This report represents the findings of the evaluation team that visited City College of San Francisco from March 19 through March 23, 2006.

Dr. Constance M. Carroll, Chair
**City College of San Francisco**  
**Comprehensive Evaluation Team Roster**  
**March 19-23, 2006**

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SUMMARY OF THE EVALUATION REPORT

INSTITUTION: City College of San Francisco

DATE OF VISIT: March 19 – 23, 2006

TEAM CHAIR: Constance M. Carroll, Ph.D.
Chancellor, San Diego Community College District

A fourteen-member team visited City College of San Francisco during March 19 through 23, 2006, for the purpose of evaluating the institution’s request for reaffirmation of accreditation. Through the review of evidence and through interviews, the team validated the college’s self study and determined how well the institution was meeting the standards of accreditation and achieving its stated purposes, as outlined in the Accrediting Commission’s eligibility requirements and in the standards of accreditation.

The team made extensive efforts to prepare for the visit. The team chair attended a special orientation on October 31, 2005, and the team members attended an orientation provided by the Accrediting Commission on February 7, 2006. The team chair and team assistant conducted an advance visit to City College of San Francisco on January 23. Prior to the visit, team members carefully read the college’s self study and related documents, including the recommendations of the previous accreditation evaluation team that visited the college in 2000. The team also completed a preliminary assignment designed to provide initial impressions of the institution’s self assessment.

Because of the size and complexity of City College of San Francisco, the visiting team conducted its review in an expanded manner. The team arrived on Sunday, March 19, for its team orientation and first meeting. The team spent Monday, March 20, in a thorough review of evidence, campus tours, and initial meetings with campus leaders. This additional time and effort ensured that the rest of the visit was able to be accomplished in an efficient and productive manner over the subsequent three days.

During the visit, the team met with a large number of individuals at numerous campuses of the institution, including members of the Board of Trustees, the chancellor, administrators, faculty members, classified staff, and students. In addition, the team members conducted two, well-publicized open sessions for members of the college community who wished to convey their perspectives directly to the team. The team was impressed by the college’s hard work in preparation for this comprehensive evaluation, by its extensive dissemination of information about the visit, by the responsiveness of the college community to the team’s questions and requests, and by the institution’s honesty in providing a candid profile of its achievements and challenges.
The college’s self study was well prepared and thorough as an institutional self assessment. It was an ambitious project, consisting of both the traditional elements required in a self study and an additional six thematic essays that were designed to address the self study material from a different perspective. Although this approach required additional work, both for the college community and for the visiting team, it offered a very comprehensive overview of the institution’s progress and challenges vis-à-vis the standards of accreditation, as well as an in-depth view of some of the institutional dialogues and dynamics involved.

The college completed and disseminated its self study to the team well in advance of the required deadline for the visit, which, while appreciated, also meant that some of the information was not current at the time of the visit. Because the supporting documentation was indexed to the self study, some of this evidence was also not current at the time of the visit. This required the team to make additional requests of the campus staff and to make additional fact-finding efforts during the visit. The team suggests for future evaluation visits that the college provide a written update, including documentation, of significant changes that have occurred between the publication of the self study and the team visit in order to ensure the currency of information and evidence that is available to the team at the time of the visit.

In general, the high quality of the self study and essays, the availability and candor of members of the institutional community on site, and the efforts by the staff to respond to requests for current information made for a visit that reaffirmed the excellence of the college and identified areas of challenge that the college will need to address in the future.

MAJOR FINDINGS AND RECOMMENDATIONS OF THE 2006 TEAM

City College of San Francisco is one of the premier community colleges in the region represented by the Western Association of Schools and Colleges. It serves almost 100,000 students in credit and noncredit programs throughout the City and County of San Francisco. The visiting team validated that the college meets the eligibility requirements for accreditation and complies with the standards of accreditation, as required by the Accrediting Commission for Community and Junior Colleges.

The team noted that the college has made considerable progress in addressing the recommendations of the previous accreditation team and has taken significant steps in other areas of quality assurance. In general, the team found that the students and communities served by City College of San Francisco are well served by the talented and committed people who continue to work toward the excellence and ongoing improvement of this institution. The chancellor’s exceptional leadership, the strong commitment of the Board of Trustees, and the concerted efforts of the faculty, administrators and staff all have contributed to the enormous success of this institution.

The visiting team developed the following eight (8) recommendations intended to guide the college in accomplishing certain goals and in assuring the high quality of its programs
and services. Recommendations #2, #3, and #4 are presented as overarching concerns that should receive the college’s focused attention and emphasis. The other recommendations are also important for the college to address in conjunction with its ongoing planning and operational activities.

**Recommendation 1: Mission Statement**

The team recommends that the college regularly review and approve the mission statement in a discrete process to ensure that it is clearly addressed. (Standards I.A.3 and I.A.4).

**Recommendation 2: Planning and Assessment**

The team recommends that the college build upon its continuing planning and assessment efforts and develop an integrated process of institutional planning and assessment that combines strategic planning, educational planning, facilities planning, technology planning, and personnel planning in a manner that links these planning processes to annual budgets. Planning should be based upon the findings of instructional and non-instructional program review, which should include clear criteria for resource reallocation and/or program and service development, expansion, or termination. (Standards I.B, II.A.2.e, and II.A.2.f).

**Recommendation 3: Student Learning Outcomes**

The team recommends that the college ensure that student learning outcomes are fully institutionalized as a core element of college operations, with specific focus on curriculum and program development. (Standards I.B.1, II.A.1.c, II.A.2, II.A.3, and II.A.6).

**Recommendation 4: Financial Planning and Stability**

The team recommends that the college develop a financial strategy that will: match ongoing expenditures with ongoing revenue; maintain the minimum prudent reserve level; reduce the percentage of its annual budget that is utilized for salaries and benefits; and address funding for retiree health benefits costs. (Standards III.D.1.b, III.D.2.c, and III.D.2.d).

**Recommendation 5: Physical Facilities Contingency Planning**

The team recommends that the college ensure the development of adequate contingency plans, which should be implemented in a timely manner in order to reduce potential exposure to losses. (Standard III.D.2.c).
**Recommendation 6: Physical Facilities Maintenance Planning**

The team recommends that the college include the future costs of operating and maintaining new and existing facilities in its planning models and allocate funds in a timely manner to ensure the effective operation of these facilities. (Standard II.B.2.a).

**Recommendation 7: Technology Planning**

The team recommends that all unit technology plans be brought up-to-date, and that a unified college-wide technology plan be developed. This plan should be integrated with facilities and budget plans. Funds for technology acquisition and maintenance, including regular replacement of outdated hardware, should be integrated into the institution’s budget. (Standards I.B.4, I.B.6, III.C.1, and III.C.2).

**Recommendation 8: Board of Trustees Evaluation**

The team recommends that the Board of Trustees establish a method of self evaluation, determine the schedule for this process, and complete self evaluations on a regular basis. (Standard IV.B.1.g).
INTRODUCTION

City College of San Francisco is a comprehensive community college in California serving both the City and County of San Francisco. The college was founded in 1935 as an academic and vocational component of the San Francisco Unified School District. The college became a separate, independent entity in 1970 under the title San Francisco Community College District, which included both the existing college and the school district’s Adult and Occupational Education Division. Thus, the San Francisco Community College District became the provider of both credit and noncredit education for its service region. This organization has grown dramatically over the years, from approximately 1,100 students in 1935 to a highly diverse student population of almost 100,000 in 2006.

San Francisco is California’s fourth largest city, with a current population nearing 800,000. Although only modest increases in population are predicted in the coming decade, changes in the representation of age groups and the ethnicity of the population are anticipated. These demographic changes will have an impact on the continuing growth and development of City College of San Francisco.

In 1990, the San Francisco Community College District underwent a major change in its organization. For many reasons, the institution and its governing board decided to restructure the institution as one, comprehensive institution instead of the bifurcated model it had historically employed. Under the previous model, the district operated as a multi-college district with discretely administered credit and non-credit programs. Under the new model, the district became a multi-campus college, operating under the title City College of San Francisco, and incorporated both credit and noncredit programs under a single administrative and governance structure. Subsequently, considerable efforts have been made to blend the campuses into a coherent and effective organization.

Gradual acquisitions of property supported the college’s expansion. The institution was also successful in passing three bond measures that provided new construction and campus facilities upgrades: a $50 million bond in 1997; a $195 million bond in 2001; and a $246 million bond in 2005. City College of San Francisco has been fortunate in having a high level of public support for these measures. It now offers classes at 12 primary
campuses and 200 smaller sites within the City of San Francisco and San Francisco County.

At the time of the 2006 accreditation evaluation team visit, City College of San Francisco has programs and staffing levels that are appropriate to its extensive service obligations to the region. The college offers a broad range of credit and noncredit classes. It offers two associate degrees, 130 certificate programs, and a complete program of general education. The college faculty consists of over 700 full-time and 1,100 part-time faculty, as well as an administrative and classified staff to provide the college’s educational programs throughout the region. The college is governed by a seven-member, elected Board of Trustees.

During its history, City College of San Francisco has had a number of administrative leaders. The present chancellor took office in 1998, and has provided exceptional leadership since that time. He is well respected, both internally and externally, and has led the college in accomplishing numerous programmatic, organizational, and financial goals. A significant characteristic of the present institutional climate is the high degree of collegiality and respect that exists among the segments of the college community. The Board of Trustees, the faculty leadership, the administrators, the classified staff, and the student leaders have made a clear and strong investment in nurturing this positive climate. Together they have mastered the challenges involved in organizational change and have reinvigorated the institution.

City College of San Francisco made a concerted effort to address the recommendations of the accreditation evaluation team that visited the institution in February 2000. New processes and programs, as well as new evaluation accountability measures, have resulted since the previous team visit and, although some of the recommendations need to be completed, most have reached completion and the rest are well underway.

In planning for its 2006 comprehensive evaluation for reaffirmation of accreditation, City College of San Francisco began its planning early and over 100 members of the college community, representing all segments, were involved. The college not only developed a traditional self study; it also developed six thematic essays designed to illustrate the nature of its dialogues, processes, and challenges in addressing aspects of the standards of accreditation. The result was a complete and vibrant portrait of an institution that is candid in its self assessment, willing to undertake difficult tasks, and clearly on its way to greater accomplishments.

At the same time, because of the early completion of the self study and because the documentary evidence was indexed to the self study, some critical information was not current at the time of the team visit and required additional fact-finding on the part of the team. The college is advised for future evaluation visits to provide a written update, including documentation, of significant changes that have occurred between the publication of the self study and the team visit in order to ensure the currency of information and evidence that is available to the team at the time of the visit.
City College of San Francisco has done an exceptional job in many ways in the area of quality assurance due to the fact that it takes institutional planning and evaluation seriously and due to its close attention to the standards of accreditation and the recommendations that are provided by visiting evaluation teams.

**TEAM EVALUATION OF INSTITUTIONAL RESPONSES TO 2000 RECOMMENDATIONS**

The accreditation evaluation team that visited City College of San Francisco in 2000 provided a report with two major recommendations and eight minor recommendations. The college provided responses to these recommendations in its midterm report and in its self study. During its visit in March 2006, the accreditation evaluation team was pleased to validate the college’s very thorough and successful effort to respond constructively to these recommendations. Although a few areas are still being addressed, the team found the college’s overall response to be impressive. The 2006 team’s evaluation of the college’s responses is organized in the same manner as the previous team’s recommendations were presented.

**Major Recommendation #1**

*The team found a faculty and staff who were optimistic, enthusiastic, and increasingly committed to the new planning, budgeting, and program review processes. The team observed a growing acceptance of this culture of change which is dependent upon supporting evidence. To ensure that this progress continues and moves beyond the paper stage into the college’s operations, the team recommends that the College institutionalize its planning, budgeting and program review processes.*

The team found that the college had made much progress in institutionalizing planning activities since the previous team visit. The team validated that the following planning activities and reports were operative: Strategic Plan, Institutional Annual Plan, Management Plan, Student Development Division Educational Plan, Technology Plan, Student Development Technology Plan, Educational Master Plan, Annual Plan, District Facilities Plan, and Unit Budget Plan/Major Cost Center Plan. As both the self study and accompanying essays illustrate, these plans are shaped with broad-based involvement by the segments of the college community and are widely publicized. However, the team noted that the college has not completed its effort to integrate these planning efforts, with the result that there is still a lack of clarity regarding the relationship of the individual planning efforts to each other and their direct relationship to the annual budget.

**Major Recommendation #2**

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

City College of San Francisco has made a successful effort to provide students and staff with access to services and resources throughout the district through the redeployment of staff and through the use of technology. The decentralization of counseling services, the provision on on-site admissions and registration services at all campuses, the creation and/or expansion of library centers at campus locations, and a concerted effort to ensure the involvement of representatives of all campus locations in collegial governance activities and planning, and many other improvements have enabled the college to make its multi-campus/single-college structure an effective reality.

**Standard Three**

**Recommendation #1**

*Given the importance of the program review system in assessing institutional effectiveness and that the findings of program reviews are an important consideration in the budget allocation process, the team recommends that the College ensure the institutionalization of their program review process by requiring that all units complete their program reviews in a timely and thorough fashion.*

The team validated that the college has established and institutionalized a program review process for its educational programs, student services programs, and administrative operations. While the general cycle for the review of instructional programs is on a six-year basis, the team found evidence that other programs, especially in student services, were subject to special consultations and reviews. The Financial Aid and Admissions program reviews were well chronicled in one of the thematic essays and further external reviews of student services programs are scheduled for the future.

**Recommendation #2**

*The team recommends that the College develop an Educational Master Plan to provide integrated, comprehensive, and District-wide direction for all instructional efforts.*

The team validated that City College of San Francisco has developed an “Education Master Plan” that provides direction for the instructional operation and plans for all areas of the district’s educational program.

**Standard Four**

*The team recommends that the College critically analyze the existent mathematics and written composition requirements for graduation to ensure that the demonstrated levels of competence are suitable for recipients of a degree of Associate in Arts or Associate in Science.*
One of the college’s thematic essays provides an in-depth review of the dialogue and process involved in reviewing graduation requirements in mathematics and English composition, which the team validated. The Mathematics Department and the English Department have worked diligently in analyzing the requirements for graduation. Through dialogue and committee work, these departments have been able to develop expected student learning outcomes and have employed tests and data to evaluate the necessary course levels to reach the student learning outcomes that they deem appropriate as an associate degree requirement.

The development of a new course in English (ENGL 93) to facilitate the transition to the new required course level for graduation (ENGL 96) is evidence of the dialogue and assessments made by the department to improve the achievement toward the student learning outcomes they have established.

The mathematics department raised the requirement level of mathematics for graduation (MATH 840) after much discussion and debate. After defining the student learning outcomes desired, the department developed new modes and methodologies of delivery for the previous level course to improve the success rate in student learning outcomes to prepare their students for the new required math course.

**Standard Five**

*The team recommends that the College provide equal opportunity for access to student services throughout the entire College District.*

Following an assessment of need, the college has developed and implemented a range of significant student services at each of its major campus locations. The team validated that students at all campuses have access to on-site admissions and enrollment, counseling, financial aid, placement and other services. At many campuses, evening support services are also provided, and some campuses offer support services on Saturday and Sunday. Although continuing improvements will be desirable, the college has made a thorough and successful effort to respond to this recommendation of the previous team.

**Standard Six**

*Given the level of human and fiscal resources and the importance to the institution of this unit, the team recommends that the College address Information Technology Services as an information resource agency under this standard in the next self-study.*

The team validated that the college addressed the matter of Information Technology Services in Standard III.C, Technology Resources, in its 2006 self study. The team has included its findings and recommendations in its report.
Standard Seven

*The team recommends that the staff development needs of all categories of staff within the College community be addressed through appropriate needs assessment.*

The team validated that City College of San Francisco has conducted surveys of faculty and staff to determine professional development needs. During its annual FLEX day workshops, the college distributes evaluation forms soliciting suggestions and recommendations for future workshops and staff development programs.

Standard Nine

*The team recommends that the College explore all possible strategies for funding facilities, technology, and capital improvements.*

The team validated that the college has successfully pursued three General Obligation Bonds, which have yielded a total of $491.3 million in funding for facilities, technology, and other capital improvements. In addition, the college has been quite successful in its grant writing efforts, providing further support for its capital needs.

Standard Ten

*The team recommends that the College expand its collegial or “shared governance” processes to ensure participation and representation from all campuses and centers.*

Since 2000 the college has given much attention to participatory governance. The college established the position of Shared Governance Coordinator, and this individual provides oversight, information, and training regarding collegial governance matters. The Academic Senate has made a successful effort to ensure faculty representation throughout the college, with special attention to recruiting participants from the numerous campuses that comprise the institution. The team also found that significant progress has been made in having students from all campus locations involved in student government. There has been a decline, however, in participation by classified staff, a problem that is being studied by the college. In 2004, the college conducted an online survey to elicit opinions regarding the collegial governance system as part of its evaluation of this aspect of institutional operations. The results were positive, with most participants reporting that their opinions were usually or always respected and that there was honesty within deliberations. Most respondents found their committee service as being both valuable and a source of connection to the college. Through the college’s evaluations of its governance system and its actions, the team validated that the institution has responded successfully to the previous team’s recommendation.
ELIGIBILITY REQUIREMENTS

1. AUTHORITY

The visiting team confirmed that City College of San Francisco is accredited by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, as well as approved by the State of California for offering its programs and services. The college is fully authorized to operate as an educational institution to offer both credit and noncredit instruction at the undergraduate level.

2. MISSION

The visiting team confirmed that City College of San Francisco operates in accordance with a Mission Statement that is comprehensive and clearly defined. The statement is included in the college catalog, the website, and major publications, as well as posted in the Board of Trustees public meeting area. The mission statement is appropriate to the college as a degree-granting institution of higher education with a commitment to its local community. The mission statement makes reference to student learning as the purpose of the institution’s educational effort. While the Mission Statement has been reviewed in the past, it has not been separately reviewed and approved recently other than as part of the Board’s adoption of the college catalog.

3. GOVERNING BOARD

The visiting team confirmed that the San Francisco Community College District is governed by an elected, seven-member Board of Trustees. This governing board functions as the final authority for ensuring the institution’s appropriate mission, educational quality, financial stability, and effective operation. The governing board is sufficient in size and has the necessary independence for fulfilling its functions and responsibilities.

4. CHIEF EXECUTIVE OFFICER

The visiting team confirmed that City College of San Francisco has a chief executive officer, the chancellor, who is appointed by the governing board to administer the college and district functions, and whose primary responsibility is to the institution.
5. ADMINISTRATIVE CAPACITY

The visiting team confirmed that City College of San Francisco has an administrative staff that supports the necessary services for an institution of its size, mission, and purpose.

6. OPERATING STATUS

The visiting team confirmed that City College of San Francisco is fully operational and has students who are actively pursuing programs of study in its degree and certificate programs.

7. DEGREES

The visiting team confirmed that City College of San Francisco offers 2 associate degrees and 130 certificate programs. 65% of all of the college’s programs lead to associate degrees or certificates, or prepare students for transfer. A significant proportion of the students are enrolled in programs that lead to degrees.

8. EDUCATIONAL PROGRAMS

The visiting team confirmed that City College of San Francisco offers degree programs that are appropriate to and congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length to ensure quality. Noncredit classes and programs also are offered with appropriate rigor and in accordance with the college’s mission.

9. ACADEMIC CREDIT

The visiting team confirmed that City College of San Francisco awards academic credit based on generally accepted practices followed by degree-granting institutions of higher education.

10. STUDENT LEARNING AND ACHIEVEMENT

The visiting team confirmed that City College of San Francisco publishes in its catalog statements of educational purpose and objectives for its academic programs. Although course outlines presently include a variety of learning outcomes and achievement methods, the development of Student Learning Outcomes for specific courses and programs has not been completed and is still being discussed within the institution.
11. GENERAL EDUCATION

The visiting team confirmed that City College of San Francisco defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. ACADEMIC FREEDOM

The visiting team confirmed that City College of San Francisco faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

13. FACULTY

The visiting team confirmed that City College of San Francisco employed 726 full-time faculty and 1,186 part-time faculty as of January 2006. The faculty members are qualified to conduct the institution’s programs and services and meet State-mandated minimum requirements.

14. STUDENT SERVICES

The visiting team confirmed that City College of San Francisco provides comprehensive and accessible student services to its students in accordance with its mission and purposes.

15. ADMISSIONS

The visiting team confirmed that City College of San Francisco has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. INFORMATION AND LEARNING RESOURCES

The visiting team confirmed that City College of San Francisco provides specific, long-term access to sufficient information and learning resources and services to support its mission and instructional programs through a variety of formats, including library collections, media centers, computer labs, and other means.

17. FINANCIAL RESOURCES

The visiting team confirmed that City College of San Francisco documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.
18. FINANCIAL ACCOUNTABILITY

The visiting team confirmed that City College of San Francisco undergoes and makes available an external financial audit conducted by an appropriately qualified agency. The audits are reviewed by the governing board in a public meeting. The audits are provided to appropriate agencies.

19. INSTITUTIONAL PLANNING AND EVALUATION

The visiting team confirmed that City College of San Francisco systematically evaluates its programs and services, and publishes information regarding how well the institution is achieving its states purposes and goals, including goals related to student achievement and learning. Planning and assessment processes, however, need to be integrated and more closely related to budget development.

20. PUBLIC INFORMATION

The visiting team confirmed that City College of San Francisco publishes in its catalog, class schedule, and other publications information regarding the college’s purposes and objectives, admission requirements and procedures, rules and regulations affecting students, degrees and programs offered, degree and program requirements, faculty qualifications, support services, and other pertinent information.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The visiting team confirmed that City College of San Francisco adheres to the eligibility requirements and the standards and policies of the Accrediting Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditation status in a timely manner, and agrees to disclose information required by the Accrediting Commission to carry out its accrediting responsibilities. The institution provides information that is complete, accurate, and honest.
ACCREDITATION THEMES

- **Dialogue.** City College of San Francisco has taken seriously the Accrediting Commission’s interest in institutional dialogue. In its self study and in its thematic essays, the college provided evidence of serious discussion and conversation at the departmental, governance, and institutional levels. The team was impressed by the extent of the college’s dialogues on subjects ranging from graduation requirements to student learning outcomes to operational effectiveness to planning to pedagogical philosophy. The team noted that the chancellor, Academic Senate leaders, vice chancellors, deans, faculty, department chairs, Board of Trustees, classified staff, and student leaders were all involved in these serious discussions. Despite the size and complexity of the institution, these dialogues and the college’s extensive informational efforts have fostered excellent communication throughout the institution and its numerous campuses.

- **Institutional Integrity.** City College of San Francisco has made extensive and successful efforts to ensure its institutional integrity. The team was impressed by the documentation provided in the self study and in the evidence provided in the team room that enabled the team to validate the institution’s honesty and accuracy in the information it provides to students and the public.

- **Student Learning Outcomes.** Student Learning Outcomes, student achievement, and assessment are recurrent themes in the college’s self study, in its thematic essays, and in discussions on campus. The college frankly and candidly indicated the unevenness of its success in resolving these issues, identifying promising directions in some cases, but also indicating continuing controversy in others. The team’s judgment is that City College of San Francisco has made the necessary investments both in dialogue and in data to enable the institution to take the next step in resolving the remaining differences of opinion in order to shape and implement an institutional approach.

- **Planning, Evaluation, and Improvement.** The institution has initiated a number of planning and evaluative processes in recent years. It has a number of individual planning initiatives underway each year, as well as program reviews, and independent assessments by external agencies. The team was impressed by the college’s efforts, but also noted that progress needs to be made in integrating these efforts with each other and linking them more directly to the annual budget plan.

- **Organization.** Special commendations are in order for City College of San Francisco in completing its transition from separate institutions within a district to a single, multi-campus organization. The team found that all segments of the institution had committed themselves to making this structure effective, and all
segments expressed a similar commitment to making the institution a student-centered college. As a result, the administrative structures, the governance organizations, and the operational practices are consistent and surprisingly well integrated across the institution’s numerous campuses. The team also was impressed by the high level of morale and support expressed by the campus community.

STANDARD I

Institutional Mission and Effectiveness

General Observations

City College of San Francisco (CCSF) is attentive to the interests of its student population, and engages in planning, implementation, and assessment activities designed to serve the constituents mentioned in the mission statement. Mindful of the unique educational and vocational needs of students at the campuses, college staff support student learning by providing appropriate and timely services and courses. The recent reorganization of the student services department described in Theme III is a good example of how the college aligns educational services with the particular needs of students at the neighborhood campuses (Standard I.A.1).

City College of San Francisco has adopted a mission statement that emphasizes serving the comprehensive needs of its diverse community. It stresses providing a broad array of academic and student services to prepare students for transfer; for AA and AS degrees; for acquisition of career skills for the workplace; for lifelong learning and cultural enhancement; for engagement in civic life, including citizenship preparation and ESL; for completion of the high school diploma; and for economic development.

Board of Trustees members interviewed by the team affirmed their belief in the college’s mission and validated their participation in reviewing the mission statement, although this was part of a broader action. The mission statement was discussed by many campus constituents during the period when the Strategic Plan was being developed in 2003. Interviews with college personnel indicate that college faculty and staff support the ideals articulated in the mission statement and consider it to be fundamental to the Strategic Plan (Standards II.A.2 and I.A.3).

Planning and the assessment of institutional effectiveness are challenging activities for any organization. However, the size and multi-campus complexity of City College of San Francisco provide additional challenges. In carrying out planning efforts for the purpose of enhancing student learning, the college regularly conducts feedback sessions that are self-reflective in nature. These activities offer useful opportunities for receiving thoughtful feedback from all constituents of the institution (Standard I.B.1). Concrete evidence exists in the college’s stated goals and objectives that are both measurable in milestones and timelines (Standard I.B.2). These goals are shared widely across the
college’s campuses. In published guide documents, such as the Comprehensive Guide to Planning, Budgeting and Assessment, a detailed process and sequential flow have emerged that enhances the existing planning activities and cycles (Standard I.B.3).

The team validated that campus constituents are directly involved in designing plans, setting goals, and reviewing evaluation results. Plans are reviewed by departments that are directly affected and by appropriate collegial governance committees before being submitted to the Planning and Budget Committee. The chancellor and vice chancellors have provided clear direction and support in all facets of the college’s planning. Managers of campuses and departmental offices are aware of as well as involved in plans related to their specific functions (Standard I.B.4).

City College of San Francisco is to be commended for conducting systemic assessments of planning processes as well as planning activities. The element of evaluation exists in all institutional plans. The Office of Research, Planning and Grants provides assistance in planning and evaluation of plans and publishes decision support data online. Information from the Office of Research, Planning, and Grants has become the key source of planning at all levels of the college (Standard I.B.5).

**Findings and Evidence:**

City College of San Francisco emphasizes its commitment to mission and planning in practical and often innovative ways. Through visits to many of the college’s campuses and interviews with college staff at those sites, the team validated that the college gives thoughtful attention to the particular educational and vocational needs of the student population at each site. The new restaurant at the Downtown campus is but one example of how that campus is able to combine student learning with a potentially self-sustainable operation, for both credit and noncredit students. Department chairs at the campuses engage in dialogues with administrators to ensure that appropriate general education classes are offered along with the vocational classes at the various sites. Since the last accreditation, student services have been expanded at all campuses (Standard I.A.1).

The mission statement, created in the mid-1990s, has been reviewed most recently in 2003 during the development of the Strategic Plan guided by a large steering committee. Although the self study does not detail the process employed by the college in reviewing the mission statement, interviews with college administrators and faculty show that such a review occurred at the beginning of the last Strategic Planning process. It is clear that the mission statement is an important guiding document for the college community; for example, members of the Board of Trustees say they often refer to a printed copy of the statement that is displayed in their meeting room. At the same time, even though it is included in the college catalog, “Mission Statement” is not one of the terms included in the index to the current college catalog. Further, there is no record of discrete action taken by the governing board to approve the revised mission statement as is required by Standard I.A.2. While finding the commitment to institutional mission commendable, the team recommends that the college regularly review and approve the mission statement in a discrete process to ensure that it is clearly addressed (Standards I.A.3 and I.A.4).
Planning and institutional evaluation processes at City College of San Francisco often begin with open forums called “listening sessions” and regularly scheduled program and service surveys, both online and offline. Further, all departments are required to submit annual plans and mid-year and end-of-year assessment reports that are shared and discussed by appropriate constituent groups. The team was able to validate through evidence that the information collected from these sessions has been seriously considered and has been utilized in the improvement of specific programs and services. Further, quantified information gathered from student and staff surveys is widely disseminated and reviewed by departments and offices in their program review and mid-year or end-of-year assessments. The staff from the Office of Research, Planning, and Grants trains college personnel on the use of data (Standard I.B.1 and I.B.2).

As an overarching and far-reaching document that provides vision to the institution, the college’s Strategic Plan contains eight priorities that drive the development of annual goals identified in its Annual Plan. In addition, the Strategic Plan also has an implementation schedule that clearly spells out the timelines and processes that guide the overall planning cycle. In 2004, a year after the Strategic Plan was developed, the Office of the Chancellor and Office of Research, Planning and Grants jointly produced the Comprehensive Guide to Planning, Budgeting and Assessment. This document streamlines the various plans and planning processes that already existed in the college. The key notion that can be obtained from this comprehensive guide is that the Strategic Plan drives the annual plan that in turn drives the cost center’s annual plans of activities (Standard I.B.2). The cost center’s plans are the link to the annual budgetary process. All other plans are collectively called “functionally related plans.” They include the Educational Master Plan, Facilities Master Plan, and others. The collegial governance committees review all institutional plans prior to submitting them to the Planning and Budgeting Council (PBC) (Standard I.B.3).

These activities have made the planning process more transparent than in the past and have strengthened the institution’s overall effectiveness in planning. The institution’s use of data and evidence was noted by the team, and the team found the efforts of the Office of Research, Planning and Grants commendable in providing this service through the Decision Support System (DSS), which has become the official source of real-time data for program and course-level planning. In addition, the successful establishment of Performance Indicator’s Report serves as the benchmarks for measuring college operational success and student learning. Furthermore, the cyclical assessment conducted mid-year and annually produces the most comprehensive reports capturing the college’s goal accomplishment of annual and cost-center plans.

However, the team noted that many of the planning efforts, while well-informed and useful as individual activities, were not integrated with each other or directly linked to the annual budget. Therefore, the team recommends that the college build upon its continuing planning and assessment efforts and develop an integrated process of institutional planning and assessment that combines strategic planning, educational planning, facilities planning, technology planning, and personnel planning in a manner
that links these planning processes to annual budgets. Planning should be based upon the findings of instructional and non-instructional program review, which should include clear criteria for resource reallocation and/or program and service development, expansion, or termination (Standards I.B, II.A.2.e, and II.A.2.f).

The team paid special attention to program review during the visit. Program review, for example, is not part of the overall planning guide (Standard II.A.2.e). Further, program review was not occurring in sync with curriculum review at the time when the team arrived. A separate committee and process exist to conduct faculty position allocation studies and this appeared to the team to be linked more closely with the annual budget planning cycle than the program review cycle. The team also found evidence of problems in conducting program reviews in a timely and consistent fashion across the institution. The team concurs with the findings in the college’s self study that it renew its commitment to program review and ensure its integration with curriculum review and resource decisions.

Finally, the team noted that City College of San Francisco has produced a wealth of documentation that informs both the college constituencies and the surrounding community of college developments and plans. There is remarkably effective communication between staff at different campuses regarding college activities and institutional performance; such vehicles as the Chancellor’s Annual Report to the Community, the Community E-Bulletin, and City Currents (which publishes minutes from shared governance committees) are examples of ways in which CCSF informs its community. Interviews with administrators, staff, and members of academic departments at various campuses reveal a high degree of satisfaction with the level of communication at the college. The Office of Research, Planning and Grants conducted a survey in 2004 that demonstrated rather high satisfaction with collaborative committee work. Conversations with CCSF employees and team members affirmed the existence of a sense of awareness of college-wide matters (Standard I.B.5).

Conclusions

The college has developed and operates in accordance with an appropriate mission statement. The institution has developed numerous planning activities and routinely engages in a review of its institutional effectiveness, although linkages for these planning and review activities need to be developed. The college’s documents are presented in an accurate and honest manner. The integration of its functions will be the next challenge for the institution.

Recommendations

Recommendation 1: Mission Statement

The team recommends that the college regularly review and approve the mission statement in a discrete process to ensure that it is clearly addressed. (Standards I.A.3 and I.A.4).
Recommendation 2: Planning and Assessment

The team recommends that the college build upon its continuing planning and assessment efforts and develop an integrated process of institutional planning and assessment that combines strategic planning, educational planning, facilities planning, technology planning, and personnel planning in a manner that links these planning processes to annual budgets. Planning should be based upon the findings of instructional and non-instructional program review, which should include clear criteria for resource reallocation and/or program and service development, expansion, or termination. (Standards I.B, II.A.2.e, and II.A.2.f).

STANDARD II

Student Learning Programs and Services

A. Instructional Programs

General Observations

The instructional programs of City College of San Francisco span a broad range of credit and noncredit programs, transfer and vocational paths of study, and an appropriate array of specialized instructional services for students preparing to improve their abilities via basic skills, ESL, and other forms of educational support.

In addition to its robust program of credit instruction, City College of San Francisco also offers programs and courses in noncredit instruction, with the noncredit program functioning as a direct feeder to the credit program. Transitional Studies, ESL, vocational certificate programs, and work from the Basic Skills Committee, demonstrate the dynamic curriculum offered by the institution to meet the diverse student learning needs. The Working Adults Degree Program, Construction Administrative Assistant program, Healthcare certificate programs and various vocational certificate programs are just a few of the examples of the institution providing skills and employment services to its constituency. The outreach efforts at neighborhood campus sites are highly effective in recruiting student enrollment in noncredit classes (Standard II.A.1.a).

The institution’s instructional programs are of high quality, offered by talented faculty members who are dedicated to the students’ learning needs in both credit and noncredit programs. New programs and technology-based learning labs have been established to meet the changing needs and requirements of students (Standard II.A.1.a). The faculty and staff are involved in continuous dialogue to evaluate their courses and assess student learning outcomes, as is described in the self study and illuminated in the thematic essays in which specific dialogues are chronicled (Standard II.A.2.b).
The college has established and implemented a program review process for instruction, student services, and administration. The primary purposes of engaging in the program review process are to enhance student learning, improve quality and efficiency of programs, and assist in establishing a foundation for annual budget requests and allocations. The institution is currently completing its second six-year program review cycle, and this process has continued since submission of the self study (Standard II.A.2.e).

With regard to distance education, the college offers approximately 70 courses online and about 20 telecourses, nearly all of which are transferable for college credit. Three certificate programs in the Computer Networking and Information Technology Department can be completed online. The college has taken care to monitor the quality and rigor of distance education courses and provides ongoing faculty training and support for this area of the curriculum.

The college has two units supporting the institutional requirement for audiovisual, multimedia materials, and broadcast media. These individual units provide support and learning opportunities for faculty and administration. The Media Center primarily provides audiovisual materials related to audio, visual, and multimedia as well as the equipment associated with these efforts. The Broadcast Media Services unit provides production services related to graphics and instructional materials, audio, and delivery of projection equipment. Educational technology supports the computer laboratories and instructional support requirements of the college.

Findings and Evidence

The team validated that City College of San Francisco offers a range of comprehensive credit and noncredit programs leading to transfer and vocational objectives for students at numerous campuses throughout the City and County of San Francisco. The college faculty members are well qualified for their instructional responsibilities and exhibit a deep interest in student success.

The team was impressed by the college’s new developments in biotech education, which, as one of the thematic essays demonstrated, shows the institution’s commitment to ensuring the currency of its educational program relative to new workforce needs, as well as its commitment to providing opportunities for students at the basic skills level in order to prepare them for these emerging opportunities. The college’s development of partnerships with this industry and its successful effort to obtain grant support are commendable examples of how this institution manages programmatic change.

The team was also impressed by model programs in noncredit education. The ESL Department, for example, allows the immigrant population of San Francisco opportunities to gain language acquisition and work entry skills. The faculty members have improved their program with new language labs, and assessment of student learning outcomes to better serve students. The ESL program has also made progress in assisting
students in transitioning from the noncredit to credit courses, and, with encouragement and support, toward transfer courses and the Associate Degree.

The team found that the program review process is clearly designed and organized to meet institutional requirements. The process is based on a six-year review cycle, with all programs scheduled for review within the cycle. Three major review processes have been established: 1) Instruction, 2) Student Services, and 3) Administration. Primary goals are to promote student learning and assist in establishing the foundation for the annual budget.

The college is presently completing its second program review cycle (1999-2006). The first cycle occurred during the 1992-1998 period. At the conclusion of each review cycle a comprehensive review of the program review process is undertaken. As a result of the first evaluation, the process was streamlined to ensure that the process itself did not become a hindrance to its effectiveness. One of the main adjustments was limiting program review reports to between 15 and 25 pages. This change ensured that previous reports in the range of 250 to 300 pages, not counting documentation, would not be developed. This change appears to have greatly improved the program review process by streamlining it (Standard II.A.2.e).

In 1999, a requirement to link strategic planning to program review was added to the program review process. There have been modest strides in the most recent program reviews to incorporate strategic planning components, but more needs to be accomplished. An additional change is that the Program Review Committee formally meets with the department chair, department members, and senior administrators to review and discuss the committee’s findings with the purpose of gaining additional insights regarding identified needs. A follow-up meeting is arranged between the program review chair, administration, and the committee, with the purpose of gaining additional insights regarding identified needs. Periodically, the administration is able to address an identified need on an immediate basis as a result of this process. This change had the positive effect of ensuring that the program review process and findings were acknowledged by the program review committee and senior administration, and where possible, positive actions taken (Standard II.A.2.f).

Review of completed program reviews indicate the reviews are inclusive of all college personnel associated with the areas under review. Each review presents a well-organized structure based on program review self-study framework, with unique structures as required by the area under review. For those areas that had previously conducted a program review study, a section is devoted to presenting how the action goals of the previous review had been addressed. This section clearly supports that the program review process is informally tied to college budget planning. However, there is not a direct linkage between program review action plans and budget allocations, nor is there a formal review of how many of the action plan items have been funded. Without such a formal review and linkage, it is difficult for the institution to determine the outcomes of the program review process or its success as a function of institutional effectiveness.
review. Upon completion of the report, a six-year action plan and timeline for accomplishing the identified plans is presented within the context of the report.

In its self study and in its thematic essays, City College of San Francisco presents a frank account of the difficulties it has had in finalizing and institutionalizing student learning outcomes. While identifying this as a major goal of the institution, the college has not as yet identified how this objective will be accomplished. In May 2005, the college indicated that an option exists for all programs/departments to enter into a discussion and assessment of student learning outcomes for courses and/or programs. As a result, student learning outcomes do not appear to be clearly presented as a significant goal within the program review process within the area of instruction, and do not appear appreciably within the context of program reviews (Standard II.A.2.b).

In reviewing this situation, the team recommends that the college ensure that student learning outcomes are fully institutionalized as a core element of college operations, with specific focus on curriculum and program development (Standards I.B.1, II.A.1.c, II.A.2, II.A.3, and II.A.6). The institution’s Education Master Plan should include a development plan for measuring and assessing student learning outcomes. The institution should also make arrangements to ensure that these assessments and the use of these assessments are implemented throughout the institution in a timely manner.

The team validated that at City College of San Francisco, distance education courses go through the same curriculum approval process as traditional courses. In addition, before a course is offered for the first time as an online course or telecourse, it is reviewed by the Office of Technology Mediated Instruction (TMI). The College Curriculum Committee and TMI office collaborate on procedures and review processes to ensure that distance education courses are equivalent in content and rigor to traditional courses.

The college licenses the course management system WebCT and hosts the application on its own server. IT dedicates the time of one FTE programmer/system administrator to the WebCT server. Training for faculty is provided through the Office of Technology Mediated Instruction and the Technology Learning Center. The former employs a full-time instructional designer; the latter employs a faculty director on 100% 10-month reassignment, in addition to a year-round classified trainer and a varying number of student interns. Faculty members who wish to teach online for the first time are required to complete a “development semester” of comprehensive training under the mentorship of the instructional designer.

The college’s library provides access to distance and off-campus users through its web page. Students can access the catalog and periodicals database and can request materials and assistance via email or telephone. Admission and registration services are available online, as is academic advising. Textbooks can be ordered online for either mail delivery or in-person pickup. Information about financial aid, placement, and counseling is available online or via telephone; however, these services are not offered in online format (Standard II.B.3.a and II.C.1.c).
Students can assess their readiness for online and/or telecourse learning and acquire information about technical requirements by visiting the Distance Learning web site. Students who have difficulty with the technology can contact their instructor via email or telephone for further advice. Students in online and telecourses are regularly surveyed to determine whether their needs are being met.

In addition to the TMI office and the assistance of the TLC, the college has created a Teaching and Learning Technology Roundtable, a faculty body that provides advice and guidance to Information Technology Services. A monthly meeting provides a means for distance education faculty to provide mutual support (Standard II.A.1.b).

The two support units, audiovisual and broadcast media services, are physically situated at different locations and operationally managed by different administrators. This separation of the two units has not promoted adequate operational integration of these two units, which the college should address along with appropriate levels of staffing. The college does not have a systematic plan for equipment replacement and new equipment requirements, with funding for these purposes presently limited primarily to VTEA, federal, state and private grants, and instructional block grants provided by the State. College infrastructure upgrade requirements have been successfully addressed as a result of the 2001 bond initiative. The college recently provided both full-time and part-time faculty either a desktop or laptop computer to assist them in meeting their educational and professional requirements. Computers within the college instructional laboratories are upgraded as funding becomes available, with replacement decisions based on upgrading those computers identified as in the greatest state of obsolescence.

The team was impressed by the standards and rigor of the college’s implementation of its instructional program. The institution’s award of credit is in compliance with the standards of accreditation and, although student learning outcomes are still a work-in-progress, student learning and stated achievement outcomes are the basis for the award of degrees and certificates (Standard II.A.2.h and II.A.2.i). The institution’s degrees and certificates, both academic and vocational, are also based upon appropriate standards for the transfer of credit and for employment. The college’s program of studies provides for students a comprehensive program of general education, which includes thoughtful provisions for the appreciation and understanding of diversity (Standard II.A.3). The college also maintains and implements and policies pertaining to academic honesty for students and the disciplinary consequences of violations (Standard II.A.67).

Conclusions

The team concluded that the institution through innovative new instructional programs and student learning services in the credit and noncredit courses, and dedication to offerings and developments in basic skills, transitional and vocational programs, demonstrates the integrity to uphold its mission of providing high-quality instruction to meet the needs of its diverse constituency. The team noted that while publicizing its policies, the college should take steps to ensure that an Academic Freedom statement is
included in the college catalog as well as any other appropriate publications (Standard II.B.2.a).

The college program review process is a systematic and well-organized process currently completing its second six-year cycle. Within the context of the second cycle the institution has initiated rudimentary movements to having such reviews being incorporated into strategic planning. The process does not precisely link budget decisions to program review findings and action plans.

The identification and assessment of student learning outcomes is being addressed in some departments, and although the curriculum committee has included in the new course outline template the inclusion of ‘Major Student Outcomes,’ there is no institutional progress toward assessing, validating and using the results of these learning outcomes.

The institution is actively working to comply with the Accrediting Commission policies on distance learning. There is continuing need for clearly defined and appropriate student learning outcomes in distance education, as in other areas of curriculum. On the whole, the college has made a clear commitment to delivering high-quality distance education courses and is providing outstanding support and training to distance-education faculty.

Within the funding limitations faced by the college there is general agreement that both operational funding and equipment purchases are appropriate in face of those severe limitations.

B. Student Support Services

General Observations

City College of San Francisco has a wide-ranging array of services to support students, from counseling to assessment to financial aid to instructional support. In addition, the services provided are developed to accommodate the needs of a highly diverse population of almost 100,000 students in credit and noncredit programs at a variety of campuses located throughout the City and County of San Francisco. The services provided are comprehensive and traditional for a public community college in California.

The institution has focused on improving this area of the college since the previous team visit, with an eye to ensuring its effectiveness in the light of changing student demographics. The transformation of the Student Services Division to the Student Development Division is an indication of the college’s commitment to student access, progress, learning, and success. The reorganization was a deliberate, participatory process that focused on “Students First – Striving for Excellence” and was centered on the concepts of student learning and development.
Findings and Evidence

The team validated that the reorganization of student services has contributed in a positive way to the effective functioning of the division as well as to staff morale. In the new organizational format, departments and programs collaborate, communicate, and share information and resources more readily than was the case before. There is a new energy, commitment, and shared vision that wasn’t evident prior to the reorganization. There was a shared acknowledgement that the leadership of the chancellor, and most notably the Vice Chancellor of Student Development/Academic Affairs, created a structure for communication and an environment that allowed for participation, decision-making, and individual investment in the process. Other contributing factors to the restructuring process were the Educational Master Plan of the Student Development Division and the use of technology.

The development of the Student Development Division’s section of the college’s Educational Master Plan provided a venue for individuals and programs to come together to hear the issues, challenges, and priorities of the respective departments and programs and to collaborate and problem-solve. It established lines of communication and an awareness of a shared vision and shared endeavor. The use of technology also contributed to this shared endeavor. Individuals and programs were forced to examine business practices and look at processes from a systems point of view. Program practices had to be reexamined to enable effective use of technology which provided opportunities for collaboration.

Among the thematic essays, the case studies, “Admission and Records Re-Engineering Study” and “Financial Aid: Focusing Institutional Attention” illustrate the institution’s commitment to improving services to students and provide an in-depth look at how the units addressed issues and concerns. The redesign of programs and services and the delivery systems has increased the accessibility of these services to students throughout the district. Though student accessibility to services is more readily available, there is also a challenge of providing consistent, accurate information. The college acknowledges that a lot of work still needs to be done, but there is a great sense of pride in what has been accomplished thus far (Standards II.B.1 and II.B.3.a).

The institution has an established structure for systematically assessing student support services by seeking input from faculty, staff, and students through the Student Services System Review, Program Reviews, College Performance Indicators, and Mid-Year Assessments. These reviews are undertaken with the assistance of the Office of Research, Planning, and Grants. The college’s growing utilization of research has improved the data base for and overall quality of decision-making, especially as it relates to Student Development (Standards II.B, II.B.3 and II.B.3.c.).

Because concern was expressed in the college’s self study regarding an uneven level of completion of program review, the team made a special effort to validate this concern, especially as it relates to Student Services. Based on information provided by the Student Development consultant, the program reviews for student services are on their way to
completion with a 73% completion rate at the present time. At the time of the team visit, four programs were conducting reviews. This is a significant improvement over the 40% completion rate that was cited in the self study. Student Development program reviews were delayed due to the major reconfiguration of the Counseling Department. After much deliberation and a comprehensive review and analysis, the college divided General Counseling into four components: New Student Counseling; Continuing Counseling; Transfer Counseling; and International Counseling, a reorganization which has been lauded throughout the college as immensely successful. Once the new components were defined, the programs were able to proceed with their program reviews (Standard II.B.4).

The institution has demonstrated its commitment to equitable access and has developed numerous programs and activities to support and enhance student understanding and appreciation of diversity. Established programs include: Puente, Asian Pacific American Student Success Program, African American Scholaristic Program, Latino Services Network, Multicultural Infusion Program, Multicultural Resource Center, EOPS, DSPS, Gay, Lesbian, Bi-Sexual Transgender Counseling Program (Standard II.B.3.d).

Placement instruments and practices are validated on a regular basis to ensure that biases are minimized. The Office of Research, Planning, and Grants is responsible for validation of the instruments that are utilized (Standard II.B.3.e).

The Student Development Division is taking the initiative in integrating student learning outcomes into their processes. Discussion and dialogue began three years ago through a series of workshops. In spring 2004, the division developed an Initial Inventory of Student Learning Outcomes. The Inventory asked programs to identify: General Skills and Competencies; Means of Identifying Learning Outcomes; Types of Assessment Tools; and Impact of Assessments of Student Learning. Eleven departments submitted responses. The departments include: Admissions, African American Scholaristic Programs, Career Development and Placement, Continuing Student Counseling, Disability Programs, Educational Opportunity Programs and Services, International Student Counseling, Learning Assistance, Latino Services Network, Student Health Services, Transfer Center. These same programs are working to develop processes for assessment. The Student Development Division has emerged within the college as one of the leaders in the incorporation of student learning outcomes for student services (Standards II.B, II.B.1, II.B.3.a, II.B.3.c, II.B.3.d and II.B.4.).

The college provides a catalog for its constituencies with the appropriate information. This information is provided through numerous publications and documents at campus sites and on the college’s website. However, the catalog does not include an Academic Freedom Statement. Board Policy 6.06 addresses Academic Freedom stating, “The District is unequivocally and unalterably committed to the principle of academic freedom …..” It is the intention of the college to include the Academic Freedom statement in the next publication of the college catalog (Standard II.B.2.a.b.c.d).

The college’s self study states, “The College should develop Board policies and procedures to govern the permanent maintenance of all student records, ensuring that
they are secure and confidential with provisions for the backup of files, regardless of the form in which those files are maintained.” Interviews revealed that discussions on what to do with paper documents have taken place to address the issues of available space, the number of years documents need to stored and maintained, imaged, and/or purged. A private company was utilized to image documents on CD, but due to budget constraints that was no longer a viable option. Proposals have been submitted by the programs responsible for student and financial records that are being reviewed. The college is also waiting to receive a legal opinion as to what documents can be eliminated. There is no defined timeline to address this issue (Standard II.B.3.f).

**Conclusions**

The institution has clearly demonstrated its commitment to students to provide an inclusive, supportive learning environment for its highly diverse student population. The reorganization from a Student Services Division to a Student Development Division was a deliberate and conscientious effort by the division to provide a pathway for student access, progress, learning, and success. Programs and systems of delivery were reorganized to provide pro-active interventions throughout the students’ experience with the institution. The college is greatly sensitive to the needs of diverse student populations and has created programs and activities to address the unique needs of these groups. On a practical note, the college still needs to address the issue of permanent maintenance of all student records (Standard II.B.3.f). The college and the division have demonstrated a commitment to systematically assess services through the implementation of Program Reviews and assessments as well as by engaging in ongoing dialogue (Standard II.B, II.B.1, II.B.3, and II.B.4).

**C. Library and Learning Support Services**

**General Observations**

City College of San Francisco has extensive library and learning support services, which it deploys effectively for students. The team was impressed by the qualifications and dedication of the faculty and staff in the library and learning support departments at both the Rosenberg Library at the Ocean Campus and the other campus locations. The college’s bond measures have contributed greatly to the improvement of technology for these functions, as well as to the improvement and upgrade of facilities. The Rosenberg facility is heavily used by students, includes active student learning activities, and has well-utilized technology areas, labs, study rooms, assistive technology, as well as a high tech center and media center. The team validated that the other campus facilities include faculty and staff who are proud of their operations and the relationship of recent improvements to student learning. These departments have positively embraced technology, the evaluation of services, and the improvement of instruction and student learning opportunities as part of their ongoing functions.
Findings and Evidence

The Library Learning Resources Department, along with the Learning Assistance Center, has developed student learning outcomes for instruction and services using various types of measurement, including surveys and feedback from students and faculty. They acknowledged the help from Research and Planning in making this process move ahead effectively. Ongoing surveys are used to determine the level of and improve assistance to students, to improve service to faculty members, as follow-up to instruction sessions and as regular feedback mechanisms regarding information competency courses. Similar processes are carried out at all campuses to assist in their evaluation of services. Feedback from these evaluative activities has led to improved services affecting hours of operation, more effective instruction sessions, and the identification of student learning outcomes for information competency. The results have also led to improved instructional delivery. The student learning outcomes results were well documented in the self study evidence provided to the team (Standard II.C. 2).

The college has made a strong effort to ensure that students and faculty are served at all the campuses. These efforts and strategies include: continuous access to research databases and the library catalog, e-mail access to librarians, regular delivery of books and media equipment to the campuses, distance learning courses and faculty training, support for disabled students, cross-training and shared responsibilities, and excellent exhibitions that are jointly planned for all campuses. There is a team spirit within this unit, as well as a successful commitment to provide and share services between the campuses (Standard II.C.1.c).

City College of San Francisco has not only established information competency as an important component in instructional workshop sessions, but has encouraged faculty collaboration on assignments in courses and student learning outcomes. Information competency is also now a graduation requirement as the result of an extensive effort that involved many people and groups (Standard II.C.1.b).

Library liaisons to various divisions, learning assistance center involvement with subject areas, and multi-media training for faculty to address different learning styles are all important in establishing the appropriate collaboration among all the campuses to help ensure a consistency in support for student learning. All the groups in this area indicated that they were working on improved communication throughout the college and that they were pleased with the direction of the teamwork and interaction that is occurring (Standard II.C.1 and II.A.3.b).

Within the overall climate of improved communication and collaboration at City College of San Francisco, the budget situation has taken a negative toll. The funding situation with the book collection remains problematic. There is acknowledgment that overall funding for books is still quite difficult due to campus fiscal issues even though the bond efforts have improved facilities and services in general. The librarians are working on strategies to address the ongoing funding problems and at the same time continue to work with faculty in departments in terms of support for their curriculum needs. The Friends
of the Library have been very supportive with funds raised from their book sales and other donations, but that does not answer the long-range needs for consistent and increased levels of funding. The deliveries of library materials to campuses are helpful, enabling the institution to make maximum use of its collection throughout the institution. Although availability issues have been addressed, the library faculty and some of the survey respondents have expressed great concern about the age of the overall collection, with many books that are outdated by two or more decades. This issue needs to be addressed within the overall campus planning and budgeting process (Standard II.C.1.a).

Conclusions

The team validated that the college has made significant progress in addressing the areas covered in Standard II.C since the last self study, especially in terms of student learning outcomes in information competency courses and the use of technology to improve student learning. Infusion of information competency into general courses, regular workshops, and the creation of the graduation requirement for information competency are quite impressive accomplishments. The library and learning support units have incorporated evaluation and planning within their regular work, and document these aspects of their activities. Library resources are made available throughout the institution and a collaborative effort among the campuses is impressive. However, the college needs to address the age of the book collection as part of its institutional planning and budgeting activities. The institution has done an admirable and successful job in meeting accrediting standards in this area.

Recommendation

Recommendation 3: Student Learning Outcomes

The team recommends that the college ensure that student learning outcomes are fully institutionalized as a core element of college operations, with specific focus on curriculum and program development. (Standards I.B.1, II.A.1.c, II.A.2, II.A.3, and II.A.6).

STANDARD III

Resources

A. Human Resources

General Observations

City College of San Francisco employs a dedicated staff of over 700 full-time and 1,100 adjunct or part-time faculty in credit and noncredit programs at campuses throughout the City and County of San Francisco. A full complement of administrators and classified staff also
participate in the operation of the institution. Published policies relating to the hiring, evaluation, and professional development govern activities pertaining to all segments of the staff.

**Findings and Evidence**

The team validated that the college faculty and staff are well qualified for their positions and sufficient in number to provide high-quality programs and services for students (Standard II.A.1). The college has clear policies and procedures governing the employment, retention, evaluation and professional development of its personnel (Standard III.A.1.a and III.A.3). To maintain the faculty complement and ensure its deployment for appropriate programs and services, the college has relegated position allocations to a participatory governance process addressed by the Faculty Positions Allocation Committee. The approval for filling classified vacancies has recently shifted from the Classified Employee Position Committee (a collegial governance committee) to the vice chancellors due to budget restrictions. The allocation of new or reorganized administrative positions is the purview of the chancellor, a process in which he has chosen to involve the Academic Senate.

Faculty and staff are regularly evaluated in accordance with institutional policies. The Human Resources Office has recently completed a revision of the Classified Performance Evaluation form. The college has taken steps to improve the consistency and frequency of the evaluation process, and has ensured that evaluation requirements are met. All segments of the staff have some access to opportunities for professional development (Standard III.A.1.b).

The team was able to validate that the institution maintains a sufficient number of qualified faculty members with full-time responsibility to the institution, although efforts are underway to increase the representation of full-time faculty in both credit and noncredit programs (Standard III.A.1). The institution has a sufficient number of staff and administrators for its operations, although the small size of the administrative staff is challenged with numerous responsibilities. The college has also made a strong effort to ensure that its faculty and staff are diverse (Standard III.A.4). The team was impressed by the positive spirit of cooperation and support for the institution and its students exhibited by all members of the college community. The team also encourages the college to incorporate examination of appropriate administrative staffing levels in its planning processes as it continues to expand programs and services.

The college carries out faculty evaluations and the evaluations for all academic personnel on a regular basis (Standard III.A.1.c) and holds them through published guidelines to high standards of professional ethics (Standard III.A.1.d).

The college continues to promote professional development activities to its employees. Although staff development funding that is received from the California Community College Chancellor’s Office has been significantly reduced, the college continues to conduct FLEX Day activities each semester for faculty and during the spring semester for classified staff. Despite the lack of funding, opportunities for professional development are provided (Standard III.A.5). In addition, individual units provide development and training activities for employees in their areas. The team noted that the college plans to explore ways to surmount funding difficulties in order to keep pace with professional development needs.
Conclusions

City College of San Francisco has successfully addressed the accreditation standard pertaining to Human Resources. The institution is fortunate in the qualifications and commitment that are evidenced in its faculty, staff, and administration, and will need to ensure that the appropriate levels of each staffing segment are provided as the college develops, and that professional development activities keep pace with the needs of all employees.

B. Physical Resources

General Observations

City College of San Francisco consists of both state-of-the art and outdated facilities at its numerous campuses. Ambitious efforts have produced some impressive buildings in recent years, enabling the college to expand. Gradual acquisitions of property supported the college’s expansion. The institution was also successful in passing three bond measures that provided new construction and campus facilities upgrades: a $50 million bond in 1997; a $195 million bond in 2001; and a $246 million bond in 2005. City College of San Francisco has been fortunate in a high level of public support for these measures. It now offers classes at 12 primary campuses and 200 smaller sites within the City of San Francisco and San Francisco County.

Other physical resources at campuses of City College of San Francisco are, for the most part, rather old, and some are functionally obsolete. As a result, the district has undertaken an ambitious program of modernizing its physical plant, a process that is still underway, and will not be completed for a number of years.

Facilities planning, maintenance, and safety are ongoing processes of the institution, with satisfactory results. However, the self study concentrated on the construction and modernization components, paying less attention to the other aspects.

Findings and Evidence

The college has been immensely successful in acquiring capital funding for its facilities needs and developing plans that have resulted in a much more cohesive institution. The college has also done a remarkable job in its facilities-related communications with district employees, with local governmental agencies, and the public. The college has a participatory committee that oversees most facilities-related issues, the Facilities Review Committee (FRC). The Facilities Review Committee is responsible for making annual recommendations to the Board of Trustees with regard to the priority of projects to be submitted to the California Community College Chancellor’s Office for state funding, and projects that will be funded through the bond proceeds (Standard III.B.1.a).

This committee is composed in a manner that ensures broad representation from the college community. The team noted that there is great confidence among the campus constituencies in
the committee’s ability to accomplish necessary tasks and staff throughout the district indicated that they had ample opportunities for involvement in facilities planning. At the same time, the team noted that facilities planning still needs to be more closely linked with educational planning and with budgetary strategies. The college has a wide variety of plans. The interrelationship of these plans is paramount in assuring the optimal operation of the institution. There are situations where the plans are not as well integrated as they should be. The relationship between the Educational Master Plan, the Facilities Master Plan, and the various budget plans should be more effectively integrated (Standard, Preamble and III.B, III.B.2.b).

The self study did not describe the extent to which the college has dealt with the safety of its facilities. While a number of measures have been taken, there exists a need to make improvements in order to optimize this aspect of facilities management. A subcommittee of the Facilities Review Committee addresses issues of health and safety. This committee works with issues on an ad hoc basis, where problems are resolved as they arrive. This leaves a gap that should be filled because the issues are necessarily reactive, not proactive. For example, there have been complaints regarding inadequate night lighting in certain sections of the campus. Rather than waiting for people to report nonfunctioning lights, or poor lighting conditions, the college should seek out the problems and deal with them prior to getting a complaint. In order to increase effectiveness of the health and safety management of its facilities, the team encourages the college to formalize its Health and Safety committee process, and structure its actions to ensure that issues are dealt with in a proactive manner (Standard III.B.1.b).

Another issue that is important in ensuring safety of campus users is contingency planning. It is important that adequate plans are developed, that adequate training occurs, and that adequate equipment and supplies are purchased and maintained to be in a position to properly deal with unforeseen eventualities. The team recommends that the college ensure the development of adequate contingency plans, which should be implemented in a timely manner in order to reduce potential exposure to losses (Standard III.D.2.c).

The college has made a good effort to provide police coverage and other services for all of its campuses and satellite sites. However, its effort to provide consistent facilities maintenance support to all areas is uneven. The age of some of its facilities causes challenges in many ways, including accessibility and seismic safety. The college has been paying careful attention to its development of adequate plans to quickly resolve its deficiencies and will need to continue doing so (Standard III.B.1.b).

Another challenge faced by the college is the manner in which it funds ongoing maintenance costs, as well as furniture and equipment replacement costs. Due to the overall financial constraints that the college is experiencing, there are insufficient funds to adequately staff maintenance personnel for new facilities, provide replacement items such as carpeting and furniture in existing buildings, and purchase equipment that is needed in normal operations support. The team recommends that the college include the future costs of operating and maintaining new and existing facilities in its planning models and allocate funds in a timely manner to ensure the effective operation of these facilities (Standard III.B.2.a).
Conclusions

City College of San Francisco has complied with the basis provisions of this accreditation standard. The institution has developed, expanded, maintained, and planned for its facilities in an impressive manner, with successful efforts in funding. Facilities plans need to be better integrated with other functions. Due to its overall financial condition and due to the age of its facilities, the college will need to make additional efforts to ensure a consistent standard of maintenance across the district.

C. Technology Resources

General Observations

City College of San Francisco has demonstrated an acute awareness of technology needs and has made both progress and plans to meet them. With funding from the recent bond measures, major upgrades in technology infrastructure have been accomplished. The planning process involves various constituencies and is quite decentralized; however, there is clear communication among planning units and central oversight of technology acquisition and maintenance decisions. A commitment to offering online classes is backed up by a corresponding commitment to supporting them with adequate personnel and hardware. Because technology was an important consideration in the previous self study and team visit, the team gave this area of its 2006 review extensive attention.

Findings and Evidence

The Information Technology Policy Committee, which represents all campus constituencies, is responsible for identifying and meeting the institution’s technology needs. On the academic side, the Information Technology Policy Committee is advised by the faculty Teaching and Learning Technology Roundtable; on the administrative side, input comes from the Information Technology staff and the Banner Data Management Group. This process ensures that technology support is related to other college needs (Standard III.C.1).

The Information Technology Policy Committee makes recommendations to the administration on technology services, facilities, hardware, and software. The campus licenses the online course management system WebCT and hosts it on its own server to accommodate distance learning programs and courses. All mission-critical servers are backed up with off-site storage, and non-mission-critical servers are backed up on key components. A draft plan exists for business continuity in the event of emergency loss of data systems. IT personnel report password protections and firewalls are in place, along with physical security. Banner functionality limits access to personnel data to those with legitimate need-to-know. Technology services have been effectively provided (Standard III.C.1.a).

To identify training needs, the college has surveyed employees’ self-rated computer technology skills. In addition, the Technology Learning Center trainer has met with staff supervisors to identify needs of staff and has created training opportunities targeted to match the identified
needs. The Technology Learning Center provides training to faculty and staff. Scheduled workshops are offered in addition to as-needed assistance. Links are provided to statewide resources. A technology help desk is provided five days per week via the Technology Learning Center. Thus, the college has addressed its professional development needs for technology (Standard III.C.1.b).

Infrastructure and desktop hardware have been upgraded utilizing funding from the recent bond measures, with a “desktop rollout” of new computers for faculty and staff in 2001-2002. Thus, faculty members are now working with five-year-old hardware. Replacements and upgrades are prioritized on a case-by-case basis by IT staff, also utilizing bond funding. Laboratory computers have been paid for using one-time money from state sources, and in some cases replacement of laboratory computers has been through the “down-streaming” of replaced hardware in other facilities. The cost of regular replacement of outdated hardware and infrastructure has not been institutionalized in the college budget. The college falls short of meeting this standard due to the dependence on ad hoc funding sources for critical technology acquisition and replacement (Standard III.C.1.c).

Decisions regarding the use and distribution of technology resources are coordinated by the Information Technology Policy Committee, which receives advice and input from the Teaching-Learning Technology Roundtable as well as from the various unit technology plans. Bond funding has been used to significantly upgrade technical infrastructure, including connectivity with major sites away from the Ocean campus. The institution has appropriate plans for disaster recovery as well as ongoing maintenance (Standard III.C.1.d).

A number of discrete technology plans exist, e.g. a library technology plan, an educational technology plan, a student development division technology plan, and an information technology services technology plan. Some plans are current; others are outdated. Due to the decentralized planning process, the various constituencies of technology users have ample opportunity to express their needs and participate in planning. Although a master technology plan is not yet in existence, the institution is preparing to create one. The various unit plans are not created in isolation; in practice they are all ultimately reviewed by the Information Technology Policy Committee. Facilities planning is integrated with technology planning. Priority is given to acquisition of technology that will result in long-term cost savings to the institution. However, integrated planning in accordance with this standard, while well on its way, has yet to be achieved (Standard III.C.2).

Conclusions

There is ample evidence of commitment to technology planning; the missing piece is a unified college-wide technology plan. However, the institution is working to produce such a plan. The needs of technology-using constituencies are assessed and addressed in the planning process, and technology planning is appropriately integrated with facilities planning. Significant improvements in technology infrastructure have been accomplished and are commendable. The dependence on “soft money,” such as funding from bond measures and special fundraising for technology acquisition and maintenance, does not achieve the same end as an ongoing source of support would provide. The team
recommends that all unit technology plans be brought up-to-date, and that a unified college-wide technology plan be developed. This plan should be integrated with facilities and budget plans. Funds for technology acquisition and maintenance, including regular replacement of outdated hardware, should be integrated into the institution’s budget. (Standards I.B.4, I.B.6, III.C.1, and III.C.2).

D. Financial Resources

General Observations

Like many California community colleges and other institutions in the WASC region, City College of San Francisco had labored under insufficient budgets for many years. As California’s largest provider of noncredit education, the college’s fiscal health has been further challenged by the state’s ongoing low level of funding for noncredit instruction. The institution has made excellent and prudent use of its resources. It has been successful in acquiring external funding for facilities and equipment improvements through bond measures and grants, and has developed new program directions through industry partnerships.

The college has also been very effective in its efforts to convey to its employees an accurate perception of its financial position. The team consistently heard comments expressing the awareness that this is a tight budget year and that next year will be another challenging year. The common theme that is also conveyed is that all employees and divisions have input into the budgeting process and that the administration is sensitive to their individual and area needs. The chancellor, the vice chancellor for finance, and the Board deserve special commendation for the manner in which they have addressed the college’s fiscal needs.

Findings and Evidence

The college has implemented a large number of individual plans that address many facets of the organization. The City College of San Francisco Management Plan is created each spring and combines short-term and long-term financial needs identified in these plans, along with the institutional vision and mission, and results in the generation of the Annual Budget. The Planning and Budgeting Council is composed of members from Administration, Faculty, Classified Staff, and Students. It meets monthly and is the venue for ongoing analysis of the financial health of the college. Minutes from these meetings reflect ongoing discussions on both short-range and long-range financial issues of the college (Standard III.D.1.a).

The college is very effective in determining and sharing information relative to conveying both its short-range and long-range financial priorities. Monthly Financial Statements to the Board of Trustees as well as the Quarterly Financial Statements are very comprehensive. However, the institution still faces the challenge of integrating its financial planning with the other individual plans that are developed within the college (Standard III.D.1.a).
The college has been very diligent in pursuing financial resources from a wide variety of sources. Its successful Bond efforts of 2001 and 2005 have provided $441.3 million dollars to the college, in addition to state and private funding procurement. The Institutional Advancement Plan identifies strategies to seek funds from both public and private sources. This plan also identifies funding priorities of the college as well as estimated costs and lists specific potential sources of funding to be pursued for each of the identified priorities. The team notes that the district has made improvements in its construction management processes and encourages exploration of further efficiencies in order to optimize the use of available funding. The team also noted that important partnerships with industry are underway that support new program developments, such as in the biotech field, further maximizing resources (Standard III.D.1.b).

City College of San Francisco faces a major challenge regarding the long-term liability caused by retiree health benefits. In years past, the institution has paid its required premiums on a year-to-year basis, without making a provision for retiring this extremely large debt. A recent actuarial study conducted to determine the amount needed to fully fund the retiree health benefits plan has resulted in the identification of a total cost that is of great concern to the college leadership. The college is considering several strategies to address this long-term financial need during its planning for the next fiscal year. The team encourages the college to develop a plan to address this long-term financial liability (Standard III.D.1.c).

The institution manages its finances in accordance with accepted practices and provides the necessary oversight for its funds and processes. The college maintains a regular schedule of audits, extends its oversight to auxiliary and fund-raising functions, manages contracts in accordance with accreditation and administrative standards, and provides broad information about its financial planning and processes (Standard III.D.2). The budgetary constraints that the college has recently faced have caused the institution to attend even more closely to issues of financial management.

The college’s budgetary pressures have required other measures to ensure a balanced budget in recent years. In order to accomplish a break-even budget the college contributed funds to its annual operating budget from its reserves for two of the past three years. While this is the purpose for which reserves are maintained, the reliance upon this method is of concern. The administration is pursuing strategies that will allow the college to maintain the minimum reserve advocated by its auditors and required by the California Community Colleges State Chancellor’s Office (Standard III.D.2.c).

Also of concern is the fact that the institution currently expends approximately 92 percent of its budget on salaries and fringe benefits. This imbalance will be a significant deterrent as the college seeks to fill positions that have been left vacant in efforts to reduce operational expenses in line with the amount of revenue that the college receives. There is great awareness of this problem throughout the institution. The institution is to be commended that in tight budget times its employees agreed to implement a freeze in the salary structure for two years. This reflects a dedication to the college by its employees that is very rare.
Conclusions

City College of San Francisco plans and manages its resources effectively. However, it is now facing multiple financial challenges due to underfunding, the impending impact of a long-term financial liability, and the increasing proportion of personnel costs within its overall budget. In order to prepare for the future and ensure the institution’s financial stability, the college leadership will need to develop new plans and strategies through a process that has already been initiated by the chancellor. The team recommends that the college develop a financial strategy that will: match ongoing expenditures with ongoing revenue; maintain the minimum prudent reserve level; reduce the percentage of its annual budget that is utilized for salaries and benefits; and address funding for retiree health benefits costs. (Standards III.D.1.b, III.D.2.c, and III.D.2.d)

Recommendations

Recommendation 4: Financial Planning and Stability

The team recommends that the college develop a financial strategy that will: match ongoing expenditures with ongoing revenue; maintain the minimum prudent reserve level; reduce the percentage of its annual budget that is utilized for salaries and benefits; and address funding for retiree health benefits costs. (Standards III.D.1.b, III.D.2.c, and III.D.2.d).

Recommendation 5: Physical Facilities Contingency Planning

The team recommends that the college ensure the development of adequate contingency plans, which should be implemented in a timely manner in order to reduce potential exposure to losses. (Standard III.D.2.c).

Recommendation 6: Physical Facilities Maintenance Planning

The team recommends that the college include the future costs of operating and maintaining new and existing facilities in its planning models and allocate funds in a timely manner to ensure the effective operation of these facilities. (Standard II.B.2.a).

Recommendation 7: Technology Planning

The team recommends that all unit technology plans be brought up-to-date, and that a unified college-wide technology plan be developed. This plan should be integrated with facilities and budget plans. Funds for technology acquisition and maintenance, including regular replacement of outdated hardware, should be integrated into the institution’s budget. (Standards I.B.4, I.B.6, III.C.1, and III.C.2)
STANDARD IV

Leadership and Governance

A. Decision-Making Roles and Processes

General Observations

The City College of San Francisco Vision Statement calls for “a working environment for all faculty, staff, and administrators where everyone is valued and the climate is supportive, positive and productive.” The college’s policy manual also encourages such a working environment. The Vision Statement reflects the institution’s commitment to excellence. This philosophy has guided the institution in its reorganization from separate institutions within a district to a single college. The team was impressed by the extent and success of the effort that all have made to make the new organization function effectively utilizing a well-constructed system of collegial governance. The chancellor, the Academic Senate leadership, the vice chancellors and administrators, the department chairs, the faculty and staff, student leaders, and the Board of Trustees have all contributed to the success of the new organization.

Findings and Evidence

City College of San Francisco has a robust and dynamic collegial governance system that is both proactive and responsive to the issues, needs and concerns of the institution. It has broad-based participation and fosters collegiality among and within its stakeholders. The college governance system has three components: 1. The Collegial Governance system in which the college relies primarily on the advice of the Academic Senate; 2. The College Advisory system; and 3. The Planning and Budget Council. There are considerable mechanics specified in policy and administrative regulations for the committees (Standard IV.A.3).

The college has a written policy manual for faculty, staff, administrators, and student participation in decision making processes. The manual specifies representation from constituency groups and defines their participation in the formulation of policies and regulations. The governance manual is dated 2005 (Standard IV.A.2).

The college produces three documents which detail the participatory governance structure and its evaluation. They are: the Shared Governance Handbook, the City College of San Francisco Annual Shared Governance Report, and the City College of San Francisco Evaluation of Shared Governance. Each document is published annually with periodic updates to the handbook made several times during the year. The documents are disseminated widely (Standard IV.A.5). The college established the position of Coordinator of Shared Governance, and this individual maintains a comprehensive website to provide currency in all facets of the system, including issues, timelines, calendars, meeting minutes and committee representatives. The college has demonstrated its commitment to broad participation in decision-making (Standard IV.A. 1 and IV.A.2).
The college has a continuing history of integrity and honesty with the Accrediting Commission. Accreditation evaluation visits and workshops over the last decade have produced productive working relationships with the commission. Mid-term and annual reports have been submitted as requested. Since the last accrediting team visit in 2000, all recommendations have been addressed and have been fully or partially implemented. Annual reports are submitted to the Commission in a timely manner. There have been no citations of difficulty for City College of San Francisco. The team validated that the relationship between City College of San Francisco and the Accrediting Commission is excellent (Standard IV.A.4).

The team noted that City College of San Francisco also appears to have an excellent relationship with the U.S. Department of Education. Various USDE grants have been awarded to City College of San Francisco. The Program Participation Agreement with USDE for financial aid has been approved through June 30, 2009. This agreement requires compliance with federal standards.

Conclusions

The quality of decision-making at City College San Francisco has been greatly enhanced by its effective system of collegial governance in which all governance leaders and stakeholders have made a concerted effort to work together to achieve mutual goals for the benefit of students. The team found this effort commendable.

B. Board and Administrative Organization

General Observations

City College of San Francisco is governed by a seven member board, elected at large, by the voters of the City and County of San Francisco. The one student member, elected by the Associated Student Body, may cast an advisory vote in board meetings. A policy code of ethics governs the conduct of the board. The governing board represents all segments of the community and advocates for their needs. Members of the board function as a group; individual board members have no legal standing or function (Standard IV.B.1).

In 1998, the Board of Trustees appointed a new chancellor for the college and district. The chancellor serves as the chief executive officer of the organization and, in conjunction with the governing board, the administrative structure, and the collegial governance system, directs the planning and management activities of the institution.

Findings and Evidence

Since the last accreditation evaluation visit the Board of Trustees has increased its workload and commitment by adding monthly working sessions and regular board retreats in addition to its regular schedule of meetings. The board assumes ultimate responsibility for educational, legal and financial matters; it reviews and evaluates all
aspects of planning and assessment, as well as student learning programs and services and the allocation of resources to support them (Standard IV.B.1).

The Board of Trustees publishes a policy manual which is available throughout the district; it addresses the board’s size, duties, structure and operating procedures. The manual is reviewed and revised as needed using a subscription to the Community College League’s Board Policy and Administrative Procedure Service. Dates of approval indicate that the board has adopted policy revisions regularly.

Since the 2000 accreditation, the board has reviewed and adopted a College Strategic Plan, an Educational Master Plan and Annual Plans for each fiscal year. Board policies are structured to support the mission of the college. The board demonstrates accountability to the mission through appropriate delegation of tasks to the chancellor and the ongoing oversight of the goals of the institution. The board uses its authority to create broad policies to ensure the integrity of the college in the fulfillment of its mission (Standard IV.B).

The governing board received periodic information and reports regarding accreditation. They participated in a workshop provided by WASC commission members on the new standards and the emphasis on student learning outcomes. They received timely reports and information about the progress of the self study. A board member served on the Standard IV Committee and acted as a liaison to the board from the Self Study Steering Committee. The member facilitated a discussion of content and potential responses to standards that relate to the Board of Trustees. During the visit, the team was impressed by board members’ availability as well as by their knowledge about and involvement in the accreditation process (Standard IV.B.1.i).

In the past there has been no specific self evaluation process by the board. However, the board has decided to establish a written policy. The board has scheduled periodic retreats to discuss their work, including improvement suggestions and the formulating of three annual priorities. The team recommends that the Board of Trustees establish a method of self evaluation, determine the schedule for this process, and complete self evaluations on a regular basis (Standard IV.B.1.g).

The City College of San Francisco board has a policy defining a code of ethics and responsibilities that provides sanctions for violating the code. Violations would result in written censure charges followed by a committee hearing and a resultant finding of recommendation to the full board (Standard IV.B.1.h). To date no such actions have had to be taken.

The chancellor has shown considerable leadership, both philosophical and executive, recognizing he has primary responsibility for the quality of the institution. He delegates authority to administrators and others where indicated. He has established a collaborative process that identifies values, goals and priorities. The chancellor communicates his intentions for the college through a comprehensive and integrated, research-based system of planning, budgeting and assessment tied to the eight strategic priorities of the college.
The process is led by the Planning and Budgeting Council, a collegial governance organization which he chairs. The chancellor oversees the research function of the college (Standard IV.B.2.b).

A series of annual reports and assessments for the college budgeting and planning systems are produced. The college also produces Mid-Year and End-of-Year Assessment Reports on the status of its objectives each year. City College of San Francisco clearly has a productive administrative leader in its chief executive officer (Standard IV.B.2). The chancellor is to be commended for his excellent leadership. His decision-making skills, problem-solving approach and ability to reach consensus were cited by many during the visit as examples of his leadership. He is considered an ethical leader who is providing effective leadership to the entire organization.

The team validated that the chancellor’s administrative structure is highly efficient, relying upon three administrative areas, in addition to his own, to ensure that all annual operational and developmental objectives are achieved; the three areas are student development, academic affairs and finance and administration (Standard IV.B.2.a). The chancellor maintains systematic and ongoing communication with all constituencies within the college. Through outreach activities directed by the chancellor, the community is kept informed of the workings of the college. These activities include meetings with city and county officials, the chamber of commerce, the Workforce Investment Board and other community organizations. He also distributes an annual report on the college for all residents of San Francisco (Standard IV.B.2.e).

Conclusions

The team was impressed by both the quality of decisions and the dedication that the governing board and the chancellor bring to their leadership and stewardship of City College of San Francisco. The institution is well organized for its mission and purposes and effectively led in directions to ensure its success.

Recommendation

Recommendation 8: Board of Trustees Evaluation

The team recommends that the Board of Trustees establish a method of self evaluation, determine the schedule for this process, and complete self evaluations on a regular basis. (Standard IV.B.1.g).