

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the college.

Standard IV.A. Decision-Making Roles and Processes

IV.A.1. *Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

IV.A.1. Evidence of Meeting the Standard

Consistent with the principles outlined in both its Vision and Mission Statements of creating an environment that is inclusive of all with the Associated Students and Classified Staff, provide

innovation that leads to institutional success is implemented. Board Policy 2.07 (District Policy on Participatory Governance) and the Participatory Governance Council (PGC) Operational Guidelines define how the PGC operates to ensure that all College constituents have an opportunity to voice their perspectives, and to provide the framework for constituents to engage in College governance and decision-making processes. Board Policy 2.08 (City College of San Francisco Collegial

Handbook) produced during extensive consultations beginning in Spring 2015 through Spring 2016.

Institutional Leaders Create Opportunities for Innovation. The College's Education Master Plan identifies innovation as a key goal, and institutional leaders create a wide variety of opportunities for innovation that leads to institutional excellence. One example of the intentional creation of opportunity for innovation is the year-long Leading From the Middle (LFM) professional development program run by the Research and Planning Group for California Community Colleges. This year, Leading From the Middle brought together teams of faculty, classified staff, students, and administrators all from City College of San Francisco. Teams were formed in Spring 2015 and met off site for an entire day once a month in Fall 2015 and Spring 2016. Teams engaged with leadership curriculum, benefited from assigned team mentors, and worked together on projects of their own design aimed at finding new ways to deliver education and services to students. On May 6, the College's administrative team,

- c. matters that solely pertain to students; and
- d. matters that are more general in nature, that do not pertain to either Academic and Professional matters or student matters.

These charts also describe three processes, roles, and responsibilities for resource allocation, namely:

1. resource allocation of College-wide supplemental general funds;
2. resource allocation of College-wide categorical funds with state plans, and
3. resource allocation of divisional categorical funds.

During the review of the draft RRP Handbook, participants recognized that the processes for ensuring the rely primarily relationship of the Board of Trustees with the Academic Senate needed further codification. This prompted a revision of Administrative Procedure 2.08 (Collegial Consultation) to include a section that describes the steps to take when Participatory Governance committees are dealing with academic and professional matters (forthcoming). In addition, the process also highlighted areas where the consideration of the student perspective needed codification. As a result, the Academic Senate now includes a description of effective participation, with a specific identification of any areas of legislatively identified student interests (9+1), on all items considered for recommendation. The developers of these charts made an intentional effort to ensure that Classified Senate representation is included in all appropriate areas. Both the Participatory and the Collegial Governance systems have seats for classified representatives, and the Classified Senate President is included on key workgroups.

The EASE Task Force. In response to the widespread desire of student services faculty, classified staff, and students to participate in the review and revision of the delivery of student services at the institution, the Chancellor convened the EASE Task Force in Summer

members of the EASE Task Force. Resource members from the Office of Research and Planning provided data to help inform the creation of a plan.¹

The EASE Task Force had three goals to accomplish within a rigorous timeline by late Fall

students.^{2 3 4 5} The Chancellor appoints administrators. Faculty, classified staff, and students all use their internal procedures to appoint their representatives.

The PGC oversees several standing committees created simultaneously with the PGC, each with its own specific description and purpose. The standing committees include the Accreditation, Diversity, Enrollment Management, and Planning Committees.^{6 7 8 9} The standing committees also provide College constituents an additional opportunity to have a voice and actively engage in systematic decision-making processes. The standing committees are responsible for providing regular updates to the PGC on the progress of their charges and on other issues of College wide significance discussed within each Committee. Each committee has a description and purpose outlining the type of committee, membership, goals, purpose and responsibilities, meeting dates, and frequency, as well as the ACCJC Standards to which each committee contributes. The goals of each standing committee are as follow:

- **Accreditation Committee:** To meet Accreditation Standards at all times.¹⁰
- **Diversity Committee:** To promote and cultivate College diversity initiatives.
- **Enrollment Management Committee:** To ensure enrollment goals are aligned with the College’s mission, including student learning achievement and outcomes, as well as Board priorities and College plans.¹¹
- **Planning Committee:** To improve the institutional effectiveness at the unit level and in the College overall, and ensure the integration of all plans.¹²

In addition, as a result of discussions during both the PGC and other constituent meetings, the Chancellor officially added two new standing committees to the Participatory Governance structure in Spring 2016. The Information Technology Advisory Committee (ITAC) oversees the development of policy/procedures as they relate to technology at the College.¹³ The Capital Projects Planning (Facilities) Committee oversees discussions regarding the planning, construction, use and maintenance of College facilities.¹⁴ A third committee currently under consideration by the Chancellor is the Budget Committee. The College anticipates making a

² [Board Policy 2.07](#)

³ See, [Title 5, CCR § 53200](#), which makes a provision for faculty of a college to consult collegially with college administration on academic and professional matters. The PGC provides a vehicle, in addition to the Academic Senate, for faculty to participate in college governance.

⁴ See, [Title 5, CCR § 51023.5](#), which provides that classified staff shall be provided an opportunity to participate in college governance.

⁵ See, [Title 5, CCR § 51023.7](#), which provides that students shall be provided an opportunity to participate in college governance.

⁶ [Accreditation Committee Webpage](#)

⁷ [Diversity Committee Webpage](#)

⁸ [Enrollment Management Committee Webpage](#)

⁹ [Planning Committee Webpage](#)

¹⁰ [Accreditation Committee Webpage](#)

¹¹ [Enrollment Management Webpage](#)

¹² [Planning Committee Webpage](#)

¹³ [Information Technology Advisory Committee webpage](#)

¹⁴ [Facilities Committee \(Capital Projects Planning Committee\) webpage](#)

decision regarding establishing a Budget Committee under the Participatory Governance structure in 2016-17; until then, the PGC will continue to act as the Budget Committee.

The PGC demonstrates how processes are systematic, participative, and effective, and serves as a key forum for improving practices, programs, services, processes, and operations of the College. For example, standing committees of PGC, such as Enrollment Management and Planning, draft Board policy and administrative procedures, College-wide plans, and other matters of College-wide significance. If appro

participatory processes practiced by both the Participatory and Collegial Governance systems provide pathways for discussion and implementation of new ideas by all constituents. The College would benefit by making the evaluation of the RRP Handbook and the review of the processes more formal through regular evaluation processes.

Response to Findings from the Restoration Evaluation Team/January 2015 Action

Letter. The Restoration Evaluation Report included the following comments related to this Standard:

Clarify structures and processes to insure representative and consistent student participation on the Participatory Governance Council (PGC). Improve dissemination of information as well as processes to receive input and issues for consideration at the PGC in order to broaden participation in college governance. Demonstrate the routine evaluation of PGC and its subcommittees. (2002 Stand. 9(gov)- (i)-41 (m)4(V)4(A)4(t)-41.(0 1 Tf11.0426)T0.002 T

Senate President, the Accreditation Liaison Officer, and the Chancellor maintain intentional and regular communications with the leadership of the Associated Students. The Academic Senate President included information to faculty in regular emails about how to encourage student participation in governance, on committees, and in clubs. The College assigned an administrative liaison to the Associated Students in order to facilitate engagement in governance. And students were included in the evaluation of the Participatory Governance structure as a whole and the ongoing revision of the PGC governance structure and processes (Administrative Procedure 2.07).

Improvement of Dissemination of Information. The College informs all constituents of issues of College-wide significance and encourages them to participate in college governance through a variety of means. Multiple venues of communication exist at the College such as College-wide emails, City Notes, the Chancellor's Flex Day address, the Chancellor's Mailbag, the Chancellor's (and Vice Chancellors') "Town Hall" meetings, the "College Conversations" webpage regarding accreditation, the Academic Senate News, and all constitutional groups' regular reports to the Board of Trustees.²⁰ Individuals who are unable to attend College-wide forums can provide feedback and suggestions through their constituent leadership, "Ask CCSF" for students, and the Chancellor's "Suggestion Box." In addition, most institutional plans issued a College-wide survey that included both specific questions and the opportunity for open ended feedback.

Improvement of Processes to Broaden Participation in College Governance. The College has improved its processes to broaden participation in college governance in several ways:

- **Demonstrating the Routine Evaluation of PGC and its Standing Committees.**
First, PGC conducted an internal and external evaluation of its PGC and the PGC

constituents in understanding how to engage in the governance processes of the College.

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procedures, plans, initiatives, and the allocation of resources.²⁵ Board Policy 1.15 contains a basic flowchart describing the process of drafting policies and procedures to passage by the Board, but the RRP Handbook provides greater detail and explanatory narrative.

Provisions are Made for Student Participation and Consideration of Student Views. The College makes provisions for student participation and consideration of student views in a number of ways, as described below.

matters of College-wide concern. In addition, the Associated Student Executive Council updated its Associated Students Executive Council Constitution which specifically includes participation by students in Participatory Governance, as well as the PGC or any of its standing committees.²⁹ In addition, the Associated Students Bylaws for the Ocean Campus reference student participation in Participatory Governance.³⁰

Policies and Procedures Detail Collaborative Idea-Sharing and Decision-Making Processes.

Beginning in Spring 2015 and continuing into Spring 2016, in response to concerns raised by constituents in both the Spring 2014 PGC Internal Evaluation and the External College wide Evaluation, the Academic Senate and the Chancellor, with input from all constituent groups, collaboratively developed the RRP Handbook to focus more specifically on the process of College constituent groups' participation in the development of issues of College wide significance.^{31 32} This handbook specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Even prior to formal adoption and implementation of the RRP Handbook, the preliminary charts and narratives were successful in facilitating more systematic discussions of matters of College-wide significance and improved effective cross-constituent communication. Constituent groups have been more successful in working together to bring matters forward that benefit the College. For example, the Academic Senate Program Review committee was able to use the processes to successfully bring improvement recommendations that fell under Academic and Professional matters through the Academic Senate to the PGC Planning Committee; conversations between constituent groups about policy revisions at PGC have been facilitated; and the Academic Senate and Assessment Planning Team (a subcommittee of the PGC Planning Committee) jointly reviewed and recommended a revised Annual Assessment Plan.

Response to findings from the Restoration Evaluation Team/January 2015 Action Letter.
The Restoration Evaluation Report included the following comments related to this Standard:

processes. The administration implements the recommendations that come through the Participatory Governance system. For example, the Enrollment Management Committee, a PGC standing committee, is chaired by the Vice Chancellor of Academic Affairs (VCAA), and it was her administrative responsibility to develop an institutional Enrollment Management Plan. The PGC had the opportunity to review, provide feedback, and recommend the Enrollment Management Plan. The VCAA, with the support of various areas of institutional expertise, has the overall responsibility to oversee and implement the plan.

Board Policy and Administrative Procedure 2.08: Collegial Governance. The Academic Senate oversees the Collegial Governance system with purview over all academic and professional matters. For example, the Academic Senate reviews and recommends all instructional policies, such as Board Policy 6.03 (Curriculum and Program Development). In addition, PGC standing committees that are developing plans containing academic and professional matters send those portions of the plans to the Academic Senate for review and recommendation. Some plans, such as the Basic Skills and Student Equity plans, are substantially academic and professional in nature; Academic Senate committees develop these plans. Barring extraordinary circumstances, the recommendation of the Academic Senate is accepted. In addition, the Academic Senate appoints all faculty who participate in PGC committees or taskforces.

The RRP Handbook. The RRP Handbook identifies the roles of administrators and faculty in governance (and includes opportunities for Associated Student and Classified Senate participation). Each initiative, policy, or procedure that the College reviews or develops begins with administrative facilitation of the process. A beginning step in each chart and narrative is to identify each of the groups, based on their expertise, that need to review and provide feedback. For example, Chart D4a “Development of Collegewide Initiatives, Board Policies, and Administrative Procedures *Unrelated* to A&P and Student Matters (General)” describes the initiation of a policy by the College’s Legal Counsel or the review of an initiative by an administratively led Participatory Governance committee without a separate review and revision through the Collegial Governance system overseen by the Academic Senate. Participatory Governance committees or task forces propose the items, and the PGC reviews and recommends them. In comparison, and illuminating the clear identification of appropriate administrative and faculty roles, Chart D4b “Development of Collegewide Initiatives, Board Policies, and Administrative Procedures with Some Content Related to Academic & Professional (A&P/10+1) (“rely primarily”) and Student Matters” describes a process where the College relies upon the Academic Senate to consider student feedback in Academic Senate committees and make a recommendation based on faculty expertise. That recommendation, because it is based on faculty expertise, goes to PGC as information only.

With regard to the faculty and Academic and Professional matters, the College relies primarily upon the Academic Senate for consideration of such matters through the Collegial Governance

system, codified as Board Policy 2.08 and Administrative Procedure 2.08.³⁵ Thus, the Academic Senate reviews and recommends items pertaining to curriculum, educational program development, Program Review processes, faculty roles in accreditation, budget and planning development processes, and other pertinent areas through its own processes.

In addition, because the goals of many of the College's plans overlap, the College initiated the "Fantastic Five" (aka "Fan5"), a workgroup of faculty coordinators and administrative liaisons,

IV.A.3. Analysis and Evaluation

The policies and procedures at CCSF establish the roles of the constituent group members. The policies and procedures are memorialized in the Roles, Responsibilities, and Responsibilities Handbook. The RRP Handbook defines the roles of constituents and in particular, administrators and faculty, to participate in shaping the content of draft policies and procedures, planning and budget/funding. In Spring 2015, the Academic Senate worked in collaboration with the Planning Committee (of the PGC) to improve Program Review, which informs the process for development of the Annual Budget, beginning with the development of the 2016-17 Budget.

Conclusion. The College meets an annual budget

A Well-Defined Academic Senate Structure Makes all Collegial Recommendations. The Academic Senate has the benefit of many years of strong leadership and well-defined structures. The Academic Senate has three governing documents: the Constitution, Bylaws, and Operational Guidelines.^{48 49 50} These governing documents describe an Academic Senate made up of a 29-member at-large Executive Council that oversees approximately 20 committees. The Executive Council is led by four officers elected annually. The membership of the Academic Senate committees (usually all constituent groups are encouraged to participate), the role of the Academic Senate committees in creating proposals for review and recommendation by the Executive Council, and the roles and responsibilities of the Officers are clearly spelled out. Each committee has a description, membership list, activities list, and purpose statement, all of which are posted online.⁵¹

In addition, the Academic Senate continues to work with the Associated Students Executive Council regarding those “10+1” items that overlap with student interests as memorialized in the Student “9+1” of Title 5, California Code of Regulations, section 51023.7.⁵² Students have seats on all appropriate Academic Senate committees. Faculty submitting items for consideration by the Academic Senate fill out a submission form and describe the effective participation that was engaged in for each item. This includes an identification of the interests of students in the item and the clarification of the opportunities that students were offered to participate.

Faculty and Academic Administrators Make Recommendations about Curriculum and Learning Programs. Curriculum and educational program development begin with the faculty expertise in each of the College’s departments. Faculty, with the support of their department chair, use the Curriculum Committee Handbook to ensure that proposed curriculum meets all state defined parameters. Per Board Policy 6.03 (Curriculum and Program Development), the College’s Curriculum Committee, a committee of the Academic Senate, works collaboratively with the Office of Instruction to review and recommend curriculum and programs.⁵³ The Associate Vice Chancellor of Instruction serves on the committee as well as a number of additional ex officio positions, such as the SLO Lead, the CurricUNET administrator, the Matriculation Coordinator, the Articulation Coordinator, and the Distance Education Coordinator, whose expertise is deemed essential.

the Academic and Professional matters that are in the Senate's charge, as well as a number of subcommittees and other advisory committees that are in alignment with institutional priorities as set by the Board of Trustees, as well as both the Mission and Vision Statements.⁵⁴ For example, the Matriculation committee reviews and makes proposals on College-wide prerequisite policies.

Faculty and Academic Administrators Make Recommendations about Student Support Services. Using Participatory Governance processes, the Chancellor established the Equal Access to Success Emergency (EASE) Task Force in Fall 2015.⁵⁵ The EASE Task Force included members from the Student Development Division, School and Center deans, department chairs, faculty, classified staff, and students, to provide equitable student support services, and library and learning support services at all Centers in order to appropriately serve the students in programs located at the Centers.^{56 57} The EASE Task Force met regularly on a strict timeline to ensure that a plan for the provision of services was ready by November 1, 2015, for implementation in the Spring 2016 semester.⁵⁸

IV.A.4. Analysis and Evaluation

The College has clearly defined policies and practices that follow Title 5 and the Education Code, and the College relies primarily upon the advice and judgment of the Academic Senate in all 10+1 Title 5 Academic and Professional matters, and relies upon the Academic Senate to work with students on "10+1" matters that overlap with student interests. It also looks to the various committees and subcommittees of the Academic Senate for proposals concerning student learning programs and services. In addition, the Chancellor created the EASE Task Force which included faculty, department chairs, and academic deans to implement a plan for the provision of essential student services at the Centers. Implementation began in early Spring 2016.

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

IV.A.5. *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

⁵⁴ [Academic Senate webpage re Committees](#)

⁵⁵ [EASE Taskforce Webpage](#)

⁵⁶ [EASE Taskforce Membership List](#)

⁵⁷ [EASE Taskforce Purpose PowerPoint](#)

⁵⁸ [EASE Taskforce Purpose PowerPoint](#)

Review processes, scholarships, and more.⁶⁴ Most of these committees have seats for both classified staff and Associated Students representatives.

In addition, the Academic Senate Executive Council Agenda Items Submissions form specifically identifies the Student 9+1 and asks submitters to describe how “effective participation” was achieved.⁶⁵ This information is shared with all faculty prior to the Council meeting and included when Academic Senate items are forwarded to the PGC.

The Associated Students. The Associated Students Executive Council recently drafted edits to ratify the existing Constitution that more accurately outline student representation across the District. The Associated Students provides an avenue for student involvement and engagement with student issues and concerns through their processes. Each Campus/Center has the ability to elect or appoint students to serve as representatives of students within the Associated Students. In total, the following Campus/Centers have active Associated Student Councils: Civic Center, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, Ocean, and Southeast. The Associated Students Councils at these sites serve to represent the student voice at their respective Campus/Center. The Associated Studen

Enrollment Management Committee is the Vice Chancellor of Academic Affairs. The faculty Basic Skills Coordinator leads the Basic Skills Committee.

- Many Collegial Governance committees have a membership structure that draws from specific areas of expertise. For example, the Basic Skills, Student Equity Strategies, and Curriculum Committees all define their membership to include specific areas of expertise. All three of these committees have seats specifically for representatives from Math, English, Career Technical Education, English as a Second Language, and more.
- Standing committee chairs or classified representatives on standing committees present College-wide plans to the Classified Senate during its regular meetings; members of the Classified Senate discuss these plans and make suggestions for improvement.⁷²
- The Associated Student Councils discuss relevant College-wide plans and initiatives during the meetings of the Executive Council and similarly with the individual AS Councils across the District. The AS Executive Council provides written and verbal feedback that is shared at the PGC meetings.⁷³

By designing committees intentionally and allowing constituent groups to appoint their preferred representatives, the College ensures that decision making is aligned with expertise.

Timely Action is Taken on Institutional Plans. The processes described above have resulted in timely action on institutional plans, policies and curricular and programmatic changes as part of the College's overall commitment to continuous quality improvement. For example:

- Academic Senate discussions and the decision to assess SLOs in each course section led to the revision of the Annual Assessment Plan and the timely implementation of program-level changes in assessment. The College now has over 95 percent reporting, by individual student, across all course sections, and is now a leader across the state in the assessment of student learning outcomes.
- The collaborative decision between the Academic Senate and the administration to create dedicated faculty coordinator positions in key areas attached to categorically funded state plans led to the creation of the Fantastic Five ("Fan5"). The Fan5 committees have enabled better coordinated and more timely disbursement of categorical funds which will result in improved and equitable curriculum and services for students.⁷⁴ The recent addition of the Classified M (s)-1(c)4 (ul)-2 Tsipro6 (ed)(of)3 (s)-1 (9e)4 (d

- A clear result of timely action on institutional plans is the accomplishment of discrete plan activities from across the institution's plans. The Office of Research and Planning oversees the Educational Master Plan Implementation Matrix that tracks progress on all activities linked to institutional plans. The update on implementation provided to the Academic Senate, Classified Senate, and the PGC in May 2016 revealed a substantial completion rate for all plans.⁷⁵

IV.A.5. Analysis and Evaluation

Both the Participatory and Collegial Governance systems provide for the inclusion of all constituent groups and relevant perspectives. The leadership, structure, and make up of the committees align decision-making with expertise and responsibility. By connecting decision-making with responsible parties, timely action is taken on plans and changes at all levels of the institution. In addition, the Associated Students governance structure encourages the participation of students from all Centers and centralizes these perspectives on the Associated Students Executive Council. The Classified Senate holds regular meetings to discuss and collect feedback on all College-wide plans and shares that feedback at PGC.

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

IV.A.6. *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

IV.A.6. Evidence of Meeting the Standard

Decision-making Processes Are Documented. The PGC and the Collegial Governance systems both have documented processes for decision-making.

The PGC. Board Policy 2.07 (Participatory Governance) and the PGC Operational

Academic Senate. Committees each have a separate web page with published committee descriptions, membership lists, meeting times, agendas, minutes or notes, and supporting materials.

The RRP Handbook - working collaboratively. While the PGC and the Academic Senate each have their own documentation of internal decision-making processes, the RRP Handbook describes the processes by which these two systems work together in collaboration with all constituent groups. This handbook has been shared with all constituent groups and is published on the Academic Senate and Participatory Governance websites.⁸⁰

Resulting Decisions Are Documented and Widely Communicated. The College widely documents and communicates decisions.

There are several locations where the College documents decisions:

- Board Policies and Administrative Procedures are available from the Board of Trustees webpage.
- Board of Trustees meeting minutes are available from the Board of Trustees webpage.
- Institutional Plans are published under “College Plans” on the College Planning Committee webpage.
- Program Review prioritizations are posted on the Program Review website.
- Constituent Group and Division Reports (Academic Affairs, Student Services, Institutional Development) are published with the Board Agenda.
- PGC and Committee minutes are published on the Council webpage and appropriate individual PGC web pages.
- Academic Senate Executive Council minutes are published on the Academic Senate Minutes web page. Committees each have individual web pages where minutes and decisions are published. In addition, all resolutions passed by the Executive Council are published on the Resolutions page of the Academic Senate.

College constituents are also kept informed of issues through email (Chancellor’s Mailbag, accreditation updates, Academic Senate News, Associated Students Newsletter) and College-

monthly meetings on key topics as accreditation, enrollment, the Annual Budget, and the issues of College-wide significance that are discussed at the PGC.⁸⁶

IV.A.6. Analysis and Evaluation

The College documents its decision-making processes for both Participatory and Collegial Governance and makes the RRP Handbook widely available for all constituent groups. The College has multiple means of regular communication about decisions that are made. Timely feedback is provided in the making of decisions and the providing of feedback on evaluation of steps taken. Systems in place safeguard the respected role that College groups play in the process.

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

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.A.7. Evidence of Meeting the Standard

Leadership Roles, Governance, and Decision-making Processes Are Regularly Evaluated.

The College regularly evaluates the Participatory and Collegial Governance systems.

The PGC. Since the College's last comprehensive Self Evaluation, the Participatory Governance system has been evaluated three times. The College has conducted an internal (by PGC and standing committee membership) and external (College community) evaluation each year.⁸⁷ The internal evaluation revealed that members of PGC were aware of the Operational Guidelines. However, results were mixed as to effectiveness of the PGC's governance and the PGC members' conveyance of information to their constituents and solicitation of input, and whether the standing committees provided sufficient information regarding the matters that they address.

The Collegial Governance system. The Academic Senate also regularly reviews the effectiveness of the Collegial Governance system.

Each year committee members report back on committee effectiveness; alignment of committee activities with Accreditation Standards, academic and professional matters, and student needs; effectiveness of communication; and ideas for improvement. In 2015, the Academic Senate

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reporting back on results; encouraging broader participation (reach out to appointing bodies especially for classified staff and student representatives); and connecting more intentionally to the PGC (providing regular written and oral updates).

The Facilities and IT Committees underwent internal and external evaluations at the same time as the PGC and four then-existing standing committees in Spring 2016, the results of which will be available in Fall 2016.

The Collegial Governance system. The Academic Senate regularly evaluates its governance structure, communicates the results widely, and uses the results as a basis for improvement.⁹⁵

Regular annual committee evaluations have been discussed at Executive Council meetings and communicated to all faculty on an annual basis via email for several years. In addition, the results are posted on the Academic Senate website. In 2014, the Academic Senate began participating in the Program Review process. The results of evaluations are included in the Academic Senate Program Reviews for both 2014 and 2015.⁹⁶

As a result of the committee evaluations, the Academic Senate changed the reporting structure for committee agendas, minutes, and reading materials; created an online tracking sheet of committee postings, created an online Executive Council Agenda Submission Form that specifically identifies the link between the work of the committee and both the academic and professional and student areas of interest; and created an online tracking sheet of Executive Council actions taken and where the item was forwarded to for taking action.^{97 98 99 100}

The combined survey results of the internal and external evaluation of the Academic Senate Executive Council and the quantitative evaluation of the actions taken by the Academic Senate led to the setting of annual improvement goals by the Academic Senate. Five key goals were identified in Program Review in Fall 2014 and as of Spring 2016 are completed:

1. A review of the alignment of Academic Senate committees with the needs of the Senate: This review was conducted over the course of the 2015-16 academic year with adjustments made to the makeup of several committees.
2. Work with Administration to create a map/diagram process of how Collegial Governance and Participatory Governance work alongside each other in a manner that best protects a reliance on faculty for all academic and professional matters: The resulting RRP Handbook was completed in May 2016.

⁹⁵ [Academic Senate 2014-2015 Program Review Internal and External Evaluation Results under "Data Trends"](#)

⁹⁶ Academic Senate Program Review: [2014](#), [2015](#)

⁹⁷ [Academic Senate Committee Agenda, Minutes, Materials Upload Instructp7\(T/Spa n 6T/333 0.8d8ua M6.4 \(,eWSpa n \)-2 \(e\)4 \(\)-10 \(a\) demi\(ends\)-\(gen\)-13d2nds8](#)

3. Professionalization of institutional work done by faculty coordinators: The codification of the role of the Fan5 workgroup was included in the RRP Handbook.
4. Continued professional development of leadership: The Leading From the Middle program took place over the 2015-2016 academic year. LFM teams made presentations on their experiences to the administrative team in May 2016.
5. A redesign of the Senate offices to accommodate committee and Officer meetings and to ensure ADA compliance: This project was completed in Summer 2015.

The Academic Senate Program Review for 2015 included the following goals:

1. Bring additional on-site ongoing professional development programs to CCSF. This proposal has already been recommended by the Executive Council. And is included in the

Classified Senate meetings and resolutions.¹⁰² Beginning June 2016, the Classified Senate Executive Council increased its meeting frequency to weekly to conduct regular business and update the website.¹⁰³

IV.A.7. Analysis and Evaluation

Both the Participatory and Collegial Governance systems conduct regular evaluations, communicate the results widely, and use the results as a basis for improvement to College decision-making processes.

The results of the internal PGC membership and external College-wide surveys indicate that, while many in the College understand the roles of the PGC, in 2015 many still questioned its efficacy. As a result, several improvements were made at both the committee and Council level. The results of these changes will be evaluated in Fall 2016 based on feedback from the May 2016 annual external and internal survey of PGC.

Response to findings fro

Classified Senate informally evaluates its processes on a regular basis and makes improvements as a result such as ensuring that the website provides sufficient, up-to-date information about its activities and increasing the frequency of Executive Council meetings. It has begin designing a formal evaluation that it will administer in Fall 2016 at which time it will also begin completing Program Review as a unit.

Conclusion. The College meets Standard IV.A.7.

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

Codify the College's decision-making processes and the relationship between the Participatory Governance system and Collegial Governance system (Standard IV.A.2.; Standard I.B.7.)	Develop RRP Handbook that simultaneously codifies and evaluates the roles, responsibilities, and processes related to decision making	Chancellor Academic Senate President Classified Senate President AVC Institutional Development	April 2016	All constituencies will have clarity regarding their roles and responsibilities and the processes related to decision making at the College

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Evaluate the RRP Handbook both as a tool and the processes themselves (Standard IV.A.1.)	Conduct trainings on RRP and continue to adapt RRP as needed to ensure clarity and usability. Conduct formal evaluation through survey and discussion in PGC, Academic Senate, Classified Senate, and other forums as appropriate.	Chancellor Academic Senate President Classified Senate President Associate Vice Chancellor of Institutional Development/ALO	Ongoing informally; formally during Spring 2018	RRP Handbook will continually improve and adapt as needed to ensure currency and utility