CITY COLLEGE OF SAN FRANCISCO
50 PHELAN AVENUE
SAN FRANCISCO, CA 94112

MIDTERM REPORT TO

The Western Association of Schools and Colleges

OCTOBER 2002
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Statement of Report Preparation

The original Institutional Self-study Steering Committee was reassembled in March 2002. Membership had changed slightly based on current job assignments and areas of interest. The major recommendations were reviewed, the appropriate Standard committees were identified and individual leadership responsibilities were assigned. These leaders sought input in several ways. Some called together the original Standard committees to work on the draft, others reviewed the recommendations/plans in collaboration with the appropriate shared governance committees, and some solicited information from relevant individuals. Presentations were made to Associated Students, to the Board of Trustees’ Education Committee and to the College Council highlighting the process and the opportunities for input. The leaders then composed their first drafts and submitted them to the Accreditation Liaison Officer (ALO) in mid-April. The ALO compiled the overall first draft and distributed it to the Steering Committee prior to their second meeting in mid-May. At that meeting, revisions were suggested and basic agreement on content reached. During the summer months, the ALO edited the revised first draft for clarity and prepared the second draft. That draft was distributed to the Steering Committee and to the Board of Trustees during the first week of the Fall 2002 semester. Final revisions were submitted to the ALO in early September. The Mid-Term Report was approved by the Board of Trustees on November 7, 2002.

Dr. Philip R. Day, Jr.
Chancellor

Rodel E. Rodis
President, Board of Trustees

David Yee
Academic Senate

Darlene Alioto
Department Chairpersons

Alice Shvarts
Classified Senate

Richard Cantora
Student Trustee

Sandra Handler
Accreditation Liaison Officer
Chair, Accreditation Steering Committee/
Midterm Report
Responses to Recommendations from the Visiting Team
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 institutionalization of the College's planning and budgeting system is complete. During the past twelve months, the College instituted a mid-year assessment report on the progress and achievements of the annual plan, and an end-of-year assessment report detailing how each major cost center addressed and completed their developmental objectives. Consequently, the College now has a complete budget and planning process that begins with the development of the annual plan by the Planning and Budgeting Council (PBC), the approval of the plan by the Board of Trustees, the development of unit and major cost center annual objectives based upon the annual plan, and proposed budgets to support the achievement of the objectives. The PBC reviews all proposed annual objectives and budgets for the major cost centers each April and approves a tentative budget that is then forwarded to the Board of Trustees for final approval. The mid-year and end-of-year assessment reports ensure that the College monitors the progress and achievement of cost center objectives.

The program review system provides for a review of all college units in administration, student services and instruction every six years. Program review includes an evaluation of how well each unit addresses the major priorities contained within the college's strategic plan. These priorities are the foundation for the annual objectives that are part of the budgeting and planning process.
Response to Major Recommendation #2
Student Development

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.

The College has developed and is implementing its educational plan to ensure that appropriate access to services is available for all students at all locations. An assessment of the student services system identified key strategies to increase accessibility and utility across the District. As a result, a restructuring of counseling services has taken place. The former General Counseling Department has been divided into four departments, each headed by a department chair. These departments are New Student Counseling, Continuing Student Counseling, International Student Counseling, and Transfer Student Counseling. The new model systematically aligns the organization and delivery of services with the needs of all students as they develop from entry to exit. It allows specialized departments to perform targeted outreach to specific populations and to expand their area of service to the campuses through enhanced programs and services. Moreover, students receive more support services as they transition from non-credit to credit. This is the first year of this structure and it is being monitored carefully and evaluated to ensure that the expected student outcomes are achieved.

In addition to more effective counseling services, students at all campuses can now readily avail themselves of other necessary assistance. All campuses have on-site admissions and enrollment services for both credit and non-credit students. In addition, the implementation of web-based admissions, application, and credit class enrollment capabilities have made these services accessible to anyone with internet access and are not restricted by time or location. Matriculation services, such as placement testing, orientation sessions, counseling, and education planning, are available for both credit and non-credit students at all the campuses. DSP&S has hired a tenure track Accommodation Specialist with the specific goal of improving the services for students with disabilities at all campuses. Financial aid services are available at all campuses where financial aid eligible programs are offered. All campuses offer evening student support services and some offer them on Saturdays. Since Fall 1997, students have been able to receive advising regarding courses, curriculum, enrollment procedures/status, college policies and college services by emailing the on-line advisor. Eligible students can apply on-line for matriculation exemption and the expedited registration process. An on-line orientation is also available.

A special task force to review student governance was organized by the Chancellor has also produced significant changes. A District-wide and campus-by-campus Associated Students structure is now in place and Associated Students is no longer defined by the Ocean/Phelan Campus alone. Most recently, the special task force on the restructuring of Associated Students has recommended that the presidents and vice-presidents of each Associated Students be provided appropriate scholarship support. That recommendation was approved by the Chancellor and his cabinet.

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The Student Trustee was chosen recently through a District-wide election, a first time occurrence. Associated Students is encouraging students from all campuses to take part on District-wide committees. To further strengthen these changes, the Associate Dean of Student Activities collaborates with campus deans and faculty advisors to encourage and support student activities on all of the campuses. The Concert and Lecture series has supported events at all campuses. The Office of Peer Mentoring and Service Learning has funded and supported peer mentoring programs and service learning programs at several campuses.

For complicated reasons including facility/space issues, finances, and the fact that by far the majority of students enrolled in credit classes attend the Ocean/Phelan Campus, it is prudent that the one Student Health Center continue to be located there. One nurse practitioner does provide limited service at the other campuses and data shows that some credit students from all nine campuses come to the one Student Health Center each semester. Due to a complex set of issues, these services continue to be available only to credit students. Expansion is still being explored, particularly in relation to plans for the two new campuses.

Responses to Additional Recommendations

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No recommendations were made for either standard.

Standard Three
Institutional Effectiveness

Recommendations:

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

The College ensures that all units complete program reviews in a timely and thorough fashion through the work of the Program Review Committee (PRC), a shared governance committee comprised of faculty, classified staff, administrators and students. All college units are scheduled to undergo program review every six years in order to conform with the WASC cycle. Periodic updates are provided as necessary. Each year the Committee notifies the scheduled units and conducts an orientation for members of the unit. The Vice Chancellors, deans and the members of the Committee monitor the progress of each program review effort to ensure that reports are submitted in a timely manner and are complete. Each report is reviewed by the PRC and the appropriate Vice Chancellor and conferences are held, if needed, to address problems within a unit.
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 College produced an Education Master Plan for the first time in early 2002 after an extensive development effort with the campus deans, department chairs, and faculty. It is in the process of being updated and will be brought forward to the Board for approval in Spring 2003. The District regards this plan as a continuing work in progress and never a “final plan”. The plan includes both collegewide, school and campus plans. Included are an education technology plan, a library information technology plan and a student development plan, as well as individual plans for seven schools and nine campuses. The Education Master Plan is being used to help construct the five year Strategic Plan which is expected to be completed by January 2003. It will also be utilized to guide the development of each year’s Annual Planning Objectives particularly as it relates to new program development. It is further expected that under the leadership of the Research and Planning Office and the Vice Chancellor for Academic Affairs, the plan will be reviewed and reassessed each year and modified as necessary. It is important to note that all of these plans are works in progress, documents which are frequently revised in response to changes in the various communities we serve, as well as in funding opportunities which present themselves.

Standard Four
Educational Programs

Recommendation:

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

In Spring 2001, the Bipartite Committee on Graduation Requirements formed a task force composed of two administrators and four faculty members to review the math graduation requirement. The Task Force met and was unable to reach consensus. The matter has been referred to the Academic Policies Committee for further review.

Through the Enhanced Self Study process, the College Level Learning Ad Hoc Committee recommended that the College consider changing its English requirement to English 96, which is one level below 1A. The Coordinating Committee has accepted this recommendation and has forwarded it to the Academic Policies Committee for further review.

The Academic Policies Committee hopes to complete these reviews and make recommendations on the math and English graduation requirements by the end of the Fall 2002 semester. The next step will be for the Bipartite Committee on Graduation Requirements to take up the matter.
Standard Five
Student Support and Development

Recommendation:

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

The College has made important progress in this area. (Please see Major Recommendation 2 for details.)

Standard Six
Information and Learning Resources

Recommendation:

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.

Information Technology Services will be addressed as an information and learning resource in the next self-study.

Standard Seven
Faculty and Staff

Recommendation:

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

A survey of all faculty and classified staff was conducted in 1999-2000 and one is planned for 2002-2003. Results of the surveys are considered when staff development activities are planned. Evaluations of individual workshops are conducted at every staff development event.

Standard Eight
Physical Resources

Recommendations:

No recommendations were made.
Recommendation:

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

The College received overwhelming approval from local voters in November 2001 for its $195M bond proposal. This commitment represents Phase I of our long term plan. In Phase II, the voters will be asked to approve an additional $155M bond. We expect a strong and positive response from the voters. This $350M local commitment will help leverage an additional $150M in State funds that should be available for approved and eligible projects, and will enable the College to make dramatic improvements in many of its facilities as well as its technology network. In addition, the Chancellor and the Dean of Development are making consistent efforts to generate additional funding from individuals and foundations and have met with a high degree of success. The City College of San Francisco Foundation’s Board of Directors has recently been restructured. There are now twenty-four directors and a new set of by-laws. The directors are refining a Development Plan in concert with appropriate staff.

Recommendation:

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

All constituent groups are aware of this recommendation and are attempting to follow through as recommended. One recent successful example was the task force which examined student governance and resulted in substantial changes in the structure of the Associated Students organization which now includes student government not only at the Ocean/Phelan Campus, but at the other major locations. The ultimate plan is to have all campuses have an Associated Students in place at an appropriate time in the future depending upon student needs and expectations.

An evaluation of the current shared governance process will take place in 2002-2003 for the purposes of generating data which will assist the College in making improvements in this area.
Updates on Plans from the Institutional Self-Study
Spring 2000
Update Section

Standard I: Institutional Mission

City College of San Francisco is currently updating its Mission Statement as part of the development of the new Strategic Plan. It is scheduled to be recommended to the Board for approval in January 2003. The Statement will continue to encompass all current credit and noncredit programs, broadly define institutional purposes, and define the students we serve. The current Mission Statement has been prominently posted at all campuses. The new Statement will be posted in many offices as well as on the campuses. We are pledged to make the new Statement visible and to have it guide all of our actions. With that in mind, it will be discussed at a planned Staff Development Day workshop and will be included in all employee orientations.

Standard II: Institutional Integrity

City College continues to demonstrate honesty and truthfulness in presenting itself to its constituencies and the public. Both the class schedule and the catalog are being continuously improved as are the handbooks for all constituent groups. The Public Information Office continues to monitor all brochures and flyers for standards of quality, accuracy and uniformity. Every effort is made to distribute the weekly newsletter, City Currents, in a timely manner and it can also be accessed on the web, often in advance of distribution. A full-time Webmaster is monitoring the College website as we had planned and a revised edition of the Grading Policies Manual is being developed. We have decided against purchasing additional Student Information Kiosks and television monitors at this point because new technologies have proven to be more effective.

As planned, the Policy Manual is being reviewed and updated. An ethics policy for all constituent groups is being considered as part of this review, as is a statement on academic freedom. The College continues to be diligent in maintaining academic freedom and has numerous documents which support this right. No staff development sessions specifically addressing this issue are currently planned.

Other policies publications continue to be updated. The Rules of Student Conduct have been revised to include a clear statement of academic honesty and appropriate student behavior. The College's policies and procedures regarding equity and diversity are also regularly reviewed, revised and publicized by Human Resources and the Affirmative Action/Legal Council Office. The College remains committed to these goals and outreach efforts to recruit and maintain a diverse staff are extensive. As planned, the Faculty Internship Program has been revised and reinstated. The Office of Research, Planning and Grants gathers statistics on the outcomes of various groups of students and this information is widely distributed and discussed during planning meetings. At this point no changes have been made in the Student Evaluation Form for faculty nor have guidelines been established to guide faculty in distinguishing between personal conviction and professional judgment.

The intercollegiate competitive sports programs have on-going review and evaluation to maintain compliance with athletic commissions and agencies. Counseling services for athletes are regularly assessed and increased wherever feasible. No statement of these procedures and rules which govern the athletic program has been included in the catalog as yet.

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Standard III: Institutional Effectiveness

The College’s institutional research and evaluation component is strong and growing stronger. All reporting requirements for the College planning and budgeting system are now completed including the Mid-Year and End-of-Year Assessment Reports and an annual report on the status of the College’s core performance indicators. The Decision Support System is in place and being used by deans and department chairs for planning and budget-related work. In addition, a schedule for collegewide surveys of students is operational for periodic surveys of new, continuing, graduating students and students leaving prior to the first census week. Results from these surveys are published and disseminated widely throughout the College. As planned, the Office of Research, Planning and Grants is now located in remodeled facilities with adequate space. The revised program review system with frameworks for instruction, student services and administration has been implemented and the Program Review Committee continues to review and discuss how the frameworks can be improved.

Systematic and integrated planning is taking place. A schedule for developing and adopting the College’s Annual Plan has been adopted and a review system for the allocation of resources to support the Plan has been established. Planning objectives for all College units are identified annually during the Fall semester. These objectives are reviewed during the middle of the year and the end of the year and comprehensive reports are produced by the major costs centers and the Vice Chancellors. These reports are reviewed by the Planning and Budgeting Council and the Board of Trustees. The Annual Plan is approved each year in January by the Board of Trustees. It is important to note that all of the college’s plans are works in progress, documents which are frequently revised in response to changes in the various communities we serve, as well as in funding opportunities which present themselves.

Institutional outcomes are specified and documented within the College and to the public. The College performance indicators are reviewed annually by the Planning and Budgeting Council. Performance indicators will also be included in the Strategic Plan scheduled for completion by January 2003. Initial discussions on the new accreditation standards on the assessment of student learning outcomes are being held and student outcomes assessment is an integral part of the strategic planning process. The California Community Colleges Management Information System has implemented a reporting system of performance measures for Noncredit Vocational Programs – DED #SP02. (Data Element Dictionary) CCSF Instructional and Information Technology Administrators are meeting to develop a process to report these performance measures. The Research and Planning Office and the Office of Matriculation and Assessment are collaborating on the validation studies for placement tests. As planned, regular updates and reports on student progress and success are provided to all constituent groups. The College published a report in Fall 2000 and Fall 2001 describing the development of college programs and student achievements; these reports went to every home in San Francisco along with a copy of the class schedule. The Chancellor makes regular reports to a diverse group of community and citywide organizations and agencies. He and other college leaders meet regularly with employer representatives, community leaders, and government and education officials to discuss their concerns. The College’s profile has been significantly increased across the entire City of San Francisco.

The Research Office continues to strengthen its communication with the rest of the College. It provides data and informational reports to departments and schools upon request. In addition, it provides regular reports on student success distributed to all department chairs and deans through the college listserv. The Office also provides regular workshops on staff development days and works with the Office of Public Information and Marketing on the dissemination of research and information within the College and to the community at large.

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Standard IV: Educational Programs

General Provisions:

City College continues to review and adjust programs and courses to effectively meet our mission and respond to student needs. As planned, we continue to implement the recommendations in the Transfer Enhancement Plan. This is particularly evident in the remodeling of the Transfer Center, the increase in the number of Center staff, and the establishment of the new Transfer Counseling Department. In the vocational area, we continue to seek input from private industry and the public to ensure that programs and courses provide up-to-date on-the-job skills. The Chancellor continues to meet with business and industry as does the Associate Vice Chancellor of Workforce and Economic Development. The Chancellor also serves on the Workforce Investment Board. Most of the recommendations in the ESL/Transitional Studies Plan have been implemented and the remaining recommendations have been incorporated into the Educational Master Plan. Diverse opportunities for cultural enrichment and lifelong learning also continue to be provided through Continuing Education, service learning, the Concert & Lecture Series, and library exhibits. As planned, the information gathered from the Chancellor’s Listening Sessions is being incorporated into the Strategic Plan. The processing of certificates has been moved from the Office of Academic Affairs to the Office of Admissions and Records and new accountability and reporting requirements have been developed and implemented.

The College continues to offer courses/programs in a variety of instructional formats and time slots and to make work experience and child care available for students. Plans to expand evening, Saturday, and Summer School classes in Math, CIS, and English have been carried out. Flexible course and program offerings continue to be developed, often with community partners. As planned, we instituted review sessions over three semesters for the Basic Math Placement Test and for the Algebra Skills Placement Test for students who returned to College after a hiatus, but the enrollments were very low, so the courses have been deactivated. ESL will begin short-term managed enrollment noncredit courses on a pilot basis in Fall 2002, but short-term English and math immersion courses have not yet been developed. Child care programs continue to be expanded. Notably, a generous Orfalaee Foundation Grant is supporting a new child development center at the John Adams Campus and a new parent co-op program (PETS) has been started to allow parents to attend classes while children are at the Family Resource Center at the Ocean Campus. The College continues to offer students work in the Lab Aide and Work Study programs.

When programs need to be phased out, students are given the opportunity to complete their studies. A case in point was the deletion of the Dental Lab Technology program. Students and counselors were informed in a timely manner about the closure and students were allowed to complete their studies.

The College continues to work to ensure that sufficient resources are available. Our college is a leader in the State in working with the State Chancellor’s Office and the State Legislature to increase the reimbursement rate for non-credit programs. A $195M bond measure was passed successfully in November 2001 and a follow-up (Phase II) bond measure will appear on the ballot in the near future. The College’s credit overall full-time to part-time teacher ratio continues to exceed the State’s requirement. Additional new and replacement positions were added for 2001-2002 and most requested replacement positions were filled for 2002-2003. As planned, the computer lab hours in the Rosenberg Learning Assistance Center were extended. As expected, the classified hiring process remains tied to the Civil Service rules and regulations and there are no plans to change this.
The reorganization of the former Counseling Department is intended to improve our performance in academic advising. The changes call for the use of additional faculty advisors and peer counselors and organizes counseling functions into areas of specialization to better serve students. Departmental and program representatives continue to make regular presentations to the counselors' general meetings (e.g. SCANS, Welcome Back Center, Asian Infusion Project, apprenticeship programs). With the restructuring of counseling services, no review of the role of liaison counselors is currently planned.

Degree and Certificate Programs:

The College demonstrates its commitment to ensuring that degrees and programs support the Mission Statement by directly tying the Educational Master Plan to the Mission Statement. Plans to expand School to Career collaborations have been implemented and there are now seven pathways with courses offered at both SFUSD and CCSF. We continue to review and update the catalog and website, to identify course and program objectives and requirements, and to publicize these to students and to the community. Students completing an associate degree continue to be required to complete eighteen or more semester units in an area of concentration. Programs and courses are reviewed consistently for currency and relevance and course syllabi and the catalog reflect these changes. Faculty advisors continue to play an important role in ensuring that students receive a basic and balanced General Education.

The review of syllabi and course outlines to ensure that students demonstrate competence in the use of language and computation continues in several ways. A course syllabus is required for each credit course at CCSF. The College Curriculum Committee continues to review appropriate course proposals for evidence of the development of language and computational skills. In addition, there are a number of departmental curriculum committees that review course outlines. The College is reviewing the mathematics graduation requirement in the light of the fact that the new statewide high school competency examinations require higher math competencies than CCSF’s graduation requirements.

As planned, UI Wage Data and Labor Market Information are regularly reviewed to assist in the development of vocational programs. Vocational program faculty meet with advisory committees at least once a year to seek input and to review current courses and programs. Efforts are being made to improve data collection on student job placement and employer satisfaction and to share this information appropriately.

General Education:

In an attempt to further improve the catalog, a new editor has been hired and a study group formed to develop an improved standard format. The Bipartite Committee on General Education Requirements continues to meet regularly to ensure that courses included in the general education area match the stated criteria of the College and the State.

The College continues to study the importance and feasibility of an information competency requirement. Technology and computer literacy are already integrated into many courses.
Curriculum and Instruction:

The review of the Program Review Process by the Planning and Budget Council has not yet been implemented but is still planned. However, the appropriate Vice Chancellors support proposals for additional funding based upon the evaluation and recommendation of program reviews by the Program Review Committee.

Faculty evaluations, departmental review of course syllabi and review of updated/new course outlines by the Curriculum Committee continue to assist in monitoring faculty’s adherence to curriculum. The basis for awarding credit are also reviewed by the Curriculum Committee in accordance with Title 5 requirements. The Dean of Curriculum, Evaluation and Tenure Review continues to serve on the Staff Development Committee to promote improvement in instruction and curriculum development. Staff Development activities continue to be planned for Flex Days and at other times for new and continuing faculty.

Policies and procedures for granting credit and grade points for course work completed at other accredited colleges continue to be published in the catalog. The policies and procedures for transferring credits for the fulfillment of prerequisites and the satisfaction of the requirements for an Associate Degree are under review.

A variety of instructional modes and delivery systems continue to be employed. Some examples are on-line courses, telecourses, weekend sections, fast track programs and accelerated courses. The Office of Technology-mediated Instruction and the Technology Learning Center continue to provide coordination and development of instructional delivery using various forms of technology. Currently there is a focus on the development of on-line courses. The Office of Vocational Education utilizing VTEA funds continue to sponsor the integration of SCANS (Secretary of Labor’s Committee on Achieving Necessary Skills) into the curriculum. Contract Education continues to partner with business and industry.

All courses, no matter where they are offered by the College, continue to be carefully designed, approved, administered and evaluated using a common set of policies and procedures. In addition, the Curriculum Committee has instituted a technical review process to assist faculty and department chairs in developing course documentation. Currently, all courses and programs must be updated and evaluated as part of the Program Review process.

All electronically delivered courses continue to operate in conformity with appropriate WASC policies and statements. The exploration of new types of distance learning is on-going. The Office of Technology-mediated Instruction is responsible for the coordination and development of technology-based instructional delivery including telecourses, satellite downlinks, on-line courses and the use of the internet to supplement traditional modes of instruction. The Technology Learning Center provides regularly scheduled training and support in the use of technology to all members of the college community. The College continues to explore offering a complete Associate Degree via telecourses.

Any offerings in foreign locations to students other than US nationals continue to operate in conformity with the prescribed policies and guidelines. The most recent Shanghai program in Aircraft Maintenance Technology was completed in Summer 2000 and all of the graduates passed the Federal Aviation Authority examination. Study Abroad and programs offered through the Office of Contract Education have faculty coordinators from CCSF to ensure that course offerings comply with all Board and Commission policies.

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Standard V: Student Support & Development

There has been progress on all of the plans concerning the admissions policies. The policies and procedures for admission to all credit and non-credit programs are defined in the catalog, the class schedule, and the College Web Site. Noncredit admissions and non-credit program information is provided at appropriate sites in five languages other than English. Credit students can apply for admission, register for classes, and receive counseling online. Similar services for non-credit students are being studied to determine feasibility. Both the credit and non-credit admissions applications are also published in the class schedule.

Admissions and Records and other Student Services information is distributed to all faculty and staff on an ongoing basis in a variety of publications, e.g. memoranda, college catalog entries, the schedules of classes, brochures, pamphlets and on-line resources. The Orientation Handbook is updated yearly and has been combined with the Student Handbook to provide a more comprehensive document for students. The new handbook will be on-line by Spring 2003.

As planned, customer service training is being provided for student services staff. Most offices have developed on-going customer service training workshops and other training opportunities. Annual staff development retreats are scheduled and staff members are encouraged to participate in appropriate conferences and workshops inside and outside of the College. In addition, the SARS (Scheduling and Reporting System) system has been implemented across Student Development and the reports are used to establish and modify counseling assignments. Program Review for the Office of Matriculation was completed in Spring 2001 and the Dean of Students Office will conduct a review in Fall 2002. An overall Student Services Plan (i.e. The Educational Plan for Student Development) was completed in Spring 2001. Listening to the concerns of students is a priority. With that in mind, assessment surveys have been developed for particular Student Development offices and plans are in place for system-wide surveys. Regular Associated Students board meetings are scheduled to allow administration to hear and respond to student concerns. Nearly all of the NASFAA recommendations have been implemented, including those for staff development, facilities improvement, technology enhancements, improved services to non-credit students and the timely distribution of awards.

Students are involved in planning and evaluating student services. The Associated Students continues to coordinate student recruitment and participation in shared governance. The Student Preparation/Success Committee meets regularly to assess programs and services. Leadership courses for student leaders continue on the Ocean/Phelan Campus and plans are in place to start them at other campuses as well. Changes have not yet been made in the manner in which students are paid for shared governance participation due to the work that is being done under the auspices of the Chancellor’s Study Group for Student Governance.

The College is working to minimize any placement test bias and to provide appropriate testing facilities. All placement tests undergo a lengthy validation process before they are adopted for use, following State Chancellor’s office guidelines. The test items are reviewed by a panel of diverse faculty, staff and students for possible bias, offensiveness, or insensitivity towards different ethnic, gender, age or disability groups. Test results are also analyzed to see if there is disproportionate impact on any of these groups. The placement tests used by CCSF have all undergone this rigorous scrutiny and have received full approval by the State Chancellor’s Office. The Office of Matriculation is working with the Planning and Facilities Office to improve the quality of lighting, sound, and air temperature in the rooms currently used for

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placement testing. The plans to create a computerized Testing Center on the Ocean/Phelan Campus are still in place. The College has received a $1.7M Title III grant, part of which will fund this center.

The College works to provide comprehensive services to all of its students. A Directory of Student Development Services has been distributed at all campuses and the information is also available on the web. Technology continues to be upgraded regularly and space modification continues, as funding allows. Student Development hours have been expanded at all campuses and bilingual Chinese, Spanish, and/or Filipino speaking staff are available at most offices.

Creating a welcoming campus climate is always a priority. Substantial resources have been provided to improve Student Development facilities and the reassignment of existing staff has contributed significantly to improved services. The implementation of web-based technology has also helped. As planned, a work group is investigating the feasibility of returning to a caseload system as part of the recent counseling reorganization. The web, the Student Development Directory and other Student Development documents have made information regarding services more available. Counseling clusters, the African American Scholastic Program, the Latino Services Network, the Transfer Center and EOPS have been expanded, renovated and strategically located. The Asian American Studies Department is working with EOPS to increase support for Asian American students. Students have been informed of the rules, regulations, and procedures, as well as about school colors, the mottos, and other cultural information in the Orientation Handbook. The Associate with campus deans and faculty advisors to encourage and support student activities on all campuses. The Chancellor’s Study Group for Student Governance has been established to monitor/improve student participation in shared governance and campus activities. The John Adams, Downtown, Castro/Valencia, and Mission Campuses have increased credit degree courses offerings. The Concert and Lecture Series and the Office of Peer Mentoring and Service Learning support programs on several campuses.

As stated, the Office of Admissions and Records is continually improving the process by which student records are stored and retrieved. It has collaborated with Information Technology Services to procure an imaging solution that will meet the needs of the College with a target date for implementation by April 2003.

All Student Development offices participate in Program Review. The Office of Matriculation completed a review in Spring 2001 and the Dean of Students Office will go through the process in Fall 2002. As planned, there is a continuing effort to increase student involvement in Program Review. In addition to Program Review, all of the offices participate in the annual and mid-year report processes and strive to improve the delivery of services through various kinds of staff development. As stated earlier, Student Development and the Office of Research and Planning are working together to collect substantial data regarding student services and District-wide satisfaction surveys are being planned.

CCSF currently has a structured program which alerts and advises students on academic or progress probation. However, there is no college-wide process for dealing with at-risk students before they are placed on probation. The Office of Matriculation will work with the Academic Senate, the Office of Instruction, Admissions and Records, counseling departments, the Learning Assistance Center and other interested parties to implement a comprehensive intervention program for all at-risk students. The Office of Matriculation will also work with the new New Students Counseling Department to identify incoming students who may be at risk and devise strategies to help them overcome obstacles to their academic success.
To streamline testing, orientation, and counseling services, efforts are underway to establish computerized testing at the Ocean/Phelan Campus. Based on the success of these services at the Ocean/Phelan Campus, they will be made available at other campuses. College orientation materials are now available on-line. Eligible students can apply for matriculation exemption on-line and both email and on-line advising is available.

Standard VI: Information and Learning Resources

The successful bond initiatives are providing funding for a major upgrading of the network infrastructure at all campuses. A fiber backbone connecting all of the major buildings on the Ocean/Phelan Campus has been completed and all classrooms are wired for data, voice and video. Faculty offices have also been wired for data and hardware for the video hub will be purchased and installed as funds become available. At all but one campus, classrooms have been wired for data and video and faculty areas data connections. The wiring for the John Adams Campus is underway. Hardware upgrades have been done on a rotational basis at campuses using VTEA (Vocational and Technical Education Act of 1998) and instructional equipment block grant funds. The plan to create support for secured dial-in access, remote user access to Web-based OPAC (On-line Public Access Catalog), and delivery of Web-based databases via patron authentication has been completed. As planned, the Dean of Library and Learning Resources, librarian campus coordinator and other library staff are collaborating with architects to design and staff new libraries at the planned Mission and Chinatown/North Beach Campuses. Computers have been added to the Language Laboratory and upgrading of older equipment is planned. There are currently an estimated 35 video projectors in use at the Ocean/Phelan Campus and additional systems are planned throughout the College. As funding becomes available, video playback units will be installed and secured in classrooms not connected to the network. The campuses have been wired for interactive video as part of the network infrastructure project, but the necessary video equipment is not yet in place. Alternatives for broadband connectivity between the Ocean/Phelan Campus and the other campuses are being explored. Grant funding has provided opportunities for significant progress for the repair and upgrade of the television production studio. As planned, a five-year Library Technology Plan was developed in 2000. That plan establishes a review process to evaluate technological needs and priorities. This plan is being incorporated in the Education Technology Plan. In cooperation with the Media Center, a procedure for direct student access to the Audiovisual Department's video collection has been established and implemented. In collaboration with the ESL department, a new computer lab has been added to the Media Center to support certain classes. Equipment inventory in Broadcast Media Services has been increased significantly and a web page is being designed to allow faculty to order classroom media support on-line.

The Library has revised its plan to centralize functions for all library sites to address at this time only the centralization of budget monitoring. This is done through the Acquisitions Department at the Rosenberg Library. The need for a printed catalog of Audiovisual materials has diminished due to on-line access to bibliographic information easily accessible via the library's web-based catalog. Work continues on a printed subject-specific listing of titles that will be distributed to all faculty.

The plans to integrate the Language Laboratory's collection into the library's OPAC and those to integrate appropriate BMS videotapes titles into Audiovisual unit's collection are still in place despite current staffing constraints. Hours for open access labs other than those in the Library have not been increased; space and staffing continue to be issues.
As planned, all electronic resources are currently available to the entire college district, and remotely to patrons with internet service providers. Many new brochures and handouts have been developed to publicize services and resources including the orientation and library instruction sessions. Articles in City Currents appear regularly and outreach presentations are given. Disabled Student Programs & Services has collaborated with the Library staff to improve access to ADA-compliant computers. Although dedicated computers are not yet available at all campus libraries, mobile units are available and are used as needed.

All library staff are professionally qualified to support users and to provide training. As positions vacated by retirements and reassignments are filled, the goal for increased staffing will be met pending the availability of funds. To help address some immediate staffing needs, interns from San Jose State University, the CCSF Library Information Technology Department and the Information Technology Services Department have been utilized. The computer lab internship programs will not be expanded until sufficient funding is available. Staff Development is available for all the employees.

Cross training is emphasized so that all library staff are able to support users throughout the campus library units. Access to regular professional development continues to be a challenge. The Chancellor has established a classified staff flex day to provide more on-site professional development opportunities and library staff are routinely informed about both on-site and off-site training opportunities.

A variety of instructional delivery options has been developed as planned and are being offered. Currently in place are an on-line credit information competency course, a classroom information competency course; and interactive library research skills workshops. In addition, web-based interactive tutorials are being developed for students in specific programs and a streaming video project was piloted in Spring 2002.

Additional funding for library materials continues to be sought. CCSF’s Friends of the Library, TTIP (Telecommunication and Technology Infrastructure Program), COTOP (Chancellor's Office Tax Offset Program), and fees collected from fines and lost library material contribute to funding. The State has not increased its funding in TTIP for the Library’s networking infrastructure, but continues to support the delivery of electronic database resources. Due to budget constraints, the College has not increased funding for supplies, maintenance and repair of computer lab equipment; however, computers are being purchased with 3-year warranties, providing coverage for maintenance cost during that period. BMS will continue to propose increases in their equipment budget.

The Library continues to monitor ILL agreements with other participating libraries and LLR and ITS are vigilant in monitoring licensing agreements.

An assessment plan for the Library instructional services program has been developed providing data for program improvement and measures of student performance. It is being reviewed by the appropriate Library committees. The Library has also contributed survey items to the District-wide student survey developed by the Office of Research and Planning. As planned, ITS is in the process of instituting an annual evaluation of open access computer labs. The Fall 1998 survey of departmental media services equipment and resources was also evaluated and has resulted in more collaboration between BMS and the Audiovisual staff. Discussions on how to better coordinate media support across the District and how best to centralize purchase, installation and support for all equipment are taking place.

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A significant number of print periodical subscriptions which are available in full-text in our subscription to Gale's Infotrac periodical databases has been canceled. This has allowed the redirection of savings toward acquisition of other library materials. It also allows students to access these periodicals from home or from any of the campuses.

A recent campus survey to rank student satisfaction with college services produced a number 1 ranking for library services.

**Standard VII: Faculty & Staff**

We are proud of our strong faculty and staff and continue to hire people at all levels who are well qualified. We hold to our goal of increasing the percentage of instruction taught by full-time faculty and make all efforts to seek additional funding for this purpose. Currently, seventy-four percent of credit instruction is taught by full-time faculty. The Human Resources Department (HR) distributes hiring timelines to help steer the College through hiring processes. It has instituted a revised Classified Hiring procedure and is coordinating more efficiently with department chairs and with the Budget and Accounting Departments.

Our recruitment efforts are extensive. Funding has been provided to Human Resources for expansion of recruitment activities. Job opportunities are advertised on various websites, in discipline journals, and in numerous newspapers with both general and targeted readerships. The staff participates in at least six job fairs yearly. All applicants are sent written notice upon receipt of their applications and are informed of any missing items. Phone calls and email messages are also placed to assist applicants with incomplete applications.

The hiring processes are frequently reviewed and updated. HR gives hiring orientations annually during staff development days and provides additional hiring orientations throughout the year as needed. The Department provides hiring packets in the first weeks of the semester, offers assistance through the hiring cycle, and continuously encourages departments to adhere to the timeline. Line administrators are kept informed and assist appropriately. Outside candidates are now partially reimbursed for travel expenses and sufficient time is allowed for travel arrangements. The College continues to list the degrees of faculty and administrators in the catalog and the equivalency of foreign degrees continues to be assessed.

The evaluation of faculty is coordinated through the Office of Instruction. HR continues to assist with the evaluation of classified staff members, following Civil Service timelines and procedures, and works with department heads/supervisors to use evaluations as a positive reinforcement tool. It remains impractical to establish a District policy for evaluating temporary staff because of the high turnover rate and the fact that there are now fewer of them.

Staff Development needs are assessed as often as feasible and each individual activity is evaluated with the purpose of continuing to make these activities relevant and exciting. Information from these surveys is disseminated via the internet and posted to campus websites and hardcopies are distributed. Professional development opportunities/activities are advertised in City Currents, on the website and through appropriate listservs as well as in flyers and posters. Staff Development Days booklets are mailed to each employee well in advance. In addition, many individuals have made use of conference funds. The majority of the funds come directly from the State and encouragement for the District to increase funding in this area continues as do grant applications to a variety of sources. The Office of Professional Development completed its program review in Spring 2002.

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New faculty/staff orientations are held annually and materials are made available in hardcopy, online, and via email. Trainings on BANNER upgrades and other technology changes are provided through the Technology Learning Center and procedure manuals are available in both hardcopy and on-line. Both the Academic Senate and Classified Senate are involved with planning in this area. Funding for part-time faculty to attend Staff Development Day activities on days which are not part of their regular contracted hours is still being discussed.

At its meeting of July 8-9, 2002, the Board of Governors of the California Community Colleges adopted amendments to its equal employment opportunity regulations, which were subsequently filed with the Secretary of State and became effective on August 12, 2002. The State Chancellor’s Office has found it necessary to extend the deadline for districts to submit their updated plans to sometime next year. A model equal employment opportunity plan and guidelines to assist districts in developing their plans are anticipated to be provided by the State Chancellor’s Office to districts by January 2003. In the interim, the College continues to ensure equal employment opportunity consistent with all applicable laws by maintaining standardized hiring policies and procedures which emphasize objectivity in the screening and hiring process and minimize the possibilities of illegal discrimination. The College recognizes that ensuring equal employment opportunity also involves creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

The Employee Relations Manager continues to work to improve the bargaining process and complete it in a timely manner. Informal discussions with the leadership of the Unions regarding successor negotiations have included the importance of allowing adequate time to complete the required procedures prior to the expiration of the existing labor contracts. All existing labor contracts between the District and the Unions are available on the website and successor agreements are immediately placed there in advance of printing and distribution via campus mail.

**Standard VIII: Physical Resources**

Efforts to ensure that the College provides adequate physical resources continue. In November 2001, the College received overwhelming approval from local voters for its $195M bond issue and will actively support the statewide November 2002 bond issue for higher education. The Facilities Master Plan is being updated. The final document will show that the future development of the reservoir site may include a student services building; a community performing, cultural, and media arts center; and a high technology learning center. By completing these plans and those for a new joint-use classroom lab facility with San Francisco State University, the College will be able to demolish its decrepit bungalows. A portion of the local bond money has been allocated for the new Community Health & Wellness Center, additional funds for which will come either from State funds or from a reallocation of other local bond funds. The College is working with the Municipal Railway, as was planned, to ensure that their improvement project which is adjacent to the Ocean/Phelan Campus, will cause as little disruption as possible. Plans for the Mission and Chinatown/North Beach Campuses proceed. The architect for the Mission Campus is already under contract; the architect for the Chinatown/North Beach Campus will be under contract before the end of 2002.
The oversight committee for the 1997 bond continues to meet quarterly to monitor progress. Building user groups have been consulted about improvements for their facilities. As planned, the shops building has been completed and only minor improvements are now needed for the warehouse facility. In order to help monitor maintenance needs, the College plans to participate in a state-wide contract with 3DI International for a comprehensive facilities assessment that will create the database needed to monitor maintenance needs in the future. New facilities will include additional office space for faculty; however, it is not likely that faculty need for office space can be fully accommodated. While State funding formulae work against the creation of space for growth, the College will try to use local bond funds to expand classroom space. A portion of both the 1997 bond and the 2001 bond will be dedicated to improving the general aesthetics of all campuses, but additional funds will still be needed in this area.

The College has hired an architectural planning firm to assist in the development of a District-wide Facilities Master Plan with a particular emphasis on the Ocean/Phelan Campus. The firm is currently reviewing the plan which is scheduled to be completed in January 2003. The revised Facilities Master Plan will be completed in January 2003. As soon as that is done, College maps will be reformatted to show ADA pathway gradations and issues of landscaping and signage will also be addressed. The plan to expand the number of individual mailboxes at all campuses has not yet been implemented. The shared governance Works of Art Committee continues to actively monitor the College’s works of art as stated.

CCSF has supplemented the resources available to the Office of Facilities Planning by adding construction management/project management staff under contractual arrangements. These contracts are intended to assist the office in its efforts to implement bond-funded projects. The continued work with the State Chancellor’s Office has been successful in gaining State funding to support both the Mission Campus and the Chinatown/North Beach Campus projects. In addition, approval has been won for a substantial number of scheduled maintenance projects. The Health and Safety Committee now conducts an annual survey to identify these needed repairs. ADA work is progressing and additional funds are now available from the 2001 bond. For example, an elevator for the Alemany Campus is nearing completion, an automatic door has been installed at Gough Street. The College is not currently experiencing any significant problems with the owners of the facilities leased, so the stated plan to investigate these relationships is no longer necessary.

Maintaining a safe, healthy environment remains a primary concern. Included in the revised Facilities Master Plan will be traffic plans for improving access to student parking on the Balboa Reservoir site adjacent to the Ocean/Phelan Campus. Traffic flow will be a significant challenge during the implementation of 2001 bond projects, however. Public Safety has been exempted from current hiring restrictions in an effort to get the department to a level where overtime can be reduced. The department has become POST-certified and its officers will receive the required training. Buildings and Grounds positions, however, like most others, are filled to the extent funds are available.

The plans to revise the RFP procedures to take into consideration installation, maintenance, parts replacement, safety, and availability of space and to account for all infrastructure costs for new equipment are being reviewed by the Business Office for feasibility. The primary source of funding for new equipment is the State Instructional Equipment Grant which is distributed annually. If additional funds are available they could be allocated to the schools with oversight by the deans. A significant portion of the inventory of computer hardware as well as vehicles is now being leased. An inventory of all equipment valued at more than $5,000 was completed last year and will be updated by a new person assigned to the warehouse.

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The Facilities Planning Office makes a variety of efforts to communicate improvement projects to building users, through meetings, articles in City Currents and posted notices.

As has been stated, the Facilities Master Plan is being revised. The final document will include plans for all campuses and will be completed by early 2003. There is now linkage, in broad terms, of the Facilities and Strategic Plans.

**Standard IX: Financial Resources**

**Financial Planning:**

The College’s financial planning continues to support its institutional goals. The Planning and Budgeting Council continues to meet on a regular basis and has effectively coordinated strategic and annual planning with the budget development process. The 2001 bond issue was structured to make dramatic improvements in facilities; such change is consistent with the Strategic Plan. The PBC has been witness to a higher level of cooperation about the College’s various constituencies which is a reflection of an increased level of trust.

The College has maintained stable finances for the past three years partially due to increased revenues, and partially due to manageable increases in compensation for employees. Any deficit spending will be limited to the minimum amount needed to get through one or two difficult financial years and will include a limited drawdown of District reserves. As planned, some of the Facilities Review Committee’s recommendations have been implemented while others have been determined to be infeasible. The College has enjoyed improved revenues from non-resident tuition the past few years despite the tragedies of September 11, 2001, and both continuing and contract education have become relatively independent of the unrestricted general fund.

Improvement of facilities remains a focus. The 2001 bond issue will provide a portion of the funds needed to improve facilities in a manner that will enhance the environment for teaching and learning, including improvement in the infrastructure. Notably, the construction of the computer network is nearly complete. The Facilities Review Committee, as well as the Campus Projects Subcommittee, both of which are under the umbrella of shared governance, ensure that the facilities planning process is an inclusive one.

As planned, budget development now begins during the fall semester for the District Business Office, and early in the spring for the cost center managers. BANNER Finance training has been offered for focused groups and additional training is planned for future staff development days.

The Planning and Budgeting Council has become a part of the institution and a cornerstone of shared governance. The Faculty Position Allocation Committee and the Facilities Review Committee work under the premise that any items requiring funding must go to the PBC. A formal protocol for reporting responsibilities has not been established but the chairs of the committees mentioned above are aware that they need to ask the PBC in advance if they wish for an item to be placed on its agenda.
Financial Management:

Significant work has been done on the key technological infrastructure at the Ocean/Phelan Campus and on connectivity to other major campus locations. As previously stated, the College-wide computer network is nearing completion. The next stage will involve the acquisition and installation of desktop computers and new software that will become standardized across all campuses. Annual training is offered for budget development. In addition, the PBC recently completed two full days of strategic planning exercises. The Office of Planning and Research conducts a periodic survey of technological skills and needs. In addition, the shared governance Information Technology Planning Committee focuses on College-wide technology issues.

The College has enjoyed improved levels of funding in recent years, but the State’s fiscal problems will make it challenging to maintain existing resource allocations during fiscal year 2002-2003. As planned, the Business Office has now completely addressed most of the findings and recommendations identified by independent auditors in recent years, none of which represented a material weakness. Almost all of the remaining findings will be completely addressed within the next year. The lead staff in the Business Office meet on a regular basis to formulate plans to continue to improve fiscal operations and ensure compliance with all state and federal rules and regulations.

The Bookstore operations have been maintained at previous levels and are overseen by an active auxiliary board of directors. Alternative locations for the Ocean/Phelan Campus bookstore are not being explored at this time. The acquisition of the second site for non-textbook items has improved operations.

As planned, the Development Office has been staffed. It currently has two full-time positions and additional positions will be added when funding is available. The current leadership of the Development Office has been very active in campaigning for needed funds. The recent $8M gift from the Orfales family would not have been possible without these efforts.

The Administrative Services Office continues to conduct training sessions in contract management. In addition, both a new lead accountant and a contract compliance officer have been hired which will allow for additional opportunities to train staff in contract and grant management. New procedures for doing business with independent contractors have been implemented and staff has been trained to comply with these procedures.

The lead positions for finance continue to be very involved in the annual audit process and make continuing use of both the annual audit report and the State 311 report. Both of these documents are distributed to and approved by our Chancellor as well as the Board of Trustees.

The Chief Financial Officer continues to actively monitor spending on an ongoing basis and his staff implements procedures that ensure spending remains within the budget.
The annual budget continues to include an adequate amount for debt repayment. The College has fully repaid its master lease for computer hardware as well as its COPs for the acquisition of the Evans Campus. One year remains on a smaller lease agreement for a variety of capital improvements. The planned actuarial study of the cost of retiree benefits will be completed by December 2003. As expected, the Office of Buildings and Grounds has followed up on all recommendations contained in the biannual inspection report. The Vice Chancellor for Finance and Administration continues to monitor the administration of the workers compensation program where costs have been steadily increasing but at a manageable rate. Risk management consultation is provided for administrators and department chairs on an ongoing, as-needed basis.

The plans state that the College intended to maintain a fund balance near the level achieved during the fiscal year 1997-1998. The fund balance has actually improved since then. During the fiscal years 2000-2001 and 2001-2002, additional funds were placed in the predicted reserve to be made available to support operations during fiscal year 2002-2003 which is predicted to be difficult. Cash flow is now managed effectively through the College’s annual participation in the statewide TRANs pool. By borrowing $10M to $15M each year on a short-term basis, cash flow needs are adequately met. The Chief Financial Officer continues to work closely with the Office of Instruction to manage direct spending for classes; it is still difficult to keep this expenditure within budget. Salary savings from full-time vacancies are often used to fund overruns that are related to spending for part-time salaries. The TRANs program for 1999-2000 was successful and the College has participated in the statewide TRANs pool each year since then.

The College has been adding to its reserve fund for the last several years. The fund had $5.5M at the end of fiscal year 2001-2002. Approximately $1.5M will be borrowed from the fund to support operations during fiscal year 2002-2003. The designated reserve will be maintained at $4M hereafter.

Standard X: Governance & Administration

The Governing Board:

The Board of Trustees has continued to encourage the general public to participate at Board meetings. The Board agenda and minutes are posted at every campus and are available on the website. In addition, those on a listserv are sent a reminder that the agenda and minutes have been posted and are ready for review. Hard copies of the agenda/minutes are also sent out upon request. Additionally, and in response to a specific request by a specific media-based organization, the Board formed a Public Meeting Advisory Committee to review existing College practices and procedures in the areas of public meetings and public records and to advise the Chancellor and Board as to options for increasing opportunities for public participation. The Advisory Committee’s report was submitted to and approved by the Board and included twelve recommendations for improvement which the administration is now in the process of implementing. The Advisory Committee will meet periodically to advise the District on steps for improvement in this area.

A big change has occurred in the way in which the Student Trustee is selected. A plan to set up a district-wide election process was approved by the Board in June 2001. The Chancellor set up a special task force which included students, faculty, classified staff and administrators. Plans were agreed upon and the first district-wide election was conducted in April 2002 at nine campuses and two sites. The ballot was available in a variety of languages and more students than ever before participated.
Through the Office of the Chancellor and the three major divisions of the College, the Board continues to monitor educational programs and maintain an appropriate budget and an adequate fund balance. This is done through the Office of Chancellors and the three major divisions of the College. It confirms that College practices are consistent with the Mission Statement. In order to review the work of the Planning and Budgeting Council, mid-year and end-of-the-year assessment reports from the PBC are submitted to the Board. It is expected that the planning and budgeting system that is in place will be evaluated for purposes of identifying the potential for improvement.

The Board continues its effort to focus on policy making. A recent retreat focused on the role and responsibility of the Board and how it could be more effective. As new members join the Board, the Chancellor and the staff provide an extensive orientation and will ensure that there is a continuing dialogue on this issue at subsequent Board retreats. The orientation and development programs continue to be revised and expanded as necessary. No formal evaluation of the Board has taken place because the Board has felt that the retreat format provides for ample opportunity for self-assessment and a review of roles and responsibilities.

The Mission Statement is published in the class schedule and posted at all campuses. The revised Statement which will be developed as part of the upcoming strategic planning process will be publicized more widely.

An administrator was assigned the revision and updating of the Policy Manual as a sabbatical project in Spring 2002. Our General Counsel is now reviewing the results and revising any administrative regulations that implement policy. After any necessary policy changes have been approved by the board, our General Counsel will make the Policy Manual available on the college's website.

The reporting process for the Chancellor's activities has been continued as described in the Self Study. He continues to chair the Planning and Budgeting Council and to lead the Strategic Planning process. He continues to provide effective leadership in defining the goals, plans and priorities for the institution and is evaluated annually. He ensures that the Board continues to be informed of all phases of the accreditation process. Both faculty and administrators now have standard procedures for evaluating the Chancellor and the issue of expanding the input with classified, student, and community involvement is being explored. An appropriate tool to use for obtaining input from staff and students is being discussed.

Institutional Administration and Governance:

The new administrative structure is working well. The new draft of the Strategic Plan puts major emphasis on strengthening and enhancing the new division of Student Development. As a result of the Information Technology Service Assessment Report, a network plan for the College has been developed, as has a phone system plan and a new organizational structure for ITS.

The administrative evaluation process was reviewed as planned and a new process will be in place in the coming year. The proposal calls for an annual evaluation with broader input from various constituencies.

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Strong support for strengthening collaborative decision making continues. Broad-based participation in shared governance continues to be consistent, although there is still more limited participation by students and classified staff. Efforts continue to remedy this. For example, serious attempts to recruit classified members from campuses other than Phelan/Ocean are being made. Administrators are encouraged to give their staff time off to participate. SEIU 790 works with the Classified Senate to make committee appointments. An annual brochure which describes the shared governance systems is distributed widely and information about these committees is published in the college-wide weekly newsletter which is also available on-line. The individual headcount of students appointed to shared governance committees has increased and the Master Calendar is updated regularly and posted on the Office of Shared Governance website so students can work out potential time conflicts. Additionally, during the upcoming year, the Shared Governance system will be reviewed and evaluated for purposes of strengthening and improving the system.