

Standard IV.B. Chief Executive Officer

IV.B.1. *The institutional chief executive officer has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

IV.B.1. Evidence of Meeting the Standard

Responsibility for Quality of the Institution. As the chief executive officer of the District, the Chancellor is ultimately responsible for implementing the policies of the Board to ensure the quality of instructional programs and services provided to students and the community, as specified in Board Policy 1.25 (Chief Administrator, Authority, Selection and Term of Office) and in the Chancellor's contract.^{1 2} With this directive, the Chancellor provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness as described below. The key mechanisms through which she provides leadership include weekly Cabinet meetings (comprising the Chancellor's direct reports), weekly one-on-one meetings with direct reports, and management team meetings that generally take place twice monthly.

Effective Leadership in Planning and Organizing. The Chancellor's leadership role in planning and organizing is depicted in the roles, responsibilities, and processes charts she developed jointly with the Academic Senate.³

The Chancellor provides leadership in planning through regular communication with managers responsible for areas related to planning (Institutional Development/Planning Office, Finance and Administration, Academic Affairs, and Student Development) and through the Planning Committee, a standing committee of the Participatory Governance Council. The Planning Committee, which includes all College constituencies, has an ongoing, active role in designing and monitoring planning processes to improve institutional effectiveness, relying primarily on the Academic Senate where appropriate.⁴ The Associate Vice Chancellor of Institutional Development, whose areas of responsibility include planning, is a direct report to the Chancellor along with the Vice Chancellors.

Recent sample planning initiatives for which the Chancellor has provided leadership include the following:

- **Equal Access to Success Emergency (EASE) Task Force.** The January 14, 2015, ACCJC action letter stated that, in order to meet standards, the College's "student support

¹ [Board Policy 1.25](#) - Chief Administrator, Authority, Selection and Term of Office

² [Prospectus Chancellor Search](#); [Chancellor's Contract](#)

³ [Roles, Responsibilities, and Processes charts and narratives](#)

⁴ This is in alignment with the Title 5 §53200 definition of "Academic and professional matters" (commonly referred to as the "10+1").

services, library and learning support services must be provided at all centers in order to appropriately serve the students in programs located at those centers.”⁵ To meet this objective, Chancellor Lamb formed the Equal Access to Success Emergency (EASE) Task Force.⁶ EASE kicked off on August 3, 2015, with a meeting of key leaders and broad representation from across the College community. During that meeting, the Chancellor directed the EASE Task Force to draft a comprehensive plan for delivering services equitably at all Centers.⁷ The Chancellor carefully tracked progress on the project and ensured its completion. The Task Force finished the final draft on November 21, 2015, and began implementing the plan immediately thereafter.^{8 9}

- **Enrollment Management.** The Chancellor has redirected resources to facilitate enrollment growth through marketing given that the College has experienced a decrease in Full-Time Equivalent Students (FTES) in recent years.¹⁰ In addition, the Chancellor directed the Vice Chancellor of Academic Affairs and the Enrollment Management Committee to develop a five-year Enrollment Management Plan.¹¹
- **Facilities Master Plan.** The Chancellor has been instrumental in leading the development of a long-term Facilities Master Plan for which the District has retained an architect to develop the plan during 2016.^{12 13} In addition, the Chancellor converted the Capital Projects and Planning Committee (CPPC) to a standing facilities committee of the Participatory Governance Council; CPPC is overseeing development of the plan.¹⁴

Effective Leadership in Budgeting. The Chancellor oversees the College budget, makes final budget allocations, and updates the College about budget issues. The Chancellor regularly attends the Participatory Governance Council meetings, the body that serves as the advisory group on budget matters. To ensure effective long-range budget planning, the Chancellor, working with the Vice Chancellor of Finance and Administration, initiated the development of six-year budget projections (“multi-year financial projections” or “MYFPs”) using varying scenarios of spending and allocation of funds.¹⁵ These scenarios guide the Board as it sets long-range budget policy, including collective bargaining. In addition, The Vice Chancellor of Finance and Administration has also provided numerous presentations to the College community on the budget projections, including at PGC. In addition, several presentations to PGC have

⁵ [ACCJC Action Letter 1/14/2014](#)

⁶ [EASE Task Force Members](#)

⁷ [EASE Meeting Notes, August 3, 2015](#)

⁸ [EASE Task Force Final Draft 11/21/2015](#)

⁹ [Board of Trustees Item XIII-E Associate Vice Chancellor of Human Resources](#)

¹⁰ [Marketing Campaign Fall 2015 - Spring 2016](#)

¹¹ [DRAFT Enrollment Management Plan](#)

¹² [Facilities Master Plan Website](#)

¹³ [Proposed Facilities Master Plan Contract, 10/19/2015 Board of Trustees Action Item](#)

¹⁴ [Capital Project Planning Committee web page](#); [Facilities Master Plan RFA 9/9/15](#)

¹⁵ [Multi-Year Financial Projections](#)

compared spending allocations at the College with spending allocations at similar colleges in order to help educate the College community on budgetary matters.¹⁶ The Vice Chancellor of Finance and Administration, the individual directly responsible for the budget, is a direct report to the Chancellor.

Effective Leadership in Selecting and Developing Personnel. The Chancellor plays a key role in selecting top-level administrators (e.g., vice chancellors) and conducts final interviews for those positions.¹⁷ The Associate Vice Chancellor of Human Resources currently reports directly to the Chancellor, meets with her regularly, and is a participant in weekly Cabinet meetings, through which the Chancellor receives regular reports on vacancies and new hires.^{18 19}

The Chancellor is instrumental in establishing an ongoing staff development program for administrators, meeting regularly with the manager responsible for organizing staff development sessions and mapping out the Professional Development Plan.²⁰ Professional development for the administration largely takes place through bimonthly management team meetings.²¹ During these sessions, the Chancellor has provided guidance on topics such as accreditation, appropriate sources of spending, planning, organizational development, enrollment, campus safety, emergency preparedness, and participatory governance.²²

Effective Leadership in Assessing Institutional Effectiveness. The Chancellor ensures institutional effectiveness through regular review of instructional programs, student services, and general operations. The Associate Vice Chancellor of Institutional Development, a direct report to the Chancellor as noted above, oversees the Dean of Institutional Effectiveness—whose management responsibilities include institutional research. This reporting relationship ensures two-way communication between those directly responsible for assessing institutional effectiveness and the Chancellor, and the Chancellor provides leadership through these individuals.

The College’s assessment of institutional effectiveness, for which the Chancellor provides leadership includes:

- An ongoing cycle of assessing all course and program SLOs at least once every three years as well as assessing Institutional Learning Outcomes and General Education

¹⁶ [Fiscal Comparison Survey Presentation to PGC - May 5, 2015](#)

¹⁷ Hiring of the three VCs, [VC Academic Affairs](#), Board Resolution 150806-X-439, [VC Finance and Administration](#), Board Resolution 151210-X-550.2, [Interim VC Student Development](#), Board Resolution 150827-VIII-456

¹⁸ [Cabinet Meeting Agendas](#)

¹⁹ Note: as indicated on the [Chancellor’s organizational chart](#), the College will soon hire a new position, Vice Chancellor of Human Resources and Employee Relations. This new position will report directly to the Chancellor with the current Associate Vice Chancellor for Human Resources becoming a direct report to the new Vice Chancellor position.

²⁰ [Administrators Professional Development Plan 2015-2016](#)

²¹ [Screenshots of Management Meetings schedule and agendas](#)

²² [Chancellor Lamb’s Presentation](#), Fall Flex Day, August 14, 2015

Learning Outcomes.²³ In addition, the College assesses services for students and employees.

- An annual review and evaluation of the College vision and mission, which includes an assessment of institution-set standards and data on institutional performance.²⁴
- A review of College performance indicators and goal setting for the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI).²⁵
- A request for assistance from the IEPI's Partnership Resource Team, which initially evaluated the extent to which the College's plans are integrated and later evaluated the College's codification of roles, responsibilities, and processes and evaluated the College's progress on providing equitable access to student services at all sites through the Equal Access to Success Emergency (EASE) Taskforce.

The Chancellor also works with the Board of Trustees to establish annual College Priorities that align with the vision and mission of the College and provide direction to the College.²⁶ The Chancellor evaluates the extent to which she has fulfilled these priorities on an annual basis by including the College Priorities as a subset of her own goals and objectives.

IV.B.1. Analysis and Evaluation

The Chancellor is actively engaged in multiple efforts over a wide range of activities. The Chancellor provides broad leadership over the institution as a whole, delegates responsibility to and communicates regularly with the management team, and engages more actively when warranted.

Conclusion. The College meets Standard IV.B.1.

IV.B.2. *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

IV.B.2. Evidence of Meeting the Standard

Planning, Oversight, and Evaluation of the Administrative Structure. Board Policy 2.01 provides that:

²³ [Screenshot of Institutional Assessment Plan, pages 6-8 and page 16](#), (Source: [Institutional Assessment Plan](#), pages 6-8 and page 16); [Outcomes Assessment - Semester Reports, archives for 2012-2014](#)

²⁴ Board Review and Validation of CCSF's Mission Statement (Source: [11/12/15 BOT agenda, item X-527](#)); [Board Action validating existing Vision and Mission Statements \(Item No. 15112-IX-527\) - November 12, 2015](#); [Vision and Mission Annual Review Part A: Mission Data - Fall 2015](#); [Vision and Mission Annual Review Part B: Survey Responses - Fall 2015](#); [Board Review and Validation of City College of San Francisco's Mission Statement - October 22, 2015](#)

²⁵ [Cabinet Agenda April 19, 2016](#); [Cabinet Agenda April 26, 2016](#)

²⁶ [2015-16 Board Goals and College Priorities](#)

... the Chancellor shall have the power to recommend appointments, assign functions, services, duties and responsibilities for the administrative divisions and the administrators therein.²⁷

The Chancellor effectuates this policy when needed to ensure that the organizational structure of the College promotes the needs of the College. In 2015, when the current Chancellor assumed leadership of the College, she returned the College to a traditional organizational structure of three divisions led by three vice chancellors. In 2016, the Chancellor recommended and the Board approved the creation of a new position, Vice Chancellor of Human Resources and Employee Relations, resulting in four Vice Chancellors overseeing four divisions.^{28 29}

Delegation of Authority to Administrators. The Board has delegated authority to the Chancellor, and the Chancellor, in turn, delegates authority to staff as allowed for by Board Policy and Administrative Procedure 1.37:

The Chancellor may delegate any powers and duties entrusted to him/her by the Board including the administration of functions of the college, but will be specifically responsible to the Board for the execution of such delegated powers and duties.³⁰

The Chancellor primarily delegates authority to the Vice Chancellors of Academic Affairs, Finance and Administration, Human Resources and Employee Relations, and Student Development who in turn work directly with their respective managers to carry out their responsibilities.³¹ For example, the Chancellor delegated authority for the development of the Enrollment Management Plan to the Vice Chancellor of Academic Affairs, the authority for the PGC's budget advisory functions to the Vice Chancellor of Finance and Administration, and the authority for carrying out EASE to the Vice Chancellor of Student Development.

Administrator expectations are also specified in administrator job descriptions and employment contracts.³²

IV.B.2. Analysis and Evaluation

The Chancellor has established an administrative structure that is appropriate for meeting the needs of the students and the community. She delegates authority to the vice chancellors for the primary functions of the College.

Conclusion. The College meets Standard IV.B.2.

²⁷ [BP 2.01](#) Assignment of Authority in the San Francisco Community College District

²⁸ [Board Resolution re: Organizational change](#) - Establish a New Administrative Position Vice Chancellor Human Resources

²⁹ [Organizational Chart](#)

³⁰ [BP 1.37](#) Delegation of Authority to the Chancellor

³¹ [AP 1.37 - Delegation of Policy and Procedure Authority to the Chancellor's Staff](#)

³² [A sample job description for Administrator](#)

IV.B.3. *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

IV.B.3. Evidence of Meeting the Standard

The Chancellor guides institutional improvement of the teaching and learning environment in a number of ways as described below.

Establishing a Collegial Process that Sets Values, Goals, and Priorities. In accordance with Title 5, Sections 53200 and 53203, and CCSF Board Policy 2.08,³³ the Board of Trustees and its delegate, the Chancellor, consult collegially with the Academic Senate concerning academic and professional/10+1 matters. Central to the collegial consultation process are meetings and other communication between Officers of the Academic Senate, the Chancellor, and members of the administration. The Academic Senate tracks the Status of Issues under Consultation.³⁴ The Chancellor also meets regularly with representatives of classified employees, students, and administrators. The Chancellor meets with the Labor Management Council to consider issues of importance to classified union members.³⁵

The College community is also encouraged to participate and engage by providing comments and feedback to ensure effective discussion, planning, and implementation of programs, policies, and improvements that have significant institution-wide implications during the development of the various College plans. PGC Standing Committees or taskforces that include representatives of all constituent groups develop major College plans such as the the Facilities Master Plan,³⁶ the Education Master Plan,³⁷ the Equal Access to Success Emergency (EASE) Task Force Plan,³⁸ the Student Success Plan,³⁹ and the Equity Report.⁴⁰ The PGC then receives these plans for final review. Depending on whether the subject matter is within the primary purview of the Academic

³³ [BP 2.08](#) - City College of San Francisco Collegial Governance: Academic Senate

³⁴ [Consultation Agendas: Academic Senate; Administrators Exec Committee; Classified Senate Schedule](#)

³⁵ [Labor Management Council meeting schedule with the Chancellor](#)

³⁶ [PGC Agenda](#), October 15, 2015; [Facilities Master Plan](#)

³⁷ [PGC Agenda](#), May 15, 2014; [Education Master Plan](#)

³⁸ [PGC Agenda](#), Item 9, November 19, 2015; [Equal Access to Success Emergency Task Force Plan](#)

³⁹ [Student Success Plan](#)

⁴⁰ [PGC Agenda](#), December 17, 2015; [Student Equity Plan](#)

Senate, the PGC review may be “for information only” or for a recommendation to the Chancellor.

Working with the Academic Senate and other constituent groups, the Chancellor led the development of the Roles, Responsibilities, and Processes Handbook (RRP Handbook) which contains charts and narratives that codify and guide decision-making processes for College-wide activities. These charts provide for high-quality, inclusive decision-making in areas such as the development of Board policies, administrative procedures and initiatives, development of Program Review reports, and allocation of various types of resources.⁴¹

The Board established annual goals and priorities for the College through a collegial process involving multiple Board meetings and public input.⁴² Public comment led to the creation of separate lists for Board Goals and College priorities. The Board agreed that the original Board priorities were too closely tied to activities that focused on Board activities and did not give adequate direction on College priorities that academic departments and others could implement.

Ensuring the College Sets Institutional Performance Standards for Student Achievement.

The Chancellor, through the College’s collegial and Participatory Governance process, has developed institution-set standards for student achievement. Both the Academic Senate and the Participatory Governance Council received the standards for review, and the Board of Trustees adopted them.⁴³ The Chancellor has led the College’s efforts to enhance the development and assessment of student learning outcomes (SLOs). For example, the Chancellor helped to develop and structure the SLO Coordination Team,⁴⁴ and the College purchased and implemented CurricUNET, which serves as an online, centralized system for reporting on SLO assessment, developing Program Reviews, and developing curricula.⁴⁵

Working through the collegial consultation and Participatory Governance processes, and with input from equity forums, the College developed a Student Equity Plan that sets performance standards.⁴⁶

Ensuring that Evaluation and Planning Rely on High-Quality Research and Analysis.

The Chancellor has overseen the establishment of an institutional development unit responsible for research and planning (in addition to accreditation, grants and resource development, and community development). The unit is headed by the Associate Vice Chancellor (AVC) for Institutional Development.⁴⁷ The AVC reports directly to the Chancellor, and the AVC is a

⁴¹ [RRP Handbook](#)

⁴² [Board of Trustees Special Meeting re: Board Goals and Priorities](#); September 10, 2015; [Board Goals and Priorities](#)

⁴³ [CCSF Institution-Set Standards for Credit Achievement Data](#); [Board Resolution VIII-B-298 - Review and Approval of the 2015 Institution-Set Standards](#)

⁴⁴ [SLO Committee Members and Coordinators](#)

⁴⁵ [CurricUNET Curriculum User Manual](#)

⁴⁶ [Screenshot of page\(s\) in Equity Plan describing forums](#) (Source: [CCSF Equity Plan 2015-16](#), pages 9, 23, 33, 41, 114, and 120)

⁴⁷ [Institutional Development webpage](#)

member of the Chancellor's Cabinet,⁴⁸ directly linking research and planning with the College's highest-level executive team. The Dean of Institutional Effectiveness, who oversees research and planning—and ensures the connection between research and planning, particularly the use of data to inform all aspects of planning—also meets regularly with the Chancellor and with Cabinet when required.

The Planning Committee⁴⁹ has an ongoing, active role that honors the primacy of the Academic Senate in designing and monitoring planning processes⁵⁰ to improve institutional effectiveness through the use of data. Broad-based opportunities to participate include annual assessment and Program Review processes, as well as long-range planning projects.⁵¹ Opportunities to engage in dialogue are well publicized and are designed to involve members of various constituent groups. The College's planning processes lead to resource allocation, for both new and existing priorities. When appropriate, the College seeks grants and solicits donations to fund high-priority projects. The College tracks progress toward achieving its goals and provides evidence of institutional effectiveness improvements through a variety of mechanisms, including review of the Education Master Plan and Program Review, which requires individuals to link their goals and progress to the College priorities.

The Chancellor ensures that the Board receives information on student success and learning. On October 22, 2015, the Board participated in a comprehensive analysis of the extent to which the College was successfully carrying out its Mission. The Dean of Institutional Effectiveness presented evidence of student achievement for each element of the Mission. The Board asked questions and requested additional information as appropriate.⁵²

The Chancellor relies on data to support student success. Recent examples include the following:

- The use of data to evaluate which elements of the Student Equity Plan are effective in closing the achievement gap.⁵³
- In the process of developing a plan for providing services to the Centers, the Chancellor used data to determine which services were needed and where.⁵⁴
- The evaluation of data will be used to determine the most appropriate way of ensuring that students pay enrollment fees. Unlike prior semesters, for the Spring 2016 semester, students were not dropped prior to the first day of class. The College will evaluate whether this approach increases student access and completion.

⁴⁸ [Chancellor's Division Organizational Chart](#)

⁴⁹ [Planning Committee](#)

⁵⁰ [Planning Committee Initial List of Activities](#) (Source: [Planning Committee Agenda 11/16/15](#))

⁵¹ [Planning webpage](#)

⁵² [Vision and Mission Annual Review Part A: Mission Data - Fall 2015](#)

⁵³ [Surveys and Related Data pertinent in completing the Student Equity Plan](#); [Headcount by Center](#); [Data Overview](#); [High Level Summary](#); [Interactive Data Visuals](#); [All Credit Responses](#); [All Noncredit Responses](#); [Combined Credit and Noncredit Responses](#); [Primary Language Spoken at Home - Credit](#); [Primary Language Spoken at Home - Noncredit](#); [CCSSE Results](#) (Credit Only)

⁵⁴ [Data Overview for Centers](#)

Ensuring the Integration of Educational Planning with Resource Planning. The largest expenditures within the College’s Unrestricted General Fund are those that directly support course offerings as part of the established schedule of classes for each term. Section III.C of Administrative Procedure 8.01 requires the Vice Chancellors to develop expenditure plans that support class offerings.⁵⁵ To do this, the College first sets Full Time Equivalent Student (FTES) goals and then calculates and articulates what this means in terms of Full Time Equivalent Faculty (FTEF) and staffing plans for support and administrative staff.

Program Reviews provide the basis for additional resource allocation at the College. The Chancellor provides leadership by ensuring that the planning, Program Review, and resource allocation processes are consistently followed. This type of decision-making effort is part of the collegial governance process at CCSF. While Program Review has existed at the College for a number of years, working with constituent groups (especially the Academic Senate on Academic and Professional/10+1 items), the Chancellor has codified and clarified processes and measures to ensure effectiveness, embodied in a series of detailed flowcharts clarifying specific processes for each piece of the Program Review cycle from development to resource allocation.⁵⁶

Procedures to Evaluate Overall Planning. The Chancellor delegates responsibility for evaluating overall planning to the Planning Committee and provides leadership to Institutional Development/Institutional Effectiveness in all matters related to planning as noted in the response to Standard IV.B.1. The Planning Committee, which includes all College constituencies, has an ongoing, active role in designing, monitoring, and evaluating planning processes to improve institutional effectiveness while respecting the primacy of the Academic Senate.

IV.B.3. Analysis and Evaluation

The Chancellor effectively guides institutional improvement through codification of processes with the input of all constituent groups, sound planning, and continuous quality improvement by engaging in collegial conversations and focused direction of her management team. In collaboration with the Academic Senate, the Chancellor has led the development of flowcharts and narratives describing each of the College’s major processes. This exercise has contributed to an ongoing emphasis on planning and evaluating the results of planning.

Conclusion. The College meets Standard IV.B.3.

IV.B.4. *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

⁵⁵ [AP 8.01 - Budget Preparation and Fiscal Accountability](#)

⁵⁶ [Chart D1](#) (Source: [Decision Making Flowchart](#))

IV.B.4. Evidence of Meeting the Standard

Chancellor's Leadership Role in Accreditation. The Chancellor has the primary leadership role for accreditation and demonstrates leadership on a regular basis. The Accreditation Liaison Officer (ALO; a role assigned to the Associate Vice Chancellor of Institutional Development)⁵⁷ reports directly to the Chancellor and they discuss issues frequently, through weekly one-on-one meetings, Cabinet, and ad hoc meetings as needed.⁵⁸

The Chancellor has a great deal of experience in accreditation matters. She has attended accreditation trainings, served on numerous accreditation visiting teams, and provided assistance in the past to other colleges in meeting Accreditation Standards. Given this experience, the Chancellor brings a depth of understanding of how institutions meet Accreditation Standards to inform leadership decisions.

The Chancellor is well informed on the progress of accreditation-related matters and meets with the Accreditation Leadership Team, which comprises the Academic and Classified Senate Presidents, one Administrators' Association representative, the Accreditation Liaison Officer, and the ALO/AVC of Institutional Development's Management Assistant. This team sets agendas for the Accreditation Steering Committee meetings and vets ideas and solutions to issues prior to presenting them to the Accreditation Steering Committee.

The accreditation self evaluation process is coordinated through the College's Accreditation Steering Committee, a standing committee of the PGC established by the Chancellor.⁵⁹ Although not a member, the Chancellor attends meetings of the Accreditation Steering Committee and has participated in discussions.⁶⁰

Accreditation is a regularly scheduled discussion item on the agenda of the weekly meetings of the Chancellor's Cabinet.⁶¹ Members of the Cabinet, especially the AVC for Institutional Development, provide regular reports on the status of accreditation-related matters.

Reaffirmation of accreditation was listed as one of the primary goals of the Board of Trustees.⁶² The Chancellor ensures that the Board is well informed regarding accreditation, including a training session on accreditation on April 9, 2015.⁶³ The Chancellor organized a special study session for the Board on accreditation on October 8, 2015.⁶⁴ The Board receives summary

⁵⁷ [Chancellor's Division Organizational Chart](#)

⁵⁸ [Chancellor's Division Organizational Chart](#)

⁵⁹ [Accreditation Steering Committee](#)

⁶⁰ Accreditation Steering Committee Minutes of the Meeting; [8/18/2015](#), [9/1/2015](#), [11/3/2015](#), [11/17/2015](#), [12/1/2015](#)

⁶¹ [Chancellor's Cabinet Meeting Agendas](#)

⁶² [2015-2016 Board of Trustees Goals and College Priorities](#)

⁶³ [Special Meeting Board Agenda 4/9/2015](#)

⁶⁴ [Special Board of Trustees Meeting Agenda](#), October 8, 2015; [Accreditation Update Presented by Kristin Charles](#)

reports on accreditation at every board meeting and more detailed reports at least once a semester.^{65 66}

The Chancellor also engages directly with ACCJC where appropriate. The Chancellor has testified at annual ACCJC meetings and corresponded with ACCJC.⁶⁷ In addition, the Chancellor reviews and approves the Annual and Fiscal Reports to ACCJC.⁶⁸

The Chancellor also supports the participation of staff in training related to accreditation offered by ACCJC and others. For example, most recently, the ALO attended a post-conference session on the new Accreditation Standards following the RP Group's Student Success Conference in October 2015. In addition, the ALO and Academic Senate President attended a November 2015 ACCJC training as well as the February 2016 Academic Senate for California Community Colleges Accreditation Institute. SLO coordinators attended the March 2016 ACCJC training, "Taking Assessment to the Program Level."

Responsibility of Faculty, Staff, and Administrative Leaders in Ensuring Accreditation Compliance. The Chancellor ensures that responsibility for meeting Accreditation Standards is properly dispersed across the College. The Chancellor, with the help of the ALO, is responsible for providing regular updates and reports and for ensuring that timelines are set.⁶⁹

Responsibility for ensuring accreditation compliance is shared by many. The Vice Chancellor of Academic Affairs worked with the Curriculum Committee to propose and then implement policies and practices to ensure curriculum and assessment currency. The Vice Chancellor of Student Development led a tri-chaired task force in the development of the EASE plan to create equitable student services across Centers. The SLO Team, under the leadership of the Dean of Institutional Effectiveness and Associate Vice Chancellor of Institutional Development, helped develop the reporting processes and software to make possible fully disaggregated SLO data every semester.

Moreover, the Chancellor supports efforts to establish writing teams for each of the Standards. Teams consist of a combination of administrators, faculty, classified staff, and students.⁷⁰ The use of Google Docs by accreditation work groups promotes a collaborative, transparent process.⁷¹ This team-based and transparent approach to writing the standards allowed for individuals to recognize areas where new practices could be established. Accreditation Steering Committee meetings, open to the entire College and attended by the Chancellor, allowed individuals to identify potential improvements and immediately collaborate with others to

⁶⁵ Accreditation Liaison Office Board Updates; [1/22/2015](#), [2/26/2015](#), [3/26/2015](#), [4/23/2015](#), [5/28/2015](#), [6/25/2015](#), [7/23/2015](#), [8/27/2015](#), [9/24/2015](#), [10/22/2015](#), [11/12/2015](#), and [12/10/2015](#)

⁶⁶ [Accreditation Update to the Board of Trustees on January 23, 2016](#); [Accreditation Update to the Board of Trustees on March 24, 2016](#)

⁶⁷ [Chancellor Susan Lamb's Letter to ACCJC 6/26/15](#); [Letter to ACCJC Commission Chair Steven Kinsella](#)

⁶⁸ [2016 Annual Report to ACCJC 2016](#); [2016 Fiscal Report to ACCJC](#)

⁶⁹ [Self Evaluation Report Timeline](#)

⁷⁰ [2016 Self Evaluation Workgroups](#)

⁷¹ [Team 2016: Workgroups webpage](#)

facilitate implementation. For example, attendees at the Accreditation Steering Committee meeting raised the issue of out-of-date websites and, in collaboration with appropriate administrators, created institutional solutions.

IV.B.4 Analysis and Evaluation

The Chancellor is thoroughly involved in the accreditation process on multiple levels through guidance to key administrators, attendance and participation at Steering Committee meetings, Board training and updates, and communication with ACCJC.

Conclusion. The College meets Standard IV.B.4.

IV.B.5. *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

IV.B.5. Evidence of Meeting the Standard

Assures Implementation of Statutes, Regulations, and Governing Board Policies. The Chancellor makes it a priority to communicate the District's statutes, regulations, and Board policies with staff, students, faculty, and administrators. It is referenced in job descriptions, discussed during New Employee Orientations, and evaluated during annual staff performance reviews. Board Policies and Administrative Procedures are posted on the College website.^{72 73} Through several groups such as the Collegial Governance System, Participatory Governance Council, Chancellor's Cabinet and the administrative team, the alignment between institutional practices and Mission Statement, strategic goals, and Board policies is maintained. The Chancellor directs the General Counsel to provide administrators and other staff with staff development and legal updates on state laws and regulations.

Assures That Institutional Practices are Consistent with Institutional Mission and Policies. The Chancellor, working with the Academic Senate, has developed detailed flowcharts that document decision-making process with respect to the development of plans, initiatives, Board policies, administrative procedures, and the allocation of resources.⁷⁴ Through Program Review, the Chancellor ensures that budget planning is tied to the Mission Statement, the Education Master Plan, College Priorities, and other planning documents that establish strategic goals for the College.^{75 76} CCSF's mission and performance measures are at the forefront of the financial planning processes and budgetary decision making.

⁷² [Sample job announcement](#)

⁷³ [Board Policies website](#)

⁷⁴ [Roles, Responsibilities, and Processes Handbook](#)

⁷⁵ [Program Review Guidelines - Resource Requests](#)

⁷⁶ [Program Review Guidelines - Unit Description](#)

Effective Control of Budget and Expenditures. The Chancellor carefully tracks and supervises the budget process and expenditures through the work of the Vice Chancellor for Finance and Administration. The Chancellor delegates and manages budget and expenditures by supporting the processes for College planning and budgeting and by participating in the process at critical points. The annual budget includes position control, a critical factor since personnel costs constitute the vast majority of the budget. If a problem arises, the Vice Chancellor brings it to the attention of the Chancellor and the Chancellor assesses the seriousness of the issue. If warranted, the Chancellor may direct that an independent audit be completed. This occurred when it came to the attention of the Chancellor that the District’s controls over travel and travel expenditures were inadequate. The College conducted an audit amended the Board Policy and associated administrative procedures.⁷⁷

The Chancellor assures long-term fiscal stability by working with the Vice Chancellor of Finance and Administration to develop six-year budget scenarios to inform budgetary planning.⁷⁸ She is also working toward extending the District’s parcel tax by 15 years to promote greater stability given shifts in enrollment patterns while at the same time focusing on efforts to promote enrollment growth.^{79 80 81}

IV.B.5. Analysis and Evaluation

The importance of adhering to policy is a theme repeated in many settings throughout the College and addressed repeatedly in a variety of meetings and processes.

Conclusion. The College meets Standard IV.B.5.

IV.B.6. *The Chancellor works and communicates effectively with the communities served by the institution.*

IV.B.6. Evidence of Meeting the Standard

Chancellor Lamb meets regularly with the leaders of the Academic Senate, Classified Senate, Administrators’ Association, Department Chair Council, the Associated Students Council, SEIU Local 1021, and AFT 2121 to share information, raise awareness of issues as they arise, and address these issues as needed.⁸²

The Chancellor communicates regularly with the College community at large throughout the year—at convocation, Board meetings, public forums, constituent groups’ meetings, the

⁷⁷ [Board Policy 1.34](#) Board Travel

⁷⁸ [6-Year Budget Scenarios](#)

⁷⁹ [Parcel tax presentation on April 28, 2016 Board agenda](#)

⁸⁰ [Board Goals and College Priorities](#)

⁸¹ [DRAFT Enrollment Management Plan](#)

⁸² [Academic Senate Collegial Consultation Chart; Classified Senate & Chancellor Meeting Dates](#) (Source: [Classified Senate Agendas & Minutes](#))

Participatory Governance Council, listening sessions, and informal meet-and-greet gatherings. The Chancellor holds “town hall” meetings at the Ocean campus and at each Center each semester.^{83 84 85} The Chancellor supports regular Flex training days.⁸⁶ These comprehensive events place a major emphasis on student success and institutional performance standards. The Chancellor also sends email messages to inform the College community about current events and decisions that impact the District.^{87 88}

Chancellor Lamb meets frequently with various external constituent groups and community leaders. The Director for External Relations and Governmental Affairs helps manage follow-up requirements, the scheduling of appointments, and communications with elected officials and community groups. Examples of how the Chancellor works with and communicates with the external community include the following:

- The College is a member of the Chamber of Commerce of San Francisco and the Chancellor has attended Chamber functions.
- The Chancellor is also a member of the Workforce Investment San Francisco (WISF) Board.
- The Chancellor meets regularly with San Francisco Unified School District (SFUSD) Superintendent Richard Carranza and other SFUSD representatives to discuss partnerships and pipelines joining SFUSD and the College.
- The Chancellor is a member of the Mayor’s Education Leadership Council.⁸⁹
- The Chancellor communicates regularly with the San Francisco State University President Les Wong.⁹⁰
- The Chancellor is a member of the Board of The Foundation of City College of San Francisco, a separate non-profit organization whose 30-member board consists of influential individuals from the San Francisco/Bay Area.⁹¹ In addition to formal meetings of the Foundation Board, the Chancellor also communicates regularly with the President of the Foundation on a variety of fundraising matters.

⁸³ [Fall Flex Day](#) August 14, 2015

⁸⁴ [Chancellor Lamb’s Town Halls](#)

⁸⁵ [Chancellor Town Hall meetings schedule](#)

⁸⁶ Flex Days: [8/15/2014](#), [1/9/2015](#), [8/14/2015](#)

⁸⁷ [Monday Mailbag June 22, 2015](#)

⁸⁸ Chancellor’s Mailbags: [6/22/15](#), [7/14/2015](#) and [1/26/2016](#)

⁸⁹ [Mayor’s Education Leadership Council Memorandum](#)

⁹⁰ [Chancellor Lamb’s Outreach](#)

⁹¹ [Foundation Board Roster](#)

- The Chancellor has spoken to community groups such as Jewish Vocational Service, Friends of the Mission, and the Rotary Club of Fisherman’s Wharf.^{92 93}
- The Chancellor has received awards from the San Francisco Business Times and the Alice B. Toklas Democratic Club.
- She also participates regularly in meetings with political leaders, including Mayor Ed Lee, Representative Nancy Pelosi, Representative Jackie Speier, State Senator Mark Leno, Assembly Members David Chiu and Phil Ting, and members of the San Francisco Board of Supervisors.⁹⁴

In 2016, the Chancellor was named one of the most influential women in Bay Area business by the San Francisco Business Times.⁹⁵

IV.B.6. Analysis and Evaluation

The Chancellor is an established higher education leader in San Francisco and the Bay Area. She is actively involved in numerous educational and civic organizations. She takes every opportunity to interact with community members and leaders.

Conclusion. The College meets Standard IV.B.6.

Standard IV.B. Changes and Plans Arising out of the Self Evaluation Process

The College has no changes or plans to report for Standard IV.B. beyond those that are part of the College’s regular quality improvement cycles.

⁹² [Chancellor Lamb’s Outreach](#)

⁹³ [Screenshot of 2/4/16 Meeting at Rotary Club of Fisherman’s Wharf](#) (Source: [Rotary Club of Fisherman’s Wharf website](#) - “Calendar” link at top)

⁹⁴ [Meetings with Board of Supervisors and SF Mayor Ed Lee](#)

⁹⁵ [San Francisco Business Times - 2016 Most Influential Women in Bay Area Business](#)