DRAFT initial analysis of the Report of Dr. Serrano and the visiting team, for what are they telling us to change?

prepared by Karen Saginor for the purpose of coming to understand what City College needs to accomplish to respond appropriately to recommendations and eligibility requirements.
July 10. 2012

Excerpts from the report are identified with page and paragraph number, i.e. [16.4] is from the 4th paragraph on p. 16. Action items in larger, blue, Linotype font have been partially extracted from the report and partially written paraphrased or interpreted from the report.

STANDARD I Institutional Mission and Effectiveness
A. Mission

Recommendation 1: Mission Statement
To improve effectiveness of Standard I.A Mission, the team recommends that the college establish a prescribed process and timeline to regularly review the mission statement and revise it as necessary. The college should use the mission statement as the benchmark to determine institutional priorities and goals that support and improve academic programs, student support services and student learning effectively linked to a realistic assessment of resources. [5.4]

Recommendation 1: Process to Review Mission Statement
To improve the effectiveness of meeting Standard I.A Mission, the team recommends that the college establish a prescribed process and timeline to regularly review the mission statement and revise it as necessary. The college should use the mission statement as the benchmark to determine institutional priorities and goals that support and improve academic programs, student support services and student learning to effectively link processes to a realistic assessment of resources. [24.1]

Define process to review mission statement with regularly recurring timeline.

Eligibility Requirement 2. Mission. While the mission statement has been reviewed recently, its review is not regularly scheduled. [16.2]
Although the college’s strategic plan implies such a process, CCSF must define a process for the regular future review of the mission statement [12.1]
… there is no specific established process or schedule for future regular reviews of the mission statement.[20.1]
The college planning process includes a six-year strategic planning cycle that infers a coterminous cycle of review for the mission statement. However, the team did not find an established process and timeline for future reviews of the mission statement within this cycle [22.5]
To improve effectiveness, a prescribed process and timeline are needed to regularly review the mission statement and revise it as necessary. [23.7]

**Ensure that mission is attainable within available funding.**

Eligibility Requirement 17. Financial Resources. The visiting team did not confirm that City College of San Francisco maintains and documents a funding base, financial resources, and plans for financial development that are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. [18.6]

The team finds that the current, ongoing funding for San Francisco City College appears insufficient to fully fund the mission of the college as it is currently conceived. … the team advises the college to assure the mission of the college is obtainable based on accurate short-term and long-term funding assumptions. [23.4]

In order to carry out the institutional priorities, it will be necessary for City College of San Francisco to conduct comprehensive and continuous evaluation and integrated planning processes that are effectively linked to a more realistic assessment of the supply of human, physical, technological and financial resources, in order to make informed resource allocation decisions in accordance with clearly delineated roles and scope of authority. [28.6]

As the college continues to confront declining resources, it may face increasing challenges in its efforts to preserve the full range of educational programs and services currently available at the various campuses. An example is the Aircraft Maintenance Technology Program co-located at the San Francisco International Airport. The program has only one full-time instructor and one part-time instructor. Because the curriculum is tightly driven by Federal Aviation Administration requirements and involves extensive lab content, it is evident that a single full-time instructor cannot adequately deliver the program, even with adjunct assistance. Aviation technology students currently cannot complete their program within two years. Another example is the challenge that comes with the expansion of the Culinary Arts Program at the Chinatown Campus. The college will be offering culinary courses at three different campuses. … [30.4]

While CCSF recognizes in its institutional self evaluation that “lack of adequate state support during recent years has led to annual budgets that do not provide adequate resources to meet the needs of the college’s current enrollment,” the college has not demonstrated the will to reexamine the scope of the college’s mission and supporting operations to decide the scope or level of programs and services that can be provided within the limits of its actual financial resources. [55.3]

Unless the scope of the mission is adjusted or the college finds an additional stable funding source, it is unlikely the college can continue programs at its current level. [55.4]

The financial situation at City College of San Francisco continues to deteriorate. The budget does not realistically provide the financial resources necessary to support student learning programs and services and to improve institutional effectiveness. [57.5]

**STANDARD I Institutional Mission and Effectiveness**

**B. Improving Institutional Effectiveness**

**Recommendation 2: Effective Planning Processes**

To fully meet Standard I.B Institutional Effectiveness, the team recommends the college to develop a strategy for fully implementing existing planning processes to look at each campus and site, examine revenues and expenses, and systematically address instructional program planning, staffing requirements, provision of student and library services, including facilities needs and competing priorities. The planning process should include clearly prescribed roles and scope of authority for all governance stakeholders involved in each component of the planning process [5.5]

**Recommendation 2: Effective Planning Processes**
To fully meet Standard I.B Institutional Effectiveness, the team recommends the college to develop a strategy for fully implementing an existing planning process to look at each campus and site, examine revenues and expenses, and systematically address instructional program planning, staffing requirements, provision of student and library services, including facilities needs and competing priorities. The planning process should include clearly prescribed roles and scope of authority for all governance stakeholders involved in each component of the planning process. [29.1]

**Fully implement the planning system.**

City College of San Francisco has begun but not completed several promising planning and evaluative processes in recent years. [4.4]
The college has developed a relational but not yet fully integrated and informed institutional planning process that is based on the findings of instructional and non-instructional program review. [12.5]
The planning process, as designed, has the potential to effectively integrate institutional planning and assessment by combining strategic planning, educational planning, facilities planning, technology planning, and personnel planning to inform the development of annual budgets that align with actual revenues. However, the planning system must be used more effectively and comprehensively to meet these ends. [12.6]

**Eligibility Requirement 19. Institutional Planning.** Planning and assessment processes, however, need to be fully integrated to include planning for human resources, technology resources and physical resources that inform the process for budget development and do not rely on unrealistic revenue projections and one-time funds. [19.2]
The new planning system … is well designed and, if fully implemented, would allow the college to appropriately plan for resource allocation while incorporating information from other strategic and operational planning documents. [20.2]
Financial constraints and issues related to financial planning have weakened the connection between the planning processes and fiscal resources. [20.4]
As a result of unclear leadership roles and governance processes made worse by declining revenues, the full implementation of what could be an effective planning process has been thwarted.

Components of the process have been delayed. [21.2]
The new planning system, if fully implemented, could be very effective. [21.5]
The planning system calls for the CPBC to identify guidelines for meeting major resource needs collegewide based on the college’s proposed strategic priorities and major objectives. [25.3]
… there has been no progress to develop a strategy that matches ongoing expenditures with matching revenue, especially when revenue is less than the prior year, ostensibly due to budget meetings and changing financial data. [26.2]
Financial constraints and issues related to financial planning result in a lack of connection between the planning processes and fiscal resources. [26.3].
While the review and modification of the program review process has been accomplished in recent years, the evaluation of other elements of college communication and dialogue related to planning and resource allocation is lagging. [27.3]
While the integrated planning system is well designed, there are indications of barriers to governance and financial issues that prohibit the effective functioning of some elements of the system. The timing of some planning elements has been delayed. For example, Annual Plans have been completed part way into the planning year rather than prior to the beginning of the year to which the plan applies. The Education Master Plan has not been updated since 2006. [27.4]
The college is urged to address the following indentified barriers to effective planning and implement its model of program review in a way that is conforms to standards and is fully integrated with institutional planning and budgeting: 1) disagreements about the scope of responsibility and authority of college governance groups such as the Program Review Committee and the Planning and Budgeting Council; 2) relatively weak links between planning and the allocation of resources due to disagreement
about the collective decision making of the Program Review Committee and the Planning and Budgeting Council. [27.5]

The college has recently implemented an ambitious new planning process that centers on program review and focuses on data-informed and broad-based decision making. This integrated planning process has the potential to systematically serve the college in carrying out its remarkable mission within the limits of its resources, especially financial resources. However, because of a number of factors, including decreased fiscal and staffing resources, as well as the need to clearly define governance roles and structure, the potential effectiveness of the system has not been realized. The connections to resource allocation have been hindered. [28.4]

In order to carry out the institutional priorities, it will be necessary for City College of San Francisco to conduct comprehensive and continuous evaluation and integrated planning processes that are effectively linked to a more realistic assessment of the supply of human, physical, technological and financial resources, in order to make informed resource allocation decisions in accordance with clearly delineated roles and scope of authority. [28.6]

To fully meet Standard I.B Institutional Effectiveness, the team recommends the college to develop a strategy for fully implementing its existing planning process to look at each campus and site, examine revenues and expenses, and systematically address instructional program planning, staffing requirements, provision of student and library services, including facilities needs and competing priorities. [29.1]

... CCSF had not been diligent in enforcing its course cancellation policy until this semester. …long-range enrollment planning strategies need to be put in place to ensure late cancellations will not become a regular practice at CCSF. [35.2]

The student services planning and assessment, however, does not adhere to a process that was developed by the college’s defined models for measuring institutional effectiveness. Neither is it recorded in program plans. … To fully meet this standard, the institution should adhere to college-developed models for systematic planning, assessment and review. [41.6]

To improve the adequacy of the library book collection, the college needs to address the age of the book collection as part of its institutional planning and budgeting activities. [44.1]

The relatively new college planning model provides the necessary framework for the future integration of facility planning into the college’s systematic assessment and plan for the effective use of all resources, including physical. [50.5]

Develop and report performance metrics.

College performance indicators are under development and, as of the end of spring 2012, will be available. [20.2]

The development of measures of institutional effectiveness has been delayed, and communication about planning efforts is sometimes ineffective [21.2]

Many of the objectives in the Annual Plan are stated in measurable terms; however, the development of metrics related to the achievement of Annual Plan goals and objectives has been delayed. End-of-Year Assessments have not been available for recent years. Production of the End-of-Year Assessments was delayed while the new Strategic Plan and related Annual Plan were developed. An End-of-Year Assessment is being prepared for 2011-12. [25.2]

The degree to which data is used for dialogue and planning varies across the college. Some areas have engaged data in substantial ways. [26.6]

The last comprehensive survey of noncredit students was conducted in 2005-06. [25.1]

There are plans to expand the information collected to include studies of noncredit students. [27.1]

The development of measures of institutional effectiveness (e.g. End-of-Year Assessment Reports) has been delayed. The program review-based planning process has not yet been fully engaged for the purpose of implementing revenue reductions to college budgets. [27.4]

To improve the efficacy of evaluation and planning to enhance institutional effectiveness, the team recommends that the college … develop and report performance metrics to measure
institutional effectiveness, including information on noncredit students and specified indicators for the Annual Plan and the End-of-Year Assessment Report to the Board of Trustees [29.1]

None of the CTE programs sampled, except Culinary Arts, could document and track job placements. [33.4]

… not enough data exists to systematically assess the effective use of human resources and to use the results of assessment for improvement. [47.5]

**Recommendation 3: Assessing Institutional Effectiveness**

To improve the efficacy of evaluation and planning to enhance institutional effectiveness, the team recommends that the college complete its work to fully implement its model for Program Review for all courses, programs and support services and advance its framework for defining and assessing Student Learning Outcomes for all courses, programs, support services and certificates and degrees, in order to develop and report performance metrics to measure institutional effectiveness, including information on noncredit students and specified indicators for the Annual Plan and the End-of-Year Assessment Report to the Board of Trustees. [6.2]

**Recommendation 3: Assessing Institutional Effectiveness**

To improve the efficacy of evaluation and planning to enhance institutional effectiveness, the team recommends that the college complete its work to fully implement its model for Program Review for all courses, programs and support services and advance its framework for defining and assessing Student Learning Outcomes for all courses, programs, support services and certificates and degrees, in order to develop and report performance metrics to measure institutional effectiveness, including information on noncredit students and specified indicators for the Annual Plan and the End-of-Year Assessment Report to the Board of Trustees. [29.2]

**Fully implement program review**

The institution has developed a process for program review, planning and assessment, and the team was impressed by the potential of the CCSF model for program review…. the team did not find evidence of a systematic and fully implemented model…. [4.4]

To improve effectiveness, the planning system needs to be fully implemented and strongly associated with program performance, accountability, and the allocation of resources based on ongoing revenues. [12.4]

The barriers to effective planning need to be removed to connect the new planning processes fully with resource allocation, including both awarding new resources and implementing resource reductions [21.3]

However, the links from the work of the Program Review Committee (PRC) and CPBC to specific resource allocations, both awarding resources and planning for specific resource reductions, need to be strengthened. [21.5]

There has been disagreement about the role of the Program Review Committee in making specific resource recommendations to the College Planning and Budget Council. [24.3]

The centrality of program review in the planning process ensures that input is broadly based. The planning system calls for a process by which the program reviews are examined and the resulting information analyzed and summarized by the Program Review Committee based on input from college constituencies. Under the design of the planning system, the work of the PRC leads directly to resource allocation recommendations to the College Planning and Budgeting Council to conduct budget hearings and to forward budget recommendations to the chancellor and, ultimately, Board of Trustees. [25.4]

However, the connection between roles of Program Review Committee and College Planning and Budget Committee regarding specific resource allocations, both awarding of specific resource allocations and planning for specific resource reductions, needs to be strengthened. [25.5]

The 2010-11 Program Review for Institutional Advancement notes that although the program review process has been strengthened each year, there needs to be more done at the institutional level to
integrate program review with developing the institutional strategic, annual and educational plans, as well as ongoing work with the role of the College Planning and Budgeting Council.[26.1]
While the review and modification of the program review process has been accomplished in recent years, the evaluation of other elements of college communication and dialogue related to planning and resource allocation is lagging. [27.3]
The quality of program review reports varies widely by department. … The program review-based planning process has not yet been fully engaged for the purpose of implementing revenue reductions to college budgets. [27.4]
The quality of program review reports varies widely, and development of measures of institutional effectiveness has been delayed. [28.4]

To improve the efficacy of evaluation and planning to enhance institutional effectiveness, the team recommends that the college complete its work to fully implement its model for Program Review for all courses, programs and support services... [29.1]
… programs and units identified with significant challenges as a result of the program review will be recommended for a more specific review. At this time, no programs have been identified to submit to a more specific review. However, this may be due to the fact that the college emphasizes that the program review process will not be punitive. These two approaches seem to be counterproductive instead of helping to achieve the goal of program improvement. Regardless of the perceived incongruity of these approaches, the Program Review Committee created a program discontinuance policy that was being reviewed by constituency groups as the governance process commenced the week of the team visit. [32.1]
An overarching planning issue identified by most of the CTE faculty involves insufficient resources for their programs. These resource concerns range from the adequacy of staffing, equipment and supplies to satisfactory facilities and sufficient program oversight. There was not a clear understanding within the CTE programs of how their planning was tied to resource allocation at the program level. [34.1]
Although the college developed a comprehensive program review process, the results of program review are not linked to the resource allocation process, in particular not when revenues are declining. Consequently, the college has not achieved the proficiency level of implementation of program review. [37.2]
The program review template is focused on instructional units and is not an effective template for the comprehensive evaluation of student services and support units. Program review of student support services is not tied to college goals and budget allocation processes. The team found that the student support services are not engaged is a systematic assessment and planning process that includes effective program review. [39.6-40.1]
The student services planning and assessment, however, does not adhere to a process that was developed by the college’s defined models for measuring institutional effectiveness. Neither is it recorded in program plans. … To fully meet this standard, the institution should adhere to college-developed models for systematic planning, assessment and review. [41.6]
While the comprehensive budget planning system set priorities for educational improvements, there is no process to reduce the scope of programs and services provided across the service area based on a reduction in funding. [55.3]

Incorporate data about funding from grants and other sources into Program Review and integrated planning processes

For example, fiscal resources are often one-time or restricted-use revenue supplied by grants, bond funds, Perkins IV funds, and donations, which are currently allocated outside of the regular college planning process. The ability of programs and individuals to find resources and develop programs from funding sources outside of the regular planning process results in circumventing rather than following appropriate processes. The College Planning and Budgeting Council (CPBC) has identified the need to incorporate grant data into program review and to clarify the fundraising line item in the budget (Draft CPBC Minutes of February 28, 2012). [20.4]
For example, fiscal resources are often supplied by grants, bond funds, Perkins IV funds, etc., which are currently allocated outside of the regular college planning process. As a result, the College Planning and Budgeting Council has identified the need to incorporate grant data into the program review template and to clarify the fundraising line item in the budget. … The ability of programs and individuals to find resources and develop programs from funding outside of the regular planning process encourages departments and programs to work around the process rather than follow the defined collective process of the Program Review Committee and College Planning and Budgeting Council. [26.3] The college is urged to address the following indentified barriers to effective planning and implement its model of program review in a way that is conforms to standards and is fully integrated with institutional planning and budgeting: … 5) perceived disregard for financial planning and budgeting as the result of processes allocating restricted funds from grants and bonds outside of the prescribed planning and budgeting processes. [27.5] However, the college consistently demonstrates capacity to secure grants and engage in fundraising efforts to support its educational programs. Department chairs in CTE programs especially cite grants as the primary source of funds for equipment purchases, program improvements, preserving course offerings, and even facilities improvements. [30.4-31.1] … creating and implementing a comprehensive student support services plan to meet the varied needs of its students… The plan should document the evaluation that is occurring and the program review and SLO assessment yet to be completed to close the loop to improve student support services. [41.7]

STANDARD II Student Learning Programs and Service
A. Instructional Programs

**Recommendation 4: Student Learning Outcomes**
To fully meet Standard II Student Learning Programs and Services, the team recommends that the college identify the intended student learning outcomes at the course, program, general education, certificate and degree levels, develop and implement assessments of student learning, and analyze the results of assessment to improve student learning. The results of ongoing assessment of student learning outcomes should foster robust dialogue and yield continuous improvement of courses, programs and services and the alignment of college practices for continuous improvement. [6.3]

**Recommendation 4: Student Learning Outcomes**
To fully meet Standard II Student Learning Programs and Services, the team recommends that the college identify the intended student learning outcomes at the course, program, general education, certificate and degree levels, develop and implement assessments of student learning, and analyze the results of assessment to improve student learning. The results of ongoing assessment of student learning outcomes should foster robust dialogue and yield continuous improvement of courses, programs and services and the alignment of college practices for continuous improvement[37.5]

Engage all units in defining and assessing Student Learning Outcomes.

Eligibility Requirement 10. Student Learning Achievement….the development of student learning outcomes for programs and the institution has not been completed. [17.6] The college has not engaged all units and programs to the level of continuous quality improvement based on defining and assessing student learning outcomes at the course, program and institutional levels.[13.2] While SLO assessments are in place for some courses and programs, as reflected in the online SLO Survey Report, many programs are still in the initial stages of assessment. While many student support
services units and departments have engaged in SLO assessment, there was no evidence that all units have engaged in assessment. [13.5]
Some departments have exemplary processes in place, while others do not. Some program review reports address SLO assessment in depth; others treat the subject only in a cursory fashion or have incomplete information [21.4]
General Education outcomes have been approved by the Bipartite Committee on Graduation Requirements, but a plan for the assessment of these outcomes, and a response to those assessments, are apparently still works in progress. [24.4]
It is not clear that the assessment of student learning and achievement is as advanced for noncredit courses. [25.1]
Student learning outcomes are in place for most courses and programs, and the program review template provides for the reporting of dialogue related to the assessment of student learning. … General Education outcomes have been approved by the Bipartite Committee on Graduation Requirements, but a plan for the assessment of these outcomes and a response to those assessments are apparently still works in progress. [28.5]
Efforts to implement SLOs and assessments for program improvement appear to be more isolated in pockets than institutionally systematic and purposeful. [32.2]
CTE program personnel had very limited knowledge and awareness of student success in the career field of focus and could not use job success as a measure of program effectiveness. Moreover, none of the sampled CTE programs had done much with the implementation of the SLO assessment and improvement cycle. It also appeared that many of these programs had not developed program-level learning outcomes. [33.4]
The college has not yet addressed its general education SLOs, although the college has worked to develop a process to ensure all instructional programs will have assessed SLOs and reviewed assessment results for program improvements by 2016. [35.3]
… evidence suggests that SLOs were not clearly stated in all course syllabi. [35.4]
… the disparate responses by departments to the student learning outcomes effort is a concern as departments appear to be either completely or barely engaged. [36.1]
The evidence examined during the visit does not substantiate the information reported to the ACCJC as of June 10, 2011, which indicates that 75% of all college courses have an ongoing assessment of learning outcomes and that 73% of college programs also have ongoing assessments of student learning outcomes (ACCJC Eligibility Requirement 21). [36.2]
Few departments are demonstrating levels of development, let alone proficiency, of implementation of student learning assessment and analysis accompanied by modifications of educational delivery that has led to greater student learning and success … Some basic skills, CTE and transfer programs have identified and assessed program-level SLOs, but many programs are not significantly engaged in using program- and course-level SLO assessments to improve instruction…. [37.3]
In general, institutional student learning assessment and using the assessment results for continuous improvements are not embraced or implemented by many departments and programs. It is evident that the college would have to work with incredible intensity to meet the student learning outcomes implementation level of proficiency by fall 2012. [37.4]

To fully meet Standard II Student Learning Programs and Services, the team recommends that the college identify the intended student learning outcomes at the course, program, general education, certificate and degree levels, develop and implement assessments of student learning, and analyze the results of assessment to improve student learning. [37.5]
Although some support services have defined programmatic student learning outcomes, the team did not find evidence that all units have completed the full cycle of assessment, analysis and program improvement. [38.3]
… the team determined that while several support services units have initiated the process of student learning outcomes and assessment, all units have not developed student learning outcomes. According to the Vice Chancellor of Student Development, evidence of student learning outcomes and assessment among some student services units could not be supported by evidence because many of the records have been lost due to the departure of the SLO coordinator. [39.5]
Strengthen collegewide dialog and documentation concerning SLOs and assessment.

… the quality of self-reflective dialogue varies and collegewide dialogue needs to be strengthened. [28.5]
… there appears to be very limited dialogue occurring on campus about SLOs and assessments and their value in program improvement efforts. [32.2]
The college’s SLO assessment data are not easy to find on the college website, rather data are embedded in each department’s program review documents. The college has not addressed its general education SLOs, although the college has worked to develop a process to ensure all instructional programs will have assessed SLOs and reviewed assessment results for program improvements by 2016. [32.2]
Improvement in college procedures is also needed in the area of documentation of collegewide SLO assessment efforts. This documentation has been ineffective. Currently SLO assessment data is not easy to find on the college website but can be found embedded in each department’s program review documents. [35.3]
The SLO Workgroup was reportedly discontinued because its purpose, to assist departments in creating both course-level and program-level student learning outcomes, was perceived as being accomplished. [35.5]
Once in operation, this group [Academic Senate’s Ad Hoc SLO Committee] could assist the college in processing, managing and monitoring its progress on student learning outcomes. [35.6]
The college has expressed an urgent need to focus on student learning outcomes assessment data accuracy, collection, consistency, and analysis, and has made efforts to address this. [36.4]

Use SLO assessment for continuous improvement at every level.

… discussion [concerning SLOs] has not evolved into institution-wide practice. In the team’s judgment, City College of San Francisco did not demonstrate proficiency in assessing student learning outcomes or sustainable continuous improvement in its program review and planning processes. [4.5]
There was little evidence available for SLO assessment and use in continuous improvement at the program, general education or institutional level. Efforts to implement SLOs and assessments for program improvement appear to be more isolated in pockets than institutionally systematic and purposeful. [13.5]
General Education outcomes have been approved by the Bipartite Committee on Graduation Requirements, but a plan for the assessment of these outcomes and a response to those assessments are apparently still works in progress. [28.5]
To improve the efficacy of evaluation and planning to enhance institutional effectiveness, the team recommends that the college … advance its framework for defining and assessing Student Learning Outcomes for all courses, programs, support services and certificates and degrees … [29.1]
There does not seem to be a strong institutional commitment to implementing the SLO improvement cycle within the senior faculty leadership. Outside of pockets of excellence, there does not seem to be strong institutional commitment to attaining a proficiency level across the institution by fall 2012. The self study recognizes a lack of institutional mechanisms to document assessment and improvement cycles, and there appears to be very limited dialogue occurring on campus about SLOs and assessments and their value in program improvement efforts. [32.2]
The team heard a common concern from the campus community about the instability of leadership on campus which is demonstrated in an organizational chart showing many interims holding the leadership positions related to instruction programs, student services and library and learning services.
Many college constituents expressed that this is the cause of the incomplete implementation and integration of SLOs into the college culture. [32.3]
Some programs [but not most…] have indeed taken assessment results and altered delivery to improve student learning, as exemplified by the mathematics and English departments when they initiated short-term classes and/or consolidated sequential courses. [36.4]
Few departments are demonstrating levels of development, let alone proficiency, of implementation of student learning assessment and analysis accompanied by modifications of educational delivery that has led to greater student learning and success … Some basic skills, CTE and transfer programs have identified and assessed program-level SLOs, but many programs are not significantly engaged in using program- and course-level SLO assessments to improve instruction…. [37.3]
In general, institutional student learning assessment and using the assessment results for continuous improvements are not embraced or implemented by many departments and programs. It is evident that the college would have to work with incredible intensity to meet the student learning outcomes implementation level of proficiency by fall 2012. [37.4]
The results of ongoing assessment of student learning outcomes should foster robust dialogue and yield continuous improvement of courses, programs and services and the alignment of college practices for continuous improvement. [37.5]
… creating and implementing a comprehensive student support services plan … to document the evaluation that is occurring and the program review and SLO assessment yet to be completed to close the loop to improve student support services. [41.7]

STANDARD II  Student Learning Programs and Service
B. Student Support Services

Recommendation 5:  Student Support Services
To fully meet Standard II.B Student Support Services, the team recommends that the institution systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services and develop as well as communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery. [6.4]

Recommendation 5:  Student Support Services
To fully meet Standard II.B Student Support Services, the team recommends that the institution systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services and develop as well as communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery. [42.2]

Systematically assess student support services using student learning outcomes and other appropriate measures
Although some support services have defined programmatic student learning outcomes, the team did not find evidence that all units have completed the full cycle of assessment, analysis and program improvement. [38.3]
… the team determined that while several support services units have initiated the process of student learning outcomes and assessment, all units have not developed student learning outcomes. According to the Vice Chancellor of Student Development, evidence of student learning outcomes and assessment among some student services units could not be supported by evidence because many of the records have been lost due to the departure of the SLO coordinator. [39.5]
…While the tools for evaluation [CCSSE, CPI, SARS, etc.] are expansive, the team could not find evidence that data from these tools were utilized by student services programs and services in their respective program review process. The program review template is focused on instructional units and is not an effective template for the comprehensive evaluation of student services and support units.
Program review of student support services is not tied to college goals and budget allocation processes. The team found that the student support services are not engaged in a systematic assessment and planning process that includes effective program review. [39.6-40.1]

The student services planning and assessment, however, does not adhere to a process that was developed by the college’s defined models for measuring institutional effectiveness. Neither is it recorded in program plans. Surveys and robust dialogue about how to best serve the various needs of its ethnically, culturally and linguistically diverse students do not meet the ACCJC Standards of Accreditation as measures of institutional effectiveness … To fully meet this standard, the institution should adhere to college-developed models for systematic planning, assessment and review. [41.6]

The plan should document the evaluation that is occurring and … SLO assessment yet to be completed to close the loop to improve student support service. [41.7]

… the team recommends that the institution systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services. … [42.2]

Plan for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery

Eligibility Requirement 14. Student Services. …the array of services are not available at each of the nine primary campuses. [18.3]

… with declining budgets and diminishing resources, several staff members expressed concern as to the college’s ability to provide similar quality services at each primary college location. [38.1]

The team concluded that not all services give the impression of being equitably or adequately offered to students regardless of service location or delivery method (II.B.3.a). This impression was underscored by the differing reporting lines for the same and like services. For example, counseling services at each of the primary campuses are assigned to different divisions with different reporting lines. This structure created challenges to effective communication and collaboration (II.B.1). In general, the decentralization of some support services increased student access for some to some services, but not all, along each student’s academic journeys at the campuses of the City College of San Francisco. [40.3]

Over the last six years, there has been a significant increase in enrollments in distance education courses. Online student support services are minimal, and there is no evidence of movement towards addressing the student support service needs for distance learning students in an online modality. [40.4]

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

Additionally, the student support services plan should address the need deliver student services to the distance education environment. [41.7]

… the team recommends that the institution systematically assess student support services using student learning outcomes and other appropriate measures to … communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery. [42.2]

Student Records must be securely stored

Based on interviews and site visits, the team concluded that previous findings regarding securing and storing of student files have not been fully addressed due to budget constraints. Current records are
scanned and stored electronically; however, a considerable number of records are not yet converted. The college is urged to continue to make progress to complete this project. [41.3]

STANDARD II  Student Learning Programs and Service
C. Library and Learning Support Services
No Recommendation.

STANDARD III  Resources
A. Human Resources

Recommendation 6:  Human Resources Components of Evaluation
To fully meet Standard III.A Human Resources, the team recommends that the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes include a component that assesses the effectiveness in bringing about those learning outcomes. [6.5]

Recommendation 6:  Human Resources Components of Evaluation
To fully meet Standard III.A Human Resources, the team recommends that the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes include a component that assesses the effectiveness in bringing about those learning outcomes. [49.2]

Strengthen implementation of SLOs through faculty performance evaluations
The self study notes that the college must rely heavily on staff development activities to increase faculty competency in the SLO assessment and improvement cycle; yet, faculty staff development days have been reduced to one per semester. Moreover, there is no designated faculty member tasked with leading an SLO training effort to engage others in the dialog about implementation of improved SLO assessment efforts. [32.2]

Another inhibiting factor to faculty investment in the student learning outcome initiative relates to the disconnection between SLO efforts and faculty evaluation. [36.3]
The self study identified several components of the faculty evaluation process designed to ensure the effectiveness of producing student learning outcomes, including that the student evaluation provides measures of linkages between the faculty and SLOs. During the visit, the team was not able to substantiate these assertions. The actual instrument used for faculty evaluation does not include these component parts. A review of evaluations did not provide evidence that this sub-standard is being met. [45.3]

… the institution has not incorporated the results of learning assessment into the evaluation procedures for faculty, administrators and other faculty and staff responsible for student learning. [48.1]

To fully meet Standard III.A Human Resources, the team recommends that the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes include a component that assesses the effectiveness in bringing about those learning outcomes. [49.2]

Recommendation 7:  Human Resources
To fully meet Standard III.A Human Resources, the team recommends that the college assess the adequacy of its current number of qualified classified staff and administrators and their appropriate preparation and experience necessary to support the institution’s mission and purpose. The college must ensure that human resource planning is fully integrated with the
institutional program review, planning and budgeting processes and linked to the annual allocations of funding to maintain and improve institutional effectiveness. [7.1]

**Recommendation 7: Human Resources Staffing and Planning**

To fully meet Standard III.A Human Resources, the team recommends that the college assess the adequacy of its current number of qualified classified staff and administrators and their appropriate preparation and experience necessary to support the institution’s mission and purpose. The college must ensure that human resource planning is fully integrated with the institutional program review, planning and budgeting processes and linked to the annual allocations of funding to maintain and improve institutional effectiveness. [49.3]

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**Assess the adequacy of classified staff and administrators to support the institution’s mission and purpose.**

... the large number of classified and administrative staff vacancies and expenditures that do not match existing revenue, ... the team is concerned that the roles, responsibilities and decision-making authority of leadership and the governance structures are not clearly defined. [5.1]

**Eligibility Requirement 5. Administrative Capacity.** The visiting team did not confirm that City College of San Francisco has a sufficient administrative staff with appropriate experience to support the necessary services for an institution of its size, mission, and purpose. The organizational structure and staffing is fluid, and administrative oversight is unsettled. Four of the five or 80% of the vice chancellors are interim appointments. Several management positions are vacant and duties are reassigned to incumbent administrators. A hiring freeze was imposed two years ago for administrative and classified positions. [16.5-17.1]

The management structure that oversees planning and research functions has been modified several times and staffing for the Research and Planning Office has been reduced. [20.3]

The college is urged to address the following identified barriers to effective planning and implement its model of program review in a way that is conforms to standards and is fully integrated with institutional planning and budgeting: ... 3) reorganization of college offices and reassignment of leadership and support staff that may have made effective planning more difficult due to lack of continuity; 4) staffing cuts in the Office Research and Planning, which have impeded the ability of the office to produce research data and the many college planning documents in a timely manner ... [27.5-28.1]

The team heard a common concern from the campus community about the instability of leadership on campus which is demonstrated in an organizational chart showing many interims holding the leadership positions related to instruction programs, student services and library and learning services. [32.3]

Due to recent budget reduction, City College of San Francisco has implemented a two-year hiring freeze. Only essential positions have been filled with 76 full-time faculty hires and 59 full-time classified hires from September 2011 to December 2012. During this timeframe administrative staff has been reduced significantly. This has resulted in reassignment of administrative staff to provide coverage of operational areas. [44.3]

Over the last several years, budget cuts have resulted in severe classified staff and administrative staff reductions and reassignments to fill the vacancies in critical areas. For example, of the five vice chancellor positions, four are interim reassignments. [45.5]

The team is concerned there is not sufficient classified staff or administrators with appropriate preparation and experience to provide the leadership, management or services necessary to support the institution’s mission and operations. The absence of a formal staffing plan and assessment data make it difficult to determine whether human resources planning efforts are integrated with the college’s planning processes or conducted on an ad hoc basis due to declining resources. [48.3]

During the site visit, the team saw instances where personnel were overtaxed with additional duties or carrying out new roles. For example, four of the five vice chancellor positions were filled by interim administrators. Other administrators were assigned new administrative duties in addition to their existing loads. At the time of the team visit, two key management positions in the facilities area were
vacant without current plans to refill the positions. It is not certain what the cumulative impact will be on facilities operations. Also, classified staff vacancies are filled through reassignment to address critically needed vacant positions. It is uncertain whether or not the minimum qualifications as defined in the job description are evaluated for the reassignments. Most disconcerting is that the planned and nearly completed new Chinatown campus may be delayed due, in part, to inadequate human resources to operate the much larger facility. [48.4]

… the team recommends that the college assess the adequacy of its current number of qualified classified staff and administrators and their appropriate preparation and experience necessary to support the institution’s mission and purpose. [49.3]

The management oversight of the facilities operation and maintenance is shrinking. The positions of director of facilities, maintenance and operations and the director of real estate are vacant and have not been approved for hiring, presumably because of budget limitations. The duties of these two positions are being absorbed by the vice chancellor of administration and finance. [50.5]

Recent staff reductions have resulted in an administrative realignment of duties among positions with management oversight of facilities and their operations. The adequacy of administrative oversight for facilities maintenance and operations is dubious considering the size of the facility plant and the age of many buildings and could quickly jeopardize compliance with the standard. [51.3]

The college administrative structure has and is going through many changes due to the fiscal crisis and the large number of administrators who have retired. The chancellor has realigned the administrative structure. There are several interim positions and many lateral appointments with additional assigned duties. [63.5]

**Integrate human resource planning with institutional planning.**

Natural attrition has been the basis for staff reduction and, therefore, is not always in alignment with institutional priorities and goals or recommendations for the allocation of human resources. The need for new or replacement positions is established during the program review process; however, a formal staffing plan is not part of the integrated planning process. Positions remain vacant and sorely needed. [45.5]

It is ambiguous whether human resources planning is integrated with institutional planning. … Regardless of need based on institutional priorities and goals due to declining revenue, the recommendations for the allocation of human resources are not followed or budgeted. [47.5]

Since this planning effort is recently developed, there has not been sufficient time to evaluate progress or assess effectiveness of the planning effort. Interviews revealed the administrative units will complete an annual report this spring to document progress made toward goals. This documented annual report process was not completed in spring 2011. As a result, it is unclear whether or not the goals have been achieved or assessed. [47.5]

The self study and documented evidence reveal staffing needs are identified through program reviews for academic programs and student support services and other college operations. However, the team concluded that the allocation of new and replacement positions is not informing the annual budgeting process. [48.1]

Staffing realignment prompted by the economic downturn is determined by the chancellor for administrative positions. Classified vacancies are reviewed by the Vacancy Review Classified Group (VRG). It does not appear that position review processes are in alignment with planning or the shared governance process as indicated in documents provided during the visit. [48.2]

The self study indicates human resources planning is integrated with institutional planning. Requests for positions are included in program reviews and seen by the Program Review Committee. In theory, these requests are linked to annual budget allocations. In practice, this doesn’t seem to occur, at least, not when revenues are reduced. [48.3]

The college must ensure that human resource planning is fully integrated with the institutional program review, planning and budgeting processes and linked to the annual allocations of funding to maintain and improve institutional effectiveness. [49.3]
Integrate professional development planning with institutional planning.
The college must stabilize its executive leadership, invest in professional development and allocate other resources that are necessary to advance and implement ongoing processes to improve student learning and achievement and align institution-wide practices. [4.5]
The dramatic reduction in professional development opportunities and deep reduction in the number of faculty development days pose a challenge to the college to prioritize its allocation of resources to meet this need. [47.3]
The college does not currently systematically evaluate professional development programs and use the results of these evaluations as the basis for improvement. [47.4]
To fully meet this standard, the college must integrate professional development opportunities into its planning process and ensure that priorities are linked to an appropriate allocation within its limited annual revenues. [48.1]

STANDARD III Resources
B. Physical Resources

Recommendation 8: Physical Resources
To fully meet Standard III.B Physical Resources, the team recommends that the college incorporate all costs required to appropriately operate and maintain existing facilities, whether owned or leased, into its annual and long-term planning and budgeting processes and annually allocate the required human and fiscal resources to effectively and equitably operate and maintain physical resources at locations where courses, programs and services are offered. [7.2]

Recommendation 8: Physical Resources
To fully meet Standard III.B Physical Resources, the team recommends that the college incorporate all costs required to appropriately operate and maintain existing facilities, whether owned or leased, into its annual and long-term planning and budgeting processes and annually allocate the required human and fiscal resources to effectively and equitably operate and maintain physical resources at locations where courses, programs and services are offered. [51.6]

Develop contingency plans
The team confirmed that City College of San Francisco has not addressed [the recommendation from 2006] [14.3]:

Recommendation 5[2006]: 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

…While the college asserted that it has sufficient cash flow and reserves to maintain fiscal stability, the team concluded otherwise. Based on a review of evidence, interviews and the recent auditor’s report, the team concluded that the financial stability of the City College of San Francisco is tenuous, and the institution is vulnerable in today’s strained fiscal environment. [14.3]
The lack of self examination and failure to react to ongoing reduced funding has caused the institution to reach a financial breaking point. The college’s unrestricted net assets are in a deficit position for the third consecutive year and the deficit continues to grow. Without sufficient cash flow and reserves to maintain financial stability and realistic plans for the future, CCSF will be challenged to maintain financial solvency. [55.4]
This examination [of reports, audits, and interviews] revealed the institution does not have sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, or realistic plans to meet financial emergencies and unforeseen occurrences. [57.1]
The general fund reserve is at a level that makes the college unable to meet financial emergencies or unforeseen occurrences. This low reserve has also created a reliance on short-term borrowing to meet the cash flow needs of the institution. [57.7]

**Include future facilities operating and maintenance costs in planning models.**

The team confirmed that City College of San Francisco has not addressed [the recommendation from 2006] [14.5]:

*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 (II.B.2.a).

Although the CCSF self evaluation indicated the limited use of a planning model that includes the total cost of ownership for capital equipment or systems, the team was unable to verify if such a model was used for planning. Due to the unstable fiscal condition of the college, there is scarcely an adequate annual budget for operations or reserve funding set aside for scheduled maintenance of existing facilities. The opening of the new Chinatown/North Beach Campus, which was set for summer 2012, will be delayed to Fall 2012 primarily due to fiscal constraints. [14.5]

While measures have been taken to improve physical resources through modernization and new construction, there exists a need to update facilities to reasonable standards required for an environment conducive to learning and working where courses, programs and services are offered. … Considering the declining fiscal condition of the college, the adequate allocation of funding for maintenance and operations is uncertain. [50.3]

The team encourages the college to expand its understanding of the Total Cost of Ownership Model and to utilize this model when planning for new capital construction projects, including facilities, equipment, maintenance and replacement decisions. [51.4]

… the team recommends that the college incorporate all costs required to appropriately operate and maintain existing facilities, whether owned or leased, into its annual and long-term planning and budgeting processes and annually allocate the required human and fiscal resources to effectively and equitably operate and maintain physical resources at locations where courses, programs and services are offered. [51.6]

… unrestricted general fund salaries and benefits exceed 92% of the total expenditures excluding transfers. The remaining 8%, excluding transfers, simply is not adequate for all other operations and maintenance… [56.3]

**Continuously evaluate the effective use of physical resources.**

While measures have been taken to improve physical resources through modernization and new construction, there exists a need to update facilities to reasonable standards required for an environment conducive to learning and working where courses, programs and services are offered. … Considering the declining fiscal condition of the college, the adequate allocation of funding for maintenance and operations is uncertain. [50.3]

The team urges the college to continuously evaluate the effective use of physical resources to improve the college’s ability to provide the physical resources to support the educational programs and services to the diverse communities it serves on nine primary campuses. [51.4]

**STANDARD III  Resources**

**C. Technology Resources**

*Recommendation 9: Technology Resources*
To fully meet Standard III.C Technology Resources, the team recommends the college develop a comprehensive plan for equipment maintenance, upgrade and replacement that is integrated with the institution’s budget allocation processes; and that the college continues to monitor its information technology systems and implement measures to more fully secure the technology infrastructure. [7.3]

Recommendation 9: Technology Resources
To fully meet Standard III.C Technology Resources, the team recommends the college develop a comprehensive plan for equipment maintenance, upgrade and replacement that is integrated with the institution’s budget allocation processes; and that the college continues to monitor its information technology systems and implement measures to more fully secure the technology infrastructure. [54.5]

Develop a comprehensive plan for equipment maintenance, upgrade and replacement that is integrated with the institution’s budget allocation processes.
Based on review of the 2009-2011 Technology Plan, the updated plan and the current budget, the team concluded that the institution continues to rely almost exclusively on bond and grant funding for the acquisition and replacement of hardware. The self evaluation report confirmed this and also indicated bond funding for technology purchases had been discontinued. Based on this evidence, the college has not integrated plans for technology acquisition, maintenance and regular replacement into the institution’s budget planning and annual budget development.[15.4] … the institution continues to rely almost exclusively on bond and grant funding for the acquisition and replacement of hardware. This does not achieve the stability that is equivalent to an ongoing source of college general funds…. the college has not integrated into the ongoing budget plans the total cost of technology acquisition and maintenance, including regular replacement of outdated hardware. [53.4]
While these numerous planning and governance groups are designed to ensure that distribution and utilization of technology resources support the development, maintenance, and enhancement of the programs and services at the college, the budget does not reflect the results of the planning process because the discretionary resources are too limited to finance established priorities and goals. [54.1] ..without a viable source of revenue, CCSF is severely limited in sustaining its information technology infrastructure and operations. The institution’s ability to effectively use planning and assessment to maintain or improve technology resources to support learning and institutional effectiveness may be severely limited by a lack of technology funding. [54.2] … Even though the institutional planning and assessment processes are designed to drive the budgeting process to assure technology resources are used to support student learning programs and services and to improve institutional effectiveness, the plan is not linked to the allocation of resources, presumably because the revenue is insufficient to address the needs identified in the planning process. Although CCSF has continued to make progress in many areas related to technology, the areas that remain to be addressed are funding of equipment upgrades and replacement… [54.4]… the team recommends the college develop a comprehensive plan for equipment maintenance, upgrade and replacement that is integrated with the institution’s budget allocation processes… [54.5]

Monitor information technology systems and implement measures to more fully secure the infrastructure.
As with many public and private institutions, City College of San Francisco’s information technology infrastructure is constantly under attack by viruses and hackers. … There is no evidence that any of the college’s databases were compromised. Even so, the college continues to discuss strategies that will
The results of the assessment indicate the college has not met the standard for privacy and security. [52.5-60.1] (III.C.1 and 2).

Although CCSF has continued to make progress in many areas related to technology, the areas that remain to be addressed … [include] improving infrastructure security. [54.4] … the team recommends … that the college continues to monitor its information technology systems and implement measures to more fully secure the technology infrastructure. [54.5]

STANDARD III Resources
D. Financial Resources

Recommendation 10: Financial Planning and Stability
To meet the Standard III.D Financial Resources, the team recommends that the college use its mission statement to inform its allocation of resources decisions to match annual, ongoing expenditures with ongoing financial resources. This action is needed to increase its reserves to a prudent level that will allow it to meet financial emergencies and unforeseen occurrences, to meet its operating expenses without excessive short-term borrowing, and to effectively manage the financial impact of its unfunded, long-term liabilities. [7.4]

Recommendation 10: Financial Planning and Stability
To meet the Standard III.D Financial Resources, the team recommends that the college use its mission statement to inform its allocation of resources decisions to match annual, ongoing expenditures with ongoing financial resources. This action is needed to increase its reserves to a prudent level that will allow it to meet financial emergencies and unforeseen occurrences, to meet its operating expenses without excessive short-term borrowing, and to effectively manage the financial impact of its unfunded, long-term liabilities. [58.4]

Use the mission statement to inform allocation of resources.

Eligibility Requirement 17. Financial Resources. The visiting team did not confirm that City College of San Francisco maintains and documents a funding base, financial resources, and plans for financial development that are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. [18.6]

Financial constraints and issues related to financial planning have weakened the connection between the planning processes and fiscal resources. [20.4]

As the college continues to confront declining resources, it may face increasing challenges in its efforts to preserve the full range of educational programs and services currently available at the various campuses. An example is the Aircraft Maintenance Technology Program co-located at the San Francisco International Airport. The program has only one full-time instructor and one part-time instructor. Because the curriculum is tightly driven by Federal Aviation Administration requirements and involves extensive lab content, it is evident that a single full-time instructor cannot adequately deliver the program, even with adjunct assistance. Aviation technology students currently cannot complete their program within two years. Another example is the challenge that comes with the expansion of the Culinary Arts Program at the Chinatown Campus. The college will be offering culinary courses at three different campuses. … [30.4]

City College of San Francisco has been ineffective in developing and implementing a comprehensive budget planning system that addresses its lack of resources and declining budget. … the planning system has not been effectively utilized to address the current lack of resources and declining budget picture. [55.1]

While CCSF recognizes in its institutional self evaluation that “lack of adequate state support during recent years has led to annual budgets that do not provide adequate resources to meet the needs of the college’s current enrollment,” the college has not demonstrated the will to reexamine the scope of the
college’s mission and supporting operations to decide the scope or level of programs and services that can be provided within the limits of its actual financial resources. [55.3]

Unless the scope of the mission is adjusted or the college finds an additional stable funding source, it is unlikely the college can continue programs at its current level. [55.4]

The financial situation at City College of San Francisco continues to deteriorate. The budget does not realistically provide the financial resources necessary to support student learning programs and services and to improve institutional effectiveness. [57.5]

… the team recommends that the college use its mission statement to inform its allocation of resources decisions to match annual, ongoing expenditures with ongoing financial resources. [58.4]

**Increase reserves to a prudent level and manage unfunded liabilities.**

The team confirmed that City College of San Francisco has not addressed [the recommendation from 2006][14.1]:

*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.*[13.6]

The current projections for the 2011-12 year indicate ongoing expenditures will exceed revenues by approximately 5.9 million dollars. Salaries and benefits remain above 92% of the unrestricted general fund expenditures. Furthermore, unfunded liabilities, such as Other Post-Employment Benefits (OPEB) and Workmen’s Compensation, continue to negatively impact cash flow, and no plan has been developed to address payment of these liabilities. While the reserve meets the minimum California community college requirement, it is well below a minimum prudent level, as demonstrated by an increase in short-term borrowing to meet cash flow needs. [14.1]

The lack of self examination and failure to react to ongoing reduced funding has caused the institution to reach a financial breaking point. The college’s unrestricted net assets are in a deficit position for the third consecutive year and the deficit continues to grow. Without sufficient cash flow and reserves to maintain financial stability and realistic plans for the future, CCSF will be challenged to maintain financial solvency. [55.4]

In the development of institutional plans, the college has not included long-term liabilities to provide realistic assessments of financial resources available to support and sustain all obligations and operations. [56.2]

The short-range financial plans do not incorporate plans for payment of future liabilities. The long-range liabilities that have not been considered include post employment medical benefits (OPEB) and a substantial underfunding of the district’s workers compensation self insurance fund. … These liabilities clearly are a threat to the financial stability of the college. [56.3]

This examination [of reports, audits, and interviews] revealed the institution does not have sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, or realistic plans to meet financial emergencies and unforeseen occurrences. [57.1]

The short range budget plans do not include payment of future liabilities and obligations such as OPEB and the shortfall in the workman’s compensation self insurance pool. [57.6]

The general fund reserve is at a level that makes the college unable to meet financial emergencies or unforeseen occurrences. This low reserve has also created a reliance on short-term borrowing to meet the cash flow needs of the institution. [57.7]

… increase its reserves to a prudent level that will allow it to meet financial emergencies and unforeseen occurrences, to meet its operating expenses without excessive short-term borrowing, and to effectively manage the financial impact of its unfunded, long-term liabilities. [58.4]

**Recommendation 11: Financial Integrity and Reporting**
To meet Standard III.D Financial Resources, the team recommends the college use the resources necessary to provide accurate and timely reporting of financial information; and to report this information to internal users so they may effectively participate in the annual and long-term planning and budgeting processes. [7.5]

Recommendation 11: Financial Integrity and Reporting

To meet Standard III.D Financial Resources, the team recommends the college use the resources necessary to provide accurate and timely reporting of financial information; and to report this information to internal users so they may effectively participate in the annual and long-term planning and budgeting processes. [58.5]

Provide accurate and timely reporting of financial information.

… the college has not made progress to address a long-standing pattern of late financial audits and deficit spending, which harm the financial integrity of the institution. The college must take steps to restore trust and institutional integrity. [5.2]

Eligibility Requirement 17. Financial Resources. … The pattern of late audits, deficit spending, and the documented inability to implement corrective action to audit findings over multiple years lead the team to conclude that this requirement has not been met. [18.6]

Eligibility Requirement 18. Financial Accountability. The annual audit report for the year ending June 30, 2011, was received by the governing board at its regularly scheduled meeting on March 22, 2012. The audit was forwarded to the visiting team on March 23, one week after the accreditation visit. The team concludes that the college does not conduct audits and provide reports to the college or community in a timely manner. [18.7-19.1]

This integrated comprehensive planning process is only effective if institutional financial planning is integrated with and supports all institutional planning. The team did not find this to be taking place. [55.5-56.1] … recently in light of the unexpected budget cuts, delays in the fiscal closing process and completion of the Annual Audit, accurate information was not available to constituencies who are required to be included in making recommendations based on timely financial data. [56.4]

In the most recent audit findings, seven of the 13 findings directly related to the lack of appropriate internal controls. In a review of the prior two years of audit findings, only 18 of the 35 findings had been fully implemented prior to the next year’s audit. The failure to fully correct the audit findings reveals a failure to fully comply with the standards. [56.5]

In reviewing financial information available throughout the institution, it is apparent that accurate, appropriate, and timely information is not provided to constituencies who are required to make decisions based on timely financial data. This creates a situation where the institution is unable systematically assesses the effective use of financial resources and use the results of the evaluation as the basis for improvement [58.2]

… the team recommends the college use the resources necessary to provide accurate and timely reporting of financial information. [58.5]

… report this [financial] information to internal users so they may effectively participate in the annual and long-term planning and budgeting processes.

Planning and budgeting system should use mission statement/college priorities with accurate and timely financial information to match expenditures and resources.

City College of San Francisco needs to fully integrate the major components of a comprehensive planning process that is directly linked to an annual budget that reflects accurate assumptions for revenue, whether in years of growth or reduction. [4.4]

In order to carry out the institutional priorities, it will be necessary for City College of San Francisco to conduct comprehensive and continuous evaluation and integrated planning processes that are effectively linked to a more realistic assessment of the supply of human, physical, technological and
financial resources, in order to make informed resource allocation decisions in accordance with clearly
delineated roles and scope of authority. [28.6]
Financial constraints and issues related to financial planning have weakened the connection between
the planning processes and fiscal resources. [20.4]
The planning process, as designed, has the potential to effectively integrate institutional planning and
assessment by combining strategic planning, educational planning, facilities planning, technology
planning, and personnel planning to inform the development of annual budgets that align with actual
revenues. However, the planning system must be used more effectively and comprehensively to meet
these ends. [12.6]
In order to carry out the institutional priorities, it will be necessary for City College of San Francisco
to conduct comprehensive and continuous evaluation and integrated planning processes that are
effectively linked to a more realistic assessment of the supply of human, physical, technological and
financial resources, in order to make informed resource allocation decisions in accordance with clearly
delineated roles and scope of authority. [28.6]
An overarching planning issue identified by most of the CTE faculty involves insufficient resources
for their programs. These resource concerns range from the adequacy of staffing, equipment and
supplies to satisfactory facilities and sufficient program oversight. There was not a clear understanding
within the CTE programs of how their planning was tied to resource allocation at the program level.
[34.1]
While the comprehensive budget planning system set priorities for educational improvements, there is
no process to reduce the scope of programs and services provided across the service area based on a
reduction in funding. [55.3]
While the college has plans to reduce salary and benefit costs that currently exceed 92% of the
unrestricted general fund budget, there has been no significant progress in reducing these costs since
the last accreditation visit. The failure to address this structural problem continues to limit the
college’s ability to address other financial problems. [57.8]

Evaluate financial management systems and use the results to improve those systems.
While the college has implemented these changes [strengthen controls on finances and contracts], the
independent auditor’s findings related to internal controls and the changes to the internal auditor’s
duties appear to lessen the independent oversight. The assigned work of the independent auditor’s
appears to have changed. This is an indicator that the institution does not use existing personnel and
processes to evaluate financial management processes, nor does it use the results of the evaluation to
improve financial management systems. [57.3]
The institution has also failed to correct deficiencies identified by the external auditor. A number of
audit findings have repeated for several years without any corrective action. [58.1]
The institution does not use existing personnel and processes to evaluate the financial management
process and use the results of the evaluation to improve financial management systems. [58.3]

STANDARD IV  Leadership and Governance
A. Decision-Making Roles and Processes

Recommendation 12: Leadership, Governance and Decision-making
To fully meet Standard IV Leadership and Governance, the team recommends that the district
engage the services of an external organization to provide a series of workshops for all college
constituencies, including the members of the governing board, the chancellor, faculty, staff, students
and every administrator, in order to clarify and understand their defined roles of
responsibility and delineated authority in institutional governance and decision making. [8.1]

Recommendation 12: Leadership, Governance and Decision Making
To fully meet Standard IV Leadership and Governance, the team recommends that the district
engage the services of an external organization to provide a series of workshops for the
governing board, chancellor, faculty, staff, students and administrators to clarify and
understand their defined roles of responsibility and delineated authority in institutional governance and decision making. [62.3]

Engage the services of an external organization to provide a series of workshops for the governing board, chancellor, faculty, staff, students and administrators to clarify and understand their defined roles of responsibility and delineated authority in institutional governance and decision making.

… the team did not find evidence of clearly delineated roles and authority for decision making, thereby hindering timely communication, decisions and results. Based on this behavior, and coupled with the large number of classified and administrative staff vacancies and expenditures that do not match existing revenue, the team is concerned that the roles, responsibilities and decision-making authority of leadership and the governance structures are not clearly defined. The team recommends that leadership, governance and processes be examined and refined to improve educational effectiveness and student achievement. [5.1]

Interviews … revealed concerns with the board’s manner in dealing with some academic matters, specifically student learning programs and services. [61.2]

… there may be misunderstanding regarding the role of a recommending body versus a decision-making body. [61.3]

There is an undercurrent of distrust among the governance constituents that manifest as indirect resistance, primarily by the faculty, but also among and within each constituent group. The delineation of roles and understanding of authority for input and decision making, greater awareness of the institutional processes and the use of evaluation and assessment tools are needed to ensure efficiency and effectiveness in the planning and decision-making processes. [62.2]

… the team recommends that the district engage the services of an external organization to provide a series of workshops for the governing board, chancellor, faculty, staff, students and administrators to clarify and understand their defined roles of responsibility and delineated authority in institutional governance and decision making. [62.3]

As a result of interviews with constituent groups and board members it was concluded that the board could benefit from orientation and development sessions regarding programs, services and governance bodies within the institution and the delineation of the roles and responsibilities of board members and administrators, including the chancellor, and to include the role and authority of faculty, classified staff and students. [64.4]

… the roles and delineated authority of the governing board and the chancellor have been called into question, which demonstrates a need for understanding governance authority for decision making. [66.2]

The board and the college will benefit from a review and affirmation of the purpose of institutional governance and clarification of the roles and delineated authority that guide the process for decision making. [66.3]

Recommendation 13: Governance Structures
To fully meet Standard IV.A Decision-making Roles and Processes, the team recommends that college leaders from all constituencies evaluate and improve the college’s governance structure and consequent processes used to inform decision making for the improvement of programs, practices and services. The college must ensure that the process does not create undue barriers to the implementation of institutional decisions, plans and initiatives. [8.2]

Recommendation 13: Governance Structures
To fully meet Standard IV Leadership and Governance, the team recommends that college leaders from all constituencies evaluate and improve the college’s governance structure and consequent processes used to inform decision making for the improvement of programs, practices and services and ensure that the process does not create undue barriers to the implementation of institutional decisions, plans and initiatives. [62.4]

College leaders from all constituencies should evaluate and improve the college’s governance structure and consequent processes used to inform decision making for the improvement of programs, practices and services, ensuring that the process does not create undue barriers to the implementation of institutional decisions, plans and initiatives.

… the team did not find evidence of clearly delineated roles and authority for decision making, thereby hindering timely communication, decisions and results. Based on this behavior, and coupled with the large number of classified and administrative staff vacancies and expenditures that do not match existing revenue, the team is concerned that the roles, responsibilities and decision-making authority of leadership and the governance structures are not clearly defined. The team recommends that leadership, governance and processes be examined and refined to improve educational effectiveness and student achievement. [5.1]

Regularize process for programs to seek and accept money from grants, etc. For example, fiscal resources are often one-time or restricted-use revenue supplied by grants, bond funds, Perkins IV funds, and donations, which are currently allocated outside of the regular college planning process. The ability of programs and individuals to find resources and develop programs from funding sources outside of the regular planning process results in circumventing rather than following appropriate processes. [20.4]

The College Planning and Budgeting Council (CPBC) has identified the need to incorporate grant data into program review and to clarify the fundraising line item in the budget. [20.4]

Lack of clarity about the roles of college groups and recent changes in management assignments appear to present barriers to the effective use of the planning system. For example, disagreements about the scope of responsibility of the Program Review Committee and the Planning and Budgeting Council have been a source of tension. [20.3]

As a result of unclear leadership roles and governance processes made worse by declining revenues, the full implementation of what could be an effective planning process has been thwarted. Components of the process have been delayed. [21.2]

In addition, the self evaluation notes that “it is time for a districtwide, highly coordinated review of the shared governance system, complete with listening sessions.” [24.3]

The effectiveness of collegial dialogue is evaluated primarily through shared governance review. The college is due for such a review, perhaps overdue. This is especially important since much of the collegial dialogue that occurs in the shared governance committees is not only relevant, but critical to the implementation of the new planning system. [27.3]

The college is urged to address the following indentified barriers to effective planning and implement its model of program review in a way that is conforms to standards and is fully integrated with institutional planning and budgeting: 1) disagreements about the scope of responsibility and authority of college governance groups such as the Program Review Committee and the Planning and Budgeting Council; 2) relatively weak links between planning and the allocation of resources due to disagreement about the collective decision making of the Program Review Committee and the Planning and Budgeting Council…. [27.5]

The planning process should include clearly prescribed roles and scope of authority for all governance stakeholders involved in each component of the planning process. [29.1]
The college noted difficulty in maintaining a central repository of agendas, minutes and other records of the activities of the shared governance committees and made a commitment to improve the system. [59.3]

Difficulty was noted in full engagement by students in the governance processes, and budget cuts were blamed for diminishing participation on committees by classified staff and faculty. [59.5]

The institution’s Shared Governance Agreement specifies that an evaluation of the governance system will be conducted every two years, but the last evaluation was completed in 2007. [60.2]

It was noted that student participation was of concern and that recording of meeting outcomes needs improvement. [60.4]

… criticism centered on the length of time to reach a recommendation. [61.3]

The evaluation process for the decision-making structures and processes has not been completed…. The evaluation process is proceeding through spring 2012 with plans to present the results to the board in May 2012. [61.5]

… The college has structures in place locally to support college decision making; however, the effectiveness of these structures could not be verified and is questionable. [62.2]

… the team recommends that college leaders from all constituencies evaluate and improve the college’s governance structure and consequent processes used to inform decision making for the improvement of programs, practices and services and ensure that the process does not create undue barriers to the implementation of institutional decisions, plans and initiatives. [62.4]

**Recommendation 12: Leadership, Governance and Decision Making**

To fully meet Standard IV Leadership and Governance, the team recommends that the district engage the services of an external organization to provide a series of workshops for the governing board, chancellor, faculty, staff, students and administrators to clarify and understand their defined roles of responsibility and delineated authority in institutional governance and decision making. [62.3]

**Recommendation 13: Governance Structures**

To fully meet Standard IV Leadership and Governance, the team recommends that college leaders from all constituencies evaluate and improve the college’s governance structure and consequent processes used to inform decision making for the improvement of programs, practices and services and ensure that the process does not create undue barriers to the implementation of institutional decisions, plans and initiatives. [62.4]

**Comply fully with Accrediting Commission standards, policies and guidelines.**

… differences between evidence provided in the CCSF Self Evaluation Report and statements made in response to team inquiries. Furthermore, gaining access to some evidence related to technology, finances and human resources was not easy. Additionally, after the visit, the team chair received correspondence, which raised suspicion about the integrity of the institution. [5.2]

Eligibility Requirement 21. Relations with the Accrediting Commission. The visiting team could not confirm that City College of San Francisco adheres to each of the Eligibility Requirements and Standards of the Accrediting Commission … The team was challenged as to its authority to review confidential information associated with employee evaluations, but access was provided on the condition the team chair take responsibility for shredding said documents following inspection. Whether the institution provides information that is complete and accurate, although not always timely, is unclear based on allegations that were not proved or disproved during the course of the visit. For example, in the team’s evaluation of ACCJC Standard II, the team determined that the CCSF Self Study Report did not accurately reflect the college’s percent of courses, programs and services with defined student learning outcomes and implemented strategies for assessment and continuous improvement. [19.4]
… there were several instances where the team’s findings were not consistent with assertions made by the college in its accreditation self study report in relation to ACCJC Accreditation Standard II. … these instances, plus the verified untimely financial audits and several audit findings that have not been corrected, are significant issues that if not separately, then collectively, challenge the college’s honesty in its relations with the Commission as defined in ACCC Eligibility Requirements for Accreditation [61.4]
The college’s integrity in dealing with external agencies is questionable, and allegations should be examined to clear up the veil of distrust and reestablish conclusive institutional integrity (IV.A.4). [62.1]

STANDARD IV  Leadership and Governance
B. Board and Administrative Organization

Recommendation 14: Effective Board Organization
To fully meet Standard IV.B Board and Administrative Organization, the team recommends that the board act in a manner consistent with its policies and by-laws, assess and develop operating procedures, develop and implement a plan for board development, and regularly evaluate the effectiveness of its policies and practices. [8.3]

Recommendation 14: Effective Board Organization and Operating Procedures
To fully meet Standard IV.B Board and Administrative Organization, the team recommends that the board act in a manner consistent with its policies and by-laws, assess and develop operating procedures, develop and implement a plan for board development, and regularly evaluate the effectiveness of its policies and practices. [66.4]

Board of Trustees should act in a manner consistent with its policies and by-laws and assess and develop operating procedures.
The appearance of certain news stories in the local paper revealed that individual board members contacted the press regarding board and college issues prior to consulting with the chancellor. Other examples referred to individual board members pursuing personal agendas to advance personal interests. These behaviors raise questions about the governing board’s bias and independence. [63.7]
There have been many instances in which the board policies regarding meeting requirements were not followed. It was documented that 40 committee meetings were conducted in 2011 and, although the agendas for the meetings were available online, no minutes were created for the meetings. It was also noted that the board needed to evaluate and revise policies and practices for currency, relevance and compliance. [64.3]
The governing board evaluation revealed deficiencies which were identified as concerns through evaluation of the college’s fulfillment of the specifications of Standard IV. ... The responses are indicative of the evidence based on several interviews conducted during the accreditation team visit. [Report details low self evaluation scores for]: understanding of primary functions of the board,… focus on policy, not administrative matters,… goal setting and evaluation of chancellor,… knowledge of district’s educational programs/services,… establishment of appropriate measurements to ensure institutional effectiveness,… understanding and adherence to its roles and responsibilities… [64.6-65.1]
… constituent groups viewed the chancellor’s authority to enforce policy and direct the college diminished by board members’ overactive involvement in the operations of the college. There were several examples provided to establish this conclusion. The chancellor did not affirm this assessment. [65.3]
… the team recommends that the board act in a manner consistent with its policies and by-laws… [66.4]
Board of Trustees should develop and implement a plan for board development.
The board does not have its own plan for orientation and development. The chancellor has assumed this role. [63.3]
The board does not have its own system for orientation and development. The chancellor has assumed this role, although new trustees have attended new trustee orientations provided by California Community College League. [64.4]
The governing board evaluation revealed deficiencies which were identified as concerns ..engagement of a continuous process of training and development. [64.6-65.1]
The role of the board should be clarified, and a program for board development should be implemented to promote effective leadership and decision making and to improve institutional effectiveness. [66.3]
… the team recommends that the board … assess and develop operating procedures, develop and implement a plan for board development…. [66.4]

Board of Trustees should regularly evaluate the effectiveness of its policies and practices.
The Board of Trustees adhered to all of the elements of the previous recommendation [to conduct self-evaluations] with the exception of conducting the evaluation on a regular basis. [15.6]
There have been and remain financial challenges which must be addressed to assure the financial stability of the college. [63.7]
It has been stated that the results of the [Board self-]evaluation have not been utilized to identify strengths and areas for improvement, nor have the results been effectively communicated. [64.5]
The governing board evaluation revealed deficiencies which were identified as concerns ..establishment of appropriate measurements to ensure institutional effectiveness, … understanding and adherence to its roles and responsibilities, … [64.6-65.1]
… the roles and delineated authority of the governing board and the chancellor have been called into question, which demonstrates a need for understanding governance authority for decision making. [66.2]
In addition, the institution will benefit from a review and update of board policies to ensure their relevance and understanding. [66.3]
… the team recommends that the board … regularly evaluate the effectiveness of its policies and practices. [66.4]