the budget and planning coordinators will use the BANNER system to manage their budgets. BANNER is an integrated “real-time” system consisting of the following four modules: Finance (purchasing, budget development), Human Resources (payroll, applicant tracking, benefits administration), Student (scheduling, catalog) and Financial Aid.

**Analysis:**
The implementation of BANNER is nearly complete. BANNER Finance is being utilized to develop the budget, and budget managers are being trained to review their budgets and their expenditures to determine their current financial status. However, additional training for budget managers and their support staff is still needed.

While the operational portion of the budget process involves most of the District’s funding, it is also recognized that additional funds will be needed for developmental items in addition to normal operating expenses. Developmental items include new equipment and supplies, advanced technology, new District operations, new and replacement staffing, deferred maintenance, new or renovations of facilities, and program innovations.

**Plans:**
- Initiate the budget development process in the Fall ‘99 semester to allow for more comprehensive review and planning.
- Explore the possibility of extending the budget cycle beyond one year in order to better address developmental requests.
- Offer continuing BANNER Finance training.
9.A5. Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

**Description:**
The Planning and Budgeting Council, Classified and Faculty Positions Allocation Committees, and Facility Review Committee are all part of the shared governance system, which has representation from all constituencies. Meetings of these groups are open to individuals who may raise questions and express concerns.

In addition, the Board of Trustees’ Finance Committee, composed of three board members, conducts an annual open meeting to discuss and review budget recommendations before they come to the full Board for adoption. All segments of the College, as well as the public, can make comments on the development of financial plans and budgets.

**Analysis:**
The major finance committees are expected to be better linked through the new Planning and Budgeting Council. The full committee/subcommittee structure will need to be reorganized and an agreed-upon operational protocol established to clarify reporting responsibilities.

**Plans:**
- Establish the Planning and Budgeting Council and its committee/subcommittee structure completely.
- Establish an operational protocol for committee/subcommittee reporting responsibilities.

9.B. FINANCIAL MANAGEMENT

9.B1. The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

**Description:**
Financial management is controlled at a variety of administrative levels using the BANNER Finance System with its built-in key control mechanisms. The District has seven levels of financial management oversight.

**The Board of Trustees** reviews and approves the District’s Quarterly Financial Statement and, on an annual basis, reviews and approves both the tentative and final budgets after the Board’s Finance Committee holds a hearing. An annual audit report, prepared by an outside public accounting firm, is presented to the Board for its review and approval. (9–8, 9–9, 9–10, 9–13)

As of October ‘98, the Board receives a monthly financial report of the District’s financial position. The monthly agenda for the Board of Trustees’ meeting includes specific resolutions to authorize contracts exceeding $2,500, to approve non-personnel expenditures exceeding $3,000, and to approve personnel resolutions related to hiring.

**The Chancellor** reviews all District financial reports as well as the monthly Board of Trustees’ financial resolutions. The Chancellor has direct access to information about all of the departments and units in the District through senior management and cabinet briefings. Additionally, the Chancellor has taken the lead role in a reorganized planning and budgeting process that will move the District to a fully-integrated model for planning and budgeting activities.
**Senior Management** is responsible for the departments and units that comprise the District. Each manages one of the three main components of Finance and Administration, Academic Affairs, or Student Development. In addition to reviewing the standard financial reporting, the senior staff has access to BANNER Finance through the on-line query screens and reporting capabilities.

**The Planning and Budgeting Council** reviews and monitors the performance of unit budgets on an as-needed basis, recommends the reallocation of resources within the fiscal year based upon educational priorities, and recommends guidelines and changes in the procedures the District uses to develop the budget for the next fiscal year.

**The CFO, Business Office, and Administrative Services staff** have full access to all on-line query and reporting functions to review and evaluate the District's financial picture. The Controller has implemented a number of enhancements to BANNER Finance that have significantly improved the District's ability to provide financial reporting and complete year-end closing in a timely manner.

**Deans, Directors, Department Chairs, Coordinators and other unit budget managers** have the opportunity to regulate budgets and expenditures in a more efficient manner as a result of BANNER Finance. In addition to providing a mechanism to monitor spending, an up-to-date status report can be provided at any time, allowing those in charge of programs or specific areas to get immediate financial feedback.

**The BANNER Finance System** provides a key control mechanism for the District's financial management. The system posts transactions and adjusts balances accordingly within three to five minutes. In addition, when a non-personnel transaction is charged to an account with insufficient funds, the transaction processing is halted and forwarded to the NSF (non-sufficient funds) queue for review by the chief financial officer, who determines if the transaction will be disapproved and returned to the originator or approved as an exception item. Salaries and fringe benefit costs are controlled by a position budgeting system managed jointly by Human Resources, the Budget Office, and Payroll. Costs for salaries and benefits are recorded in BANNER and information is available through on-line query. A variety of printed reports are available for non-personnel cost data.

**Analysis:**

The District is challenged in its full implementation of BANNER due to the lack of a sufficient technological infrastructure at the Phelan Campus and the lack of adequate connectivity to the other major campus locations. Modems are the main access vehicle for most campus locations.

The District's primary problems in fully implementing the BANNER system and making the system available to budget managers college-wide are the lack of progress in completing the technology infrastructure as a result of litigation that delayed the sale of the bond issue until June ’99, the acquisition of necessary computer hardware for all users, addressing training issues related to a large group of users, and allocating the resources required to sustain the daily operation of a complex MIS system.

**Plans:**

- Continue to work towards the completion of a technology infrastructure that supports financial resources.
- Establish an on-going training program in planning and budgeting.
- Work towards establishing a technology review process to evaluate technology needs and priorities.
9.B2. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Description:
The District's revenue and the use of revenue for expenditures is routinely documented through the Quarterly Financial Reports, the annual audit, and the annual 311 Financial Report. The District has actively worked to implement recommendations and findings from the annual audit. The State Chancellor's office reviews all of the community college districts' financial documents and annually publishes a fiscal data abstract that compares enrollment, revenue, and expenditure data by district.

Analysis:
The District is required by the State to expend a minimum of 50% of apportionment funds directly for instructional programs. Compliance with this mandate is reported in the annual audit and the annual 311 Financial Report. During the 96–97 and 97–98 fiscal years, the District utilized 53.43% and 57.12% respectively of its resources for direct instructional services (the statewide average for 96–97 was 52.54%). Also, the 96–97 annual 311 Financial Report shows 11.6% of the District's general fund expenditures were for related student services activities. Eight of the thirteen recommendations made by the Fiscal Review Commission have been partially or fully implemented.

Of the eleven 95–96 audit findings, 88% have been implemented or are in-process according to the 96–97 audit. In addition, almost all of the 96–97 findings were addressed with the completion of the 97–98 audit.

Plans:
• Maintain existing levels of resource allocations.
• Continue to address audit recommendations and findings in a timely manner.

9.B3. The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Description:
The District financial oversight management controls a financial aid program, the grant funding and contractual programs, a bookstore auxiliary, and City College Foundation, which is incorporated and operates as an independent entity. The District has representation on the Foundation Board and provides some direct fiscal oversight. The District's financial aid program totals approximately $6.6M and the bookstore auxiliary nets approximately $6M in annual sales. Other federal, state and local grant activity totals about $17M annually.

Analysis:
The District has effective oversight of its finances. Staffing improvements have been made in financial aid and grant accounting in compliance with the audit recommendation. Also, the grant accounting staff has implemented new policies and procedures for grant management. The bookstores are managed by the Bookstore Auxiliary under the District's financial umbrella. During 97–98, the District and the Associated Students were engaged in litigation over ownership of the store and its retained earnings. Although the opinion of the court has been rendered, both parties are still engaged in discussions to resolve the dispute.
The major portion of the District’s investment pool (about 95%) is managed through the City and County of San Francisco’s pooled investment fund. The bookstore has approximately $600,000 of its retained earnings invested in Certificates of Deposit. The Foundation has divided its scholarship funds of approximately $500,000 among three outside investment managers. A designated percentage of the annual earnings is distributed in the form of student scholarships.

**Plan:**

- Continue to review and improve existing financial management operations. Implement appropriate recommendations and address findings as identified through state reporting, the annual 311 Audit Report, Generally Accepted Accounting Principles (GAAP), Government Accounting Standards Board (GASB) rules, and sound business practices.

9.B4. **Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.**

**Description:**

The District established a Bookstore Auxiliary in August ’95 for the purpose of providing the necessary oversight of activities. Also in 1995, the District hired an administrator to be responsible for implementing an institutional fundraising and development program. This position has been vacant since Fall ’98.

**Analysis:**

The Bookstore Auxiliary provides the necessary oversight of activities. The bookstore has consistently tried to operate efficiently, providing textbooks and other materials to students at reasonable prices, providing only a small profit margin for the store. Bookstore services have also been expanded at other campus locations.

A major issue to be addressed by the Bookstore Auxiliary is the inadequate size of the existing store. The Auxiliary has considered both building a completely new store as well as expansion of the existing space. Unfortunately, expansion of the existing structure is not an alternative. Other avenues must be considered, including relocating to the Balboa reservoir site.

While the Development Office has made some progress during the last two years, there is much to be completed. All gifts, donations, and contacts are coordinated by the Development Office and approved through Board resolution. This has allowed the District to maintain a database of donors that will become a very important factor in future fundraising campaigns.

**Plans:**

- Maintain Bookstore operations at the current level of activity.
- Explore a new location for the Phelan Campus bookstore
- Staff the College Development Office.
- Develop ongoing campaigns for institutional fundraising.

9.B5. **Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.**

**Description:**

The District engages in a number of programs and activities involving contracts with federal, state, and local agencies, organizations, and foundations. (9–9) Programs cover vocational programs, child care, financial aid, community services, and contract education.

The District has a formal process in place for contract processing and approval that requires a review and sign off by either the Director of Administrative Services or the Grant Accounting Office. The final review and approval is given by the Board of Trustees at the monthly public meeting.
Analysis:
The District has experienced administrative difficulties in managing the ever-increasing and complex grant-funded programs. These difficulties range from payroll processing to project directors who lack sufficient training in grant management and a lack of staffing resources for accounting and budgeting processes. A procedure manual for grant managers has been developed and training sessions are being held to orient managers on the procedures. (9–12)

Additionally, some accounting efficiencies have been achieved from the implementation of in-house payroll production, the reorganization of grant accounting staff, and the liaison provided by the grant-writing component of the Office of Research, Planning and Grants. The District is also attempting to address the issue of properly identifying independent contractors.

Plans:
• Continue training efforts in contract and grant management.
• Identify and classify independent contractors properly, using additional trained staff.

9.B6. Financial management is regularly evaluated and the results are used to improve the financial management system.

Description:
The State has an on-going standardized reporting system to evaluate the District’s financial health. In addition to a periodic special fiscal review, such as was undertaken by the Fiscal Review Commission (9–4, p.3), the District also has an organizational structure in place that provides several levels of financial oversight.

Analysis:
There are seven levels of oversight: Board of Trustees; Chancellor; Senior Management; Planning and Budgeting Council; CFO & Business Office staff; School Deans/Directors and Department Chairpersons; and BANNER Finance System. The Quarterly Financial Report, 311 Annual Report, and the annual Audit Report are the primary documents used to evaluate the District’s financial health. (9–8, 9–9, 9–10) Also, the District is guided by the State’s budget and accounting guidelines as well as Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) rules which the District must follow.

Plan:
• Continue to evaluate the District’s financial health through the annual Audit Report and the State’s 311 reporting mechanism.

9.C. FINANCIAL STABILITY
9.C1. Future obligations are clearly identified and plans exist for payment.

Description:
The District has taken on significant future obligations for non-personnel expenses, and has the ability to pay for these items without reducing other expenses. The District has also entered into multi-year contracts with both of the major unions that represent the District’s employees and has the ability to pay for both of these contracts while implementing controls over the other factors that contribute to increases in overall spending. It is anticipated that increasing costs for retiree medical benefits will occur and funding for this item is currently on a year-by-year basis.

The District is in the sixth year of a seven-year $5M lease purchase arrangement with Hewlett-Packard for an overhaul of the management information system. The District has paid approximately $793,000 per year on this lease...
since 1994, and the final payment is due in July '00. The District is also in the third year of a seven-year, $2.72M master lease agreement with Municipal Leasing Associates for the District's share of capital improvements that provided benefits to the community. These improvements were primarily funded by the creation of a one-time maintenance assessment. The District has paid approximately $119,000 per year on this lease since 1996, and the final payment is due in December '04. The amount required to continue these payments is built into the annual budget. (9–13)

The District has entered into a contract with AFT 2121 that will generate pay increases for all faculty during the 98–99 and 99–00 fiscal years. The total estimated cost of this obligation, including benefits, is about $2.9M during fiscal year 98–99. The District has also entered into a contract with SEIU 790 that will generate pay increases for classified staff during the 98–99 and 99–00 fiscal years. The total estimated cost of this obligation, including benefits, is about $1.2M during fiscal year 98–99. For fiscal year 99–00 both of these contracts are based on a formula that derives the amount the District has available for compensation increases from increases in revenues or decreases in spending. The formula represents the first time that the District will be able to directly tie increased compensation to the District's ability to pay. (9–15, 9–16)

Finally, during July ‘98, the District issued approximately $8M in Certificates of Participation (COPs) to complete the acquisition of land for permanent homes for the Mission and Chinatown/North Beach Campuses. The COPs are to be repaid with the proceeds generated by the sale of general obligation bonds. Although the local voters approved a bond issue for the District during 1997, litigation involving a different ballot measure unrelated to the District delayed the sale of the bonds until June ‘99. The District will repay the full $8M in November ‘99.

**Analysis:**
The District can pay for its future obligations if it continues to maintain current controls on spending. These controls include a careful review of all decisions regarding hiring. The most recent projections prepared by the District's financial management staff, which take into account the repayment of the obligations listed above, show that the District's fund balance will decline to about $5M by the year 2003 unless either modest decreases in base spending or unexpected increases in revenue occur. Finally, although retiree medical benefits have not posed a financial problem, the District needs to conduct an actuarial study to determine its future liability for these costs.

**Plans:**
- Maintain current spending controls for overall fiscal stability.
- Continue to provide adequate amounts in the annual budget to cover debt payments.
- Complete an actuarial study of future liability and funding obligations related to retiree benefits.

**9.C2. The institution has policies for appropriate risk management.**

**Description:**
The District is a member of the Statewide Association of Community Colleges (SWACC), as well as the Schools Excess Liability Fund (SELF) for both property and liability coverage and defense costs. Both of these programs are joint powers agencies. The District's property coverage is tied to the independently assessed value of its facilities and contents. The liability coverage is $15M per occurrence. The District contracts with Keenan and Associates as its insurance administrator. With a $25,000 deductible (self-insured retention per occurrence), the District had legal expenses totaling $250,000 in the 97–98 fiscal year. The District is self-insured for its workers...
compensation program, which is administered by the City and County of San Francisco. In addition, separate coverage is purchased for athletics and works of art.

Certain portions of the Policy Manual provide guidance related to risk management. More specifically, they address safety issues, personnel matters, business practices, and personal conduct, including the prevention of sexual harassment. In addition, handbooks for the faculty, classified staff, students, union contracts, and the catalog contain official statements that are directly and indirectly part of the risk management policies. (9–14 to 9–20)

By virtue of its membership in SWACC, the District has an ongoing risk management program. The Vice Chancellor of Finance and Administration, who also serves as the risk manager, is a member of the SWACC Board of Directors. The District provides periodic training on risk management issues to its administrators and department chairs to ensure that risks are minimized. In addition, administrators and other employees frequently consult directly with the risk manager prior to approving activities that have inherent risks. One of the benefits of participating in SWACC is the sharing of information across community colleges that leads to changes in risk management practices. In addition, the District participates in a biannual insurance inspection program specifically designed to minimize and control risk. The most recent inspection was completed in October '98 and the District is implementing all of the recommendations. (9–21) Furthermore, the District contracts with the RGA Company for advice and services related to the storage and removal of hazardous materials.

During fiscal year 97–98 the Vice Chancellor of Finance and Administration assigned a staff member to monitor both the City and County's administration of the District's workers compensation claims, and the efforts District employees make to return to work. While other factors may have been involved, this monitoring contributed to a $250,000 reduction in costs for the workers compensation program.

**Analysis:**
The District’s policies related to risk management are consistently upgraded and applied. Paid claims and legal expenses are within the expected range. Risk management training classes for the District’s employees have taken place in the past and should be scheduled in the future.

**Plans:**
- Implement all recommendations made in the biannual inspection report.
- Continue to monitor the administration of the workers compensation program.
- Provide risk management training for administrators and department chairpersons.

**9.C3. Cash flow arrangements or reserves are sufficient to maintain stability.**

**Description:**
At the end of fiscal year 97–98, the District had a $6.8M fund balance, an increase of 85% from the prior year. Over 55% of this fund balance has been designated by the Board of Trustees for unexpected contingencies and other liabilities. Moreover, during 97–98, the District reversed a two-year period of deficit spending. From fiscal year 96–97 to 97–98, revenues increased 5% while expenditures decreased 3%, resulting in a positive net change to fund balance of approximately $3M. The budget for fiscal year 98–99 is balanced and should maintain the current fund balance. (9–9, 9–13)

**Analysis:**
The District does not receive its revenue in consistent installments throughout the year, experiencing varying amounts of strain on its cash holdings. This is particularly true for property tax revenues. In the past this has been handled in a cooperative manner with the City and County of San Francisco. The District deposited its funds in the City and County Treasury, and the County Treasurer accommodated the District’s cash needs during the course of the fiscal year at no charge.
Improvements in the County's financial system have eliminated this form of no-cost interim financing. The District issued Tax Revenue Anticipation Notes (TRANs) during fiscal year 99–00. Even without TRANs, the District’s cash flow situation should improve during fiscal year 98–99 due to several factors:

1. Sales tax revenue (Proposition A) grew 11% during fiscal year 97–98 and is projected to increase by at least 2.5% during fiscal year 98–99.
2. All spending against current and new federal and state grants will be offset by revenue received during fiscal year 98–99.
3. General Obligation bonds of $50M, issued by the City and County of San Francisco, will provide reimbursement for capital expenditures already incurred.
4. A spending plan that includes continued monitoring of hiring will help to control expenditures.
5. No additional long-term debt has been added.

Plans:

- Maintain fund balance near the level achieved during fiscal year 97–98.
- Establish a responsible fiscal policy that provides controls over spending and budgeting which, when combined with expected revenue growth, should stabilize cash flow for the District for fiscal year 98–99.
- Maintain the District’s current restrictions on hiring new personnel, and see that the Business Office and the Office of Instruction work together to ensure that the cost of the instructional schedule does not exceed the budgeted amount.
- Evaluate the issuance of TRANs for fiscal year 99–00 and in future years.

9.C4. The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Description:

The District's plan to meet financial emergencies or unforeseen occurrences relies primarily on the reserve fund in its budget in addition to those reserves described earlier. In the fiscal year 98–99, the reserve fund, a component of the fund balance, amounted to $3.75M, which was about 3% of annual revenues. At the start of fiscal year 97–98, the reserve fund amounted to $4M. During the course of the year, the Board appropriated $850,000 from the reserve to finance a capital project—the construction of a press box for the new football stadium—which had no other source of funding. At the time, the Board believed it could privately raise this amount and replenish the reserve fund.

While the Board did not raise $850,000, the District ended 97–98 with an increased fund balance, and was able to transfer $500,000 from the unrestricted General Fund into the reserve, bringing the reserve to its current level of $3.75M. (9–9, 9–10)

Analysis:

The reserve fund has enabled the District to respond to financial emergencies and unforeseen occurrences. As spending increases, the reserve fund must be increased to be in compliance with State guidelines.

Plan:

- Increase the reserve fund beginning in fiscal year 99–00, within the parameters of the Union contracts, until it reaches $5M.
STANDARD NINE: Reference List

9–1 The Strategic Plan for City College of San Francisco – December 1997
9–2 Facilities Master Plan – February 1998 (see St. 8)
9–3 Education Technology Plan: Creating Opportunities: Using Information Technology in Education – March 1997
9–5 Five-Year Construction Plan (see St. 8)
9–6 San Francisco Bond Issue
9–7 Planning and Budgeting Council Institutional Guidelines
9–8 Quarterly Financial Reports – 311
9–9 Annual Audits (95–96, 96–97, 97–98)
9–10 Annual Financial Reports – 311
9–11 Fiscal Data Abstract Report (96–97, 97–98)
9–12 Grant Procedure Manual
9–13 Annual Budget (96–97, 97–98, 98–99)
9–14 Policy Manual
9–15 Collective Bargaining Agreement between SFCCD and the AFT Local 2121, 7/97–6/00
9–16 Collective Bargaining Agreement between SFCCD and SEIU 790, 10/98–6/00
9–17 Faculty Handbook – October 1995
9–18 Classified Handbook – August 1997
9–19 Student Handbook
9–20 City College of San Francisco 1999 – 2000 Catalog
9–21 Risk Management Control Report – October ‘98
STANDARD TEN:
Governance & Administration
STANDARD TEN: Governance & Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution’s constituencies.

Committee:

George Shardlow ....... Faculty, Co-Chair
Frances White ......... Administrator, Co-Chair, Fall ’98–Spring ‘99
Raymond J. Berard .... Faculty
Tanya Brown .......... Classified
Emmanuel deGuia ...... Student
Attila Gabor .......... Classified
Linda Grohe .......... Administrator
Marco Guardao ....... Student
Kathy Hennig .......... Classified
Stephen Herman ....... Administrator
Steven Katz .......... Student, Fall ‘98–Spring ‘99
Ron Lee ............... Administrator
Rosana Mojica ....... Student
Glenn Nance .......... Faculty
Marie Osborne ......... Faculty
W.J. Pendergast ....... Student
Sharon Seymour ....... Faculty
10.A. GOVERNING BOARD

10.A1. The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description:
Members of the Board of Trustees are elected to staggered four-year terms in accordance with the Education Code and the Charter of the City and County of San Francisco. (10-16 Sec 72000, 10-17 sec. 8.101) There are seven board members who are elected city-wide. One student member is selected by a vote of Associated Students’ representatives from each campus. The student serves as a non-voting Board member and is not present at closed Board sessions.

As provided by law, the Board meets at least once each month in sessions which are open to the public. (10-1) The Board agenda is currently posted at 33 Gough and in the lobby of Conlan Hall at the Phelan Campus at least seventy-two hours prior to the meeting. Board meetings are also regularly taped and broadcast at a later date on the Educational Access Cable Channel 52. Minutes of previous meetings are included in subsequent Board agendas.

Analysis:
Members of the public may express their concerns and opinions at the Board’s open sessions or they may contact individual board members to express their views for them. Periodic presentations by administrators, faculty, classified staff, employee unions, and the Associated Students also provide input. However, some College employees and community members feel inadequately informed about current Board issues.

The selection of the student trustee by a vote of representatives from each campus does not allow all students an individual vote, and, therefore, may not reflect the majority of students’ choice for the trustee position.

Plans:
• Continue to encourage the general public to participate at Board meetings.
• Post the Board agenda and minutes at every campus.
• Publish the minutes from the Board’s meeting in Board Highlights monthly.
• Review the selection process of the Student Trustee.

10.A2. The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms the institutional practices are consistent with the board-approved institutional mission statement and policies.

Description:
The overall educational program of the College is approved by the Board and is contained in the College catalog. The quality of educational programs is primarily monitored through the actions of the Curriculum Committee, the Bipartite Committee on Graduation Requirements, the Program Review Committee, and the Board’s standing committee on educational programs. Although the Board’s standing committee on educational programs meets rarely, the Vice Chancellor of Academic Affairs and the Dean of Instruction, Curriculum/Tenure Review make periodic presentations to the Board regarding the
activities of the Curriculum Committee and of the Bipartite Committee on Graduation Requirements. The reports college units provide on their current status and goals for the future are analyzed by the Program Review Committee and the results are presented to the Board, if appropriate. (10–2)

The Board of Trustees has a Finance Committee which reviews the budget at appropriate times of the year and reports to the full Board on a regular basis. The Planning and Budgeting Council is a shared governance council which is chaired by the Chancellor and represents a combined approach to planning and budgeting. The new process is a direct response to the priorities identified within the Strategic Plan (10–3). The Planning and Budgeting Council includes administrators, faculty, classified staff, and students. The Council is charged with providing guidance and direction for the overall planning and budgeting system, overseeing the development of all college plans, reviewing and recommending the annual budget, and participating in the semi-annual assessment of accomplishments and outcomes. (10–4) The Chancellor and the Chief Financial Officer keep the Board of Trustees informed of all important matters related to the areas of budget and finance.

The Board reviewed and approved a revised Mission Statement in December ’97. The Strategic Plan, based on the Mission Statement, was also approved by the Board at the same meeting. (10–3)

Analysis:
The Board’s current process to ensure the quality of educational programs is appropriate and effective. The Board of Trustees has worked to achieve financial health and stability by establishing parameters which maintain an appropriate fund balance and adequate reserve. During the 96–97 and 97–98 academic years, the reserves dipped below the level thought to be appropriate by the State Chancellor’s Office, resulting in the District’s placement on the watch list. As of the June ’98 audit, the reserve fund balance was $6.821M and the District has been removed from the watch list. The Board has adopted a Strategic Plan which includes the establishment of a Planning and Budgeting Council to coordinate all of the planning functions and to link specific plans to budget items. It is expected this Council will ensure that the reserves remain adequate and the financial health of the District is maintained.

Because of their strong interest in the development of the Strategic Plan, members of the Board of Trustees are highly committed to its implementation, and they report that the Mission Statement is the basis for their policy making. Despite this fact, there is a need to make the Mission Statement more visible throughout the College community.

Plans:
• Continue to monitor educational programs.
• Review the work of the Planning and Budgeting Council.
• Continue to maintain an appropriate budget and adequate fund balance reserve.
• Continue to confirm that College practices are consistent with the Mission Statement
• Publicize the Mission Statement in the class schedule, at all campuses, in public service announcements, and periodically in The Guardsman and City Currents.

10.A3. The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Description:
The Policy Manual outlines the policies adopted by the Board of Trustees. New and revised policies are developed through the shared governance process and are recommended to the Chancellor for his approval. The Chancellor presents these changes to the Board for their analysis and approval. Implementation of all policies is delegated by the Board to the Chancellor or his designee. (10–1)
Analysis:
Creating new policies is sometimes a cumbersome process due to the need for input and consultation from various committees, whose membership may vary from semester to semester. The existing Policy Manual was written in unclear language which is difficult to understand, and additions and revisions to the manual were not kept up-to-date. The manual is being updated to better reflect current policy. All policies need to be better publicized throughout the College community. The revised Policy Manual should be on-line and readily accessible to all College constituents.

Plans:
• Review and update the Policy Manual on an on-going basis, using clear and understandable language.
• Send a copy of the Policy Manual and Administrative Regulations to each department chairperson and administrator, and place a copy in each campus library.
• Make the Policy Manual accessible to all constituents.
• Explore the feasibility of making the Policy Manual accessible online.

10.A4. In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Description:
On July 29, 1998, the Board of Trustees appointed the current Chancellor. His leadership began on September 1, 1998. The hiring process was completed in accordance with Board Policy Resolution F5 under the direction of the Board of Trustees and with the assistance of an outside consulting firm. The selection process for the Chancellor included participation and representation from all segments of the College and the community.(10–5) The Chancellor is evaluated annually by the Board of Trustees with the additional input of the faculty. All academic and administrative appointments are recommended by the Chancellor for confirmation by the Board of Trustees.

Analysis:
The Chancellor was evaluated by the Board of Trustees in December ’98. As part of the evaluation process, the Chancellor and the Board defined specific goals and objectives by which the Chancellor’s performance will be measured in the coming year. The Chancellor submits a mid-year report, as well as an end-of-the-year report, on the progress achieved to date. Each month the Chancellor submits a report which reflects the major highlights of his activities, as well as other critical issues impacting the District, such as legislative matters and state and national issues affecting community colleges. (10–18)
The evaluation of the Chancellor does not currently involve input from administrators, classified staff, or students. Members of these groups would like to be involved, so that the various points of view they represent could provide for a more comprehensive view of the Chancellor’s performance.

Plans:
• Continue the present reporting process for the Chancellor’s activities.
• Consider including input from administrators, classified staff, and students in the Chancellor’s evaluation.
10.A5. The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Description:
Since the previous WASC visit, the policies relating to the Board’s operation and its bylaws have been revised. The structure, size, duties, responsibilities, ethical conduct requirements, and operating procedures are more clearly defined. However, Board evaluation processes are not delineated.

At the suggestion of the Chancellor, the Board has adopted a new format for the monthly meeting’s agenda, which has helped to make the meetings more efficient. Retreats are held for board members to review and update procedures, set new priorities, and establish goals and objectives. One retreat has already been conducted, and it’s expected that at least three retreats will be held every year.

Analysis:
Specific provisions in the Policy Manual were revised in Fall ’98. The Board’s role and ethical responsibilities are clearly set forth, and the Board reports that it follows its defined duties, responsibilities, by-laws, and ethical conduct code. (10–1) The Board of Trustees has gained a greater understanding of the distinction between appropriate policy making and inappropriate micromanagement. The ability to operate effectively is a function of the experience, orientation, and development of individual board members and a concerted effort by the Board as a whole to perform appropriately.

Although the voters of the District ultimately assess the Board’s performance through the election process, there is no formal Board evaluation process. In the planning retreats, the Board includes a discussion of its role and the Chancellor’s role, as well as how to continue to improve upon current performance. The Board and Chancellor report that this self-evaluation approach is effective.

Plans:
• Continue to assure that Board members focus on policy making.
• Continue to refine the process for the Board’s evaluation as required by the Accrediting Commission for Community and Junior Colleges.

10.A6. The governing board has a program for new member orientation and governing board development.

Description:
Previously, an experienced trustee acted as a mentor to orient the new Board member. In place of such mentoring, the Chancellor has established an orientation procedure by which newly-elected trustees are familiarized with policies and procedures and introduced to selected staff members and representatives/leaders of the governance bodies.

Retreats are held for the trustees during the year at which time they reflect on the activities and climate of the District. New trustees are encouraged to attend workshops that are given for new Board members in Sacramento by the Community College League each February. Additionally, trustees receive training and development at various conferences they attend, including ACCT, and other regional or statewide trustee conferences.

Analysis:
The Board’s orientation and development programs are appropriate and effective.

Plan:
• Continue to review and revise Board of Trustee’s orientation and development programs.
10.A7. The Board is informed about and involved in the accreditation process.

Description:
The chairpersons of the self-study committees and the Chancellor will meet with the Board of Trustees to review the results of the Self Study Report and determine the appropriate role of the Board in the implementation of the plans. The Board receives regular updates on the progress of the Self Study Report. Each trustee has been invited to participate on one of the self-study standards. Some of the Board members actively participate in the process by contributing input to the responses.

Analysis:
Because of their employment commitments and schedules, direct involvement in the accreditation process varies among individual Board members; however, the Board as a whole has been consistently supportive throughout the accreditation process.

Plan:
• Ensure that the Board continues to be informed of all phases of the accreditation process.

10.B. INSTITUTIONAL ADMINISTRATION AND GOVERNANCE

10.B1. The institutional Chief Executive Officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Description:
The Chancellor serves as the Chief Executive Officer. He has created a cabinet comprised of nineteen administrators. The roles and responsibilities of this body are defined in the Chancellor’s Cabinet Role Statement (10–6). The Chancellor chairs the College Advisory Council (CAC), which is the governance body that consists of the senior administrators and representatives from the Academic Senate, Department Chairpersons’ Council, AFT 2121, SEIU 790, the Classified Senate, and Associated Students. In addition, the Chancellor chairs the Planning and Budgeting Council, which includes members of each constituent group. The Chancellor also serves as chairperson at the monthly meetings of the College Council, which consists of all administrators and department chairpersons, the Curriculum Committee chairperson, the Academic Senate president, the president of AFT 2121, the chapter president of SEIU 790, and the president of the Classified Senate. Also, the Chancellor is responsible for the review and development of the Board agenda and holds agenda review meetings every month with all College constituencies. When appropriate, he meets with the campus and school deans, representatives from the Department Chairpersons’ Council, AFT 2121, the Associated Students, SEIU 790, the Classified Senate, the Academic Senate, and the Executive Committee of the Administrators Association. The Chancellor also has an important role to play in representing the College at the local, state and national levels. Currently, he serves on the Board of Directors of the American Association of Community Colleges, the American Council on Education, and the Governmental Advisory Board of the College Board.

Analysis:
The Chancellor 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 as it relates to the mission and to teaching, learning, technology, and workforce education. In his first semester, he developed a series of listening sessions inviting input from leaders in education, government, business, labor, and community-based organizations to broaden communication channels between the College and the community. He has indicated that he will increase his advocacy for the College at the local, state, and national levels.

Plan:
• Ensure the Chancellor continues to provide effective leadership in defining the goals, plans, and priorities for the institution.
10.B2. The institutional Chief Executive Officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Description:
The Chancellor’s contract with the Board specifically highlights his responsibilities for all operational dimensions of the District. The District resources are managed through an eighteen-member shared governance Planning and Budgeting Council, chaired by the Chancellor. Once a budget has been developed by each of the cost center managers, it is reviewed by the Council. Upon completion of the review, the budget is sent to the Board of Trustees for approval. Once approved, the cost center managers implement their budget with administrative oversight provided by the Chief Financial Officer. The Board of Trustees receives monthly updates on the financial status of the District.

Analysis:
The former Master Plan Committee and the Budget and Planning Committee have been merged into the Planning and Budgeting Council. The strong link of planning and budgeting addresses a concern identified in the Strategic Plan. (10–3)

Plan:
• Review, evaluate, and revise the planning and budgeting process as necessary.

10.B3. The institution is administratively organized and staffed to reflect the institution’s purposes, size and complexity. The administration provides effective and efficient leadership and management that makes possible an effective teaching and learning environment.

Description:
The College is an integrated institution which offers credit and noncredit courses at nine campuses and numerous other sites. In addition, a new integrated management information system, BANNER, is in place. A new administrative structure for instruction and student services was proposed by the Chancellor, and will be implemented by Fall ‘99. The new structure provides for three Vice Chancellors, who will administer the areas of Academic Affairs, Administration and Finance, and Student Development. Overall, there are forty-five administrative positions at the College. (10–21) Also, certain key administrative responsibilities are delegated by contract to the College’s fifty-eight department chairpersons. (10–19)

Analysis:
In February ‘99, a consultant provided an assessment report to the Chancellor on information technology at the College. The report was completed for Information and Technology Services to identify problems and offer recommendations regarding the structure of instructional services and student services. Persistent concerns regarding technology for classroom instruction, the wide area network, the local area networks, and the implementation of the BANNER system were addressed. The report offers several recommendations concerning technology planning, technology management and resources, personnel and organizational structure, network and infrastructure, administrative software systems, and educational technology. (10–7)
The new administrative structure is being implemented and will be reviewed by the Chancellor and the Board of Trustees to determine whether administrators are distributed effectively and adequately serve current instruction, student services, and administrative needs.

**Plans:**
- Distribute and review the recommendations in the Information Technology Service Assessment Report.
- Review and support the new administrative structure for academic affairs, administration and finance, and student development.

**10.B4. Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.**

**Description:**
The District requires administrators to have master’s degrees in accordance with the Education Code requirements. (10–1, sec.3.04.03.) Additional training and experience is also required for all administrative positions. New administrators are evaluated during their first year. The basis for their evaluation is their published job description and their specific annual goals and objectives. If successful, they are given a two-year appointment. During the subsequent two-year appointment, they are evaluated in the second year, and if successful, they are given a three-year appointment. After that, each administrator is given an evaluation every three years. Each evaluation team is composed of administrators, faculty, and classified staff. Input from students is solicited for individuals being reviewed as appropriate. If an administrator receives two successive unsatisfactory evaluations, the Chancellor may recommend dismissal to the Board of Trustees. (10–22)

**Analysis:**
Although the evaluation process often works effectively and gives helpful input to administrators, controversy has emerged about its effectiveness for the few who are perceived to need significant improvement. Some certificated and classified staff members view the process as very time consuming, and as one that often results in only minimal or no improvement in the administrator’s performance. On the other hand, some evaluators comment on the value of the process, and on attaining an increased knowledge and appreciation of the role and the goals of the administrator being reviewed.

**Plans:**
- Review the administrative evaluation process with regard to implementation and follow-up of evaluation recommendations.
- Review other community college models for the implementation and follow-up of administrative evaluation recommendations.

**10.B5. Administration has a substantive and clearly defined role in institutional governance.**

**Description:**
On September 23, 1993, the Board of Trustees adopted the Shared Governance Policy. This document delineates the structure of shared governance as well as the participation of administration, faculty, staff, and students in the process. Additionally, the policy explains the role of the Chancellor in shared governance. Membership on “college standing and ad hoc committees shall be structured to include appropriate representation by faculty, administration, classified staff, and students, when matters being considered are within their purview.” The Policy also states that the College shall be governed by three governance systems: the collegial governance system; the college advisory governance system; and the budget and planning governance system. All administrators are assigned by the Chancellor, or his designee, to serve on shared governance committees and actively contribute to institutional planning and decision making. (10–8)
Analysis:
Although participation of all constituency groups is clearly laid out in the shared governance policy, an issue which has emerged is the role of administrators on shared governance committees. AB 1725 does not address the role of the administrator in the shared governance process. Another concern is whether the recommendations made by individual shared governance committees are advisory or final.

Plans:
• Review other California community college practices on shared governance.
• Research and clarify the role of administrators in shared governance.
• Research and clarify the authority of committees to make advisory or final recommendations.

10.B6. Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which are related to their areas of responsibility and expertise.

Description:
The shared governance agreement delineates the role of faculty and describes the eleven areas defined in Title V, sec. 53200, in which the Board of Trustees and the Chancellor “shall rely primarily upon the advice and judgment of the Academic Senate.” The committees and subcommittees which fall under those categories are found in the collegial governance system. Representatives of the Academic Senate, the Department Chairpersons’ Council, and AFT 2121 are members of the College Advisory Council. Faculty also serve on the Planning and Budgeting Council.

At the monthly meetings of the College Council, administrators and department chairpersons share information on current issues and concerns. Faculty serve on all shared governance committees. The Office of Shared Governance produces an annual Shared Governance Report that documents faculty participation in the governance process.

Faculty exercise a substantial voice in matters of curriculum development. The twenty-eight member Curriculum Committee has eighteen faculty members as well as administrators and classified staff.

In accordance with the faculty hiring policy, a mutual consent document between faculty and the Board of Trustees, the selection of faculty is conducted at the departmental level. Hiring committees are composed primarily of faculty members. Each committee recommends one to three candidates to the Chancellor, or his designee, for the final hiring decision, which is ultimately approved by the Board of Trustees.

Analysis:
Most shared governance committees work effectively and harmoniously. However, there is a perception among some faculty that administrators sometimes make decisions without utilizing the established governance process. On the other hand, there is a perception among some administrators that the faculty and the shared governance process slow down decision making.

Opportunities for faculty to participate on specific shared governance committees are published in the weekly college newsletter, City Currents. However, City Currents does not always reach all faculty and staff in a timely manner. Additional publicity regarding the overall shared governance process and committee structure might also be helpful. Information about committee openings should be further disseminated through the deans’ and department chairpersons’ offices.

Plans:
• Continue to encourage broad-based participation in shared governance.
• Work to ensure that all personnel receive City Currents in a timely manner.
• Publish and widely distribute charts and descriptions of the shared governance committee structure.

10.B7. Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance.

Description:
All credit and noncredit faculty are members of the Academic Senate. The Academic Senate’s constitution provides for an elected, at-large Executive Council of twenty-nine members, which makes recommendations concerning academic and professional policy. The Executive Council appoints all faculty representatives to all shared governance committees, task forces, and ad hoc committees. The District provides reassigned time for the Academic Senate officers to perform their duties. There are two classified part-time secretaries who work directly for the Senate. The District provides an office, furniture, and equipment for the Senate’s use.

Analysis:
The Credit and Noncredit Academic Senates were merged in 1992, and the Executive Council of the Academic Senate now represents all programs and campuses in the District. One of the problems experienced by part-time faculty serving on the Executive Council is the lack of compensation for their hours of service. Consequently, very few part-time faculty are able or willing to serve on the Executive Council or on other governance committees.

Plan:
• Explore the feasibility of paying Academic Senate Executive Council members who are part-time to attend Senate meetings.

10.B8. The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Description:
There is a district-wide shared governance policy and structure in place which clearly defines the role, rights, and responsibility of faculty in the collegial governance process in accordance with AB1725 legislation. The shared governance agreement provides for faculty input in all aspects of institutional governance. (10–8, 10–9)

Analysis:
The shared governance structure and process of councils, committees, and sub-committees, necessary for a large district, is complex. There is a lack of a clear understanding of the process among some faculty, administrators, and classified staff.

Plans:
• Streamline the shared governance structure and processes where appropriate.
• Clarify and communicate the jurisdiction and responsibilities of individual committees.
• Continue to support faculty participation in shared governance.


Description:
The Board Policy on Shared Governance, in accordance with the California Code of Regulations, defines the role and number of members of the classified staff in institutional governance. (10–8, 10–11, sec. 51023.5) Since the last WASC visit, a Classified Senate has been established. Its constitution was drafted in
consultation with SEIU 790. (10–12) The union remains the recognized appointing body for all classified participants on shared governance committees and subcommittees; however, both organizations work to recruit participants. Some committees are required to have at least one unrepresented, classified member.

**Analysis:**
Although some classified staff who serve on shared governance committees believe they are heard, and are valued, most express difficulty in finding the time to serve. Because of this, SEIU 790 has difficulty recruiting members for some committees. Furthermore, most of the staff participating in the shared governance process tend to be from the Phelan Campus. Reduced-calendar staff assignments and the lack of any substitutes hamper full staff participation. Some staff complain that they have volunteered for committees and have received no response from the appointing SEIU 790 representative. However, it has been SEIU 790’s policy to only notify the Shared Governance Coordinator of the staff members who have been appointed to a committee.

**Plans:**
- Recruit a broader group of classified representatives for committees.
- Review the possibility of offering reassigned time to classified employees for participation on shared governance committees.
- Review the appointment process of classified employees to shared governance committees.
- Ensure that the Office of Shared Governance notify all classified staff of the appointments that have been made by SEIU 790.

**10.B10. The institution clearly states and publicizes the role of students in institutional governance.**

**Description:**
The role of students in institutional governance is included in the Policy Manual in accordance with Title V. (10–11, sec.51023.7) The College’s shared governance system includes student representation on committees. (10–13) Students are appointed to shared governance committees by the Associated Students Council and are paid $20 per committee meeting. After each committee meeting, each student files a report on the actions of the committee. This report is given to the Associated Students Shared Governance Coordinator. At the end of the semester, the Dean of Student Activities signs the pay vouchers for the participating students.

**Analysis:**
Although the College and the Associated Students encourage students to become involved on shared governance committees, there are often obstacles that prevent students from participating. Even when students are available to serve, their attendance is sporadic. This may be caused by class schedules, examination periods, demands of home and of work, or lack of communication between the committee chairpersons and the students. These factors also contribute to high student turnover on several committees. Many students are not aware that they can participate on these college-wide committees and should be provided information about shared governance committees and the role they may play in the process during each new student orientation. The Associated Students Council should further publicize the need for students to become involved in the governance of the institution.
Plans:

- Increase institutional participation in recruiting students for shared governance committees and work with appointees to overcome time conflicts.
- Notify the Associated Students Shared Governance Coordinator of committee meeting schedules at the beginning of each semester and of changes to dates, times, and locations of meetings.
### STANDARD TEN: Reference List

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INSTITUTIONAL PLANNING SUMMARY
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In the six years since the last WASC visit, the College has implemented strategies to better integrate institutional planning, budgeting and evaluation. Nearly all units have completed at least one cycle of program review. A Strategic Plan with fifty-two performance indicators has been developed along with other planning documents addressing special areas. The Chancellor is taking an active role in planning for the future, stressing the need to keep student success as the focus of all agendas. Contained in this Self Study are more than 300 plans which are grouped into ten categories.
**College-wide Planning**
These planning agenda items are directed at expanding and improving the planning processes in the District as well as in review of existing plans.

Standard 1.3 a,d; 1.4 a.
Standard 5.2 a; 5.6 c; 5.7 f; 5.10 f.
Standard 6.7 a.

**College Values**
These planning agenda items emphasize important values that shape the culture of the College.

Standard 2.2 a,b; 2.3 b; 2.4 a; 2.5 a; 2.6 a.
Standard 4.A2 e,f.
Standard 7.D1 a.c.

**Curriculum**
These planning agenda items propose programs, procedures, or processes, including business or industry collaborations, that will improve the curriculum and the instructional program.

Standard 4.A1e,g; 4.A2 a,c; 4.A3 a,b; 4.B1 a,b; 4.B3 a; 4.B4 a,b; 4.B5 a,b; 4.B6 a,b; 4.C1 a; 4.C2 a; 4.C3 a,b; 4.C4 a; 4.D2 a; 4.D3 a; 4.D4 a; 4.D5 a; e, 4.D6 a; 4D7 a; 4D8 a,b.
Standard 5.7 f.
Standard 6.3 a; 6.4 e.
Standard 8.1 d.

**Staff Development**
These planning agenda items propose programs, procedures, or processes to enhance staff development and impact teaching, services, student learning and success.

Standard 1.3 e,f.
Standard 2.2 d.
Standard 3.C1 d.
Standard 5.3 a; 5.10 d; 5.9 b.
Standard 6.4 d.
Standard 7.B2 b; 7.C1 a,b,c,d,e,f,g; 7.C2 a; 7D1 b.
Standard 10.A6 a.

**Technology Issues**
These planning agenda items address technological upgrades and other technology projects that will improve the instructional program and student services.

Standard 5.9 b.
Standard 6.1 a,b,d,e,f; 6.3 b,d; 6.5 b,c; 6.7 c,d,e.

**Facilities**
These planning agenda items urge improvements for all aspects of the physical plant and the accommodations for the educational program, student support services and administrative offices.

Standard 2.1 c.
Standard 5.5 b,c; 5.6 b; 5.7 c.
Standard 6.1 c,g,j.
Standard 8.1 e,f,g,h,i,j,k; 8.2 a,b,c,d,e,g; 8.3 c,e,f,h.
SUMMARY

Administrative Improvements

These planning agenda items suggest improvements in the College that can be accomplished by administrative action.

Standard 1.3 b,c.
Standard 2.1 b,d; 2.2 c; 2.6 b,c,d; 2.8 a; 2.9 a,b,c.
Standard 3 A1 a,c; 3.C1 a.
Standard 5.2 a.
Standard 6.1 k; 6.2 a,b,c,d; 6.5 a; 6.6 a.
Standard 8.3 a,b,i,j; 8.4 a,b,c; 8.5 a,b,c.

Assessment & Institutional Accountability Issues

These planning agenda items are aimed at making available information and methods to evaluate the effectiveness and outcomes of programs, services, and functions throughout the College.

Standard 2.3 a; 2.6 e; 2.7 a.
Standard 5.3 c,e,f; 5.4 b,d; 5.5 a; 5.10 a,c,f.
Standard 6.1 k; 6.4 a; 6.7 b,c,d,e,f.
Standard 8.3 d.
Standard 10.A2 a,b,d; 10.A3 a; 10.A4 b; 10.A5 b; 10.B4 b; 10.B5 a,b,c.

Student Services & Development

These planning agendas focus on improving front-end and students support services.

Standard 2.1 a,e,f; 2.5 b,c; 2.7 a,b,c.
Standard 5.1 a,c,d; 5.2 b,c; 5.3 a,d; 5.4 a,c; 5.6 a,c,d; 5.7 a,b,e; 5.8 a; 5.9 a; 5.10 b,e,g,h,i,j.
Standard 6.3 c; 6.4 c.

Future Directions for the College

These planning agenda items urge exploration of new directions for the College.

Standard 3.C2 a,b.
Standard 5.1 b; 5.3 f; 5.8 b,c.
Standard 6.1 h,i; 6.4 b.
Standard 8.1 a,b,c,d; 8.2 f; 8.3 g; 8.4 d; 8.5 b.