FOCUSED MIDTERM PROGRESS REPORT

March 15, 2009

CITY COLLEGE OF SAN FRANCISCO

50 Phelan Avenue

San Francisco, California 94112

Prepared for

Accrediting Commission for Community and Junior Colleges

Western States Association of Schools and Colleges

March 2009

TABLE OF CONTENTS

Page

I. <u>Statement on Report Preparation</u>

This report was prepared by the senior staff of City College of San Francisco including the following individuals:

Chancellor	Don Q. Griffin
Vice Chancellor for Finance and Administration	Peter Goldstein
Vice Chancellor for Academic Affairs & Accreditation Liaison Officer	Alice Murillo
Vice Chancellor for Student Development	Mark D. Robinson

Drafts of this progress report were discussed with the Planning and Budgeting Council, the College's primary shared governance organization for planning and budgeting; the Academic Senate and members of the Board of Trustees at both their February and March 2009 work sessions.

Dr. Don Q. Griffin, Chancellor

II. Background

City College completed its comprehensive self-study for re-accreditation in January, 2006, and submitted it to the Western Association of Schools and Colleges. An appointed team of peers visited the campus, March 20-23 2006, and their recommendations were forwarded to WASC. Re-affirmation of accreditation was awarded at a meeting of WASC, June 7-9 2006, and the college was notified, on June 29, 2006, of the approval along with a set of formal recommendations by the Association.

The WASC visiting team made ten recommendations to the College, and three of the recommendations were noted as having special emphasis. This mid-term report will address all of the WASC recommendations with a special emphasis on Recommendations 2, 3 and 4 which are:

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

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

Recommendation 4: Financial Planning and Stability
The team recommends that the college develop a financial strategy that will: match ongoing expenditures with ongoing revenue; maintain the minimum prudent reserve level; reduce the percentage of its annual budget that is utilized for salaries and benefits; and address funding for retiree health benefits costs. (Standards III.D.1.b, III.D.2.c, and III.D.2.d).

The report also includes College progress on the self-identified issues from the College self-study.

III. Response to WASC Recommendations with Special Emphasis

Response to WASC Recommendation #2 on Planning and Assessment

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

During the past two years, the College has made substantial progress toward creating an integrated process of assessment, planning, and budgeting. The College is in the preliminary stages of developing a new Strategic Plan. We have modified our planning and budgeting system as well as completely revamped our program review system.

Modification of the Current System

To address the recommendation regarding integration of collegewide plans with annual budgeting, we reviewed the **first stage** of our process which begins in the fall of the year when the annual plan for the college is assembled. The annual plan (which usually consists of about 25 operational and 45 developmental objectives) was historically only derived from the College's Strategic Plan. Under the old procedures, institutional leadership would use the Strategic Plan to identify prospective objectives for the new fiscal year. Under the new procedures adopted in 2007/8, the leadership draws objectives from the Strategic Plan and college wide plans including the Technology Plan; the Facilities Master Plan; the Education Master Plan (which includes plans for personnel augmentations). A new addition to the annual plan is the inclusion of performance measures for each annual planning objective.

The draft annual plan is disseminated for discussion through the shared governance system as well as to department chairs, all administrators and the Board of Trustees. The final draft annual plan has typically been adopted by the Board usually in January of each year; however, we are considering a change to June in order to take program review results into consideration.

Starting in 2007-08, the College also publishes an annual Budget and Management Plan which shows the integration of budgeting with the planning objectives and provides basic information about the use of resources for on-going College operations and new initiatives.

. The annual plan, therefore, consists of a series of objectives that are organized into the eight priorities of the College Strategic Plan. These priorities are:

1. Basic Skills
2. Academic Success
3. Student Development
4. Outreach and Recruitment
5. Workforce Development
6. Resources and Facilities
7. Technology
8. Organizational Climate

Development of a New Program Review System

The **second stage** of our annual planning and budgeting process relies upon our new annual program review system which is inclusive for all units in the college. This new process is being piloted in 2008/9 and will be evaluated and modified for 2010/11 and beyond. The program review system is completely integrated into the annual planning and budgeting system.

The system begins when each unit receives an electronic template that includes five years of data on enrollment, personnel, budget expenditures, student and/or employee satisfaction, and a productivity measure depending upon whether it is an instructional, student service or administrative unit. The annual report form also includes text boxes to be filled out by the unit leader in consultation with the faculty and staff of the unit. These text boxes ask the unit:

a. To provide reflections on data trends
b. To summarize progress on prior year planning objectives
c. To identify major planning objectives for next fiscal year
d. To discuss the status of learning assessment for courses and programs
e. To describe resources needed to meet planning objectives

We are planning to use the annual program review report forms to identify unit needs for new programming, staffing, equipment, supplies and facilities as well as budget augmentation proposals during the February to May budget development process. The annual report forms may also be used in the future by other College resource committees including the Faculty Position Allocation Committee, the Classified Vacancy Review Workgroup and the instructional block grant workgroup.

Programs or services showing significant challenges with either operations or productivity levels will be identified and recommended for a special comprehensive program review. Special comprehensive program reviews can use the old standard CCSF program review framework (2006), an alternative method, or an external peer review process.

During the pilot period, 2008/9, all the program review template reports will be reviewed by the appropriate senior administrator and then forwarded to the Program Review Committee for discussion and action.

The Program Review Committee (PRC) comprises the College's three Vice Chancellors, four faculty, two classified staff and two student representatives. The PRC is the overseer of the college's program review system, and, in effect, the first filter for reviewing all annual planning objectives, and budget requests.

The PRC will review all annual program review reports and make recommendations directly to the Planning and Budgeting Council (PBC) for budget modifications. The PRC will also review program review reports for alignment of cost center unit planning objectives with College planning objectives; the PRC will also review the status of student learning outcomes assessment within each unit.

The PRC will also be responsible for the periodic evaluation of the college program review system and submit final report with recommendations for improvements to the Chancellor. The PRC will review special program review reports and evaluations in cases where the Chancellor requests a special review.

During the **third stage** of the College planning and budgeting process, the Planning and Budgeting Council reviews the recommendations from the Program Review Committee and develops a set of budget recommendations for the Chancellor and the Board of Trustees. The Board reviews and adopts a tentative budget in June of each year and a final budget in the fall of each year.

The pilot program review system will be evaluated in late spring 2009, revised accordingly, and redeployed in 2009/10. The program review system will again be evaluated in late spring 2010 and the entire college planning, budgeting and evaluation system will be evaluated in 2010/11.

Response to WASC Recommendation #3 on Student Learning Outcomes

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

Course and Program SLO Progress
In response to this recommendation the Academic Senate in 2007 established a Student Learning Outcomes Task Force whose charge was to:

• Review the WASC recommendation detail #3, and the additional SLO recommendations from the CCSF Self Study.

• Read recent literature concerning the value of and development of SLOs.

• Address, if possible, the issue of keeping SLOs both broad in scope and measurable.

• Research the recommendations from professional, discipline-specific organizations.

• Examine models of SLO implementation at other California community colleges.

In May 2008 the Vice Chancellor of Academic Affairs submitted a request to the Planning and Budget Council to fund a Student Learning Outcomes Coordinator to support the work of the subcommittee. The subcommittee was convened several times during the fall 08 semester and a job description for the coordinator was developed. In further discussions with the Department Chair Council and Academic Senate, it was concluded that a broader "work group" would be convened and assigned the task originally defined for the coordinator. This conclusion was in response to extensive discussions held by the Department Chair Council, Academic Senate and instructional divisions across the college. The Department Chair Council believes that if SLOs are to be meaningful, they must take place at the department, program and/or course level. This new work group includes three administrators, three representatives from the Academic Senate and three representatives from the Department Chair Council.

 As described in a prior section of this report, a new annual program review system was being designed concurrently during the fall 08 term. The report forms for this system include text boxes to be filled out by the unit leader in consultation with the faculty and staff of the unit. One text box asks the unit, "to discuss the status of learning assessment for courses and programs."

In light of this, and the WASC recommendation, the work group recommended the integration of the student learning outcomes assessment process with the program review process. The work group also agreed upon templates that would be used by academic departments to capture the information necessary for a thorough assessment of learning outcomes for courses and programs. (See attachment B.) The information from these templates would then feed into the program review text boxes referenced above.

All department chairs were provided the student learning outcomes assessment templates for review and discussion with their faculty during Spring 09 Flex Day. In this pilot year, every one of the 61 departments is being asked to complete a minimum of one template for a course or program. There are departments that have completed the full assessment cycle for a course and/or program and these templates will serve to document that effort. Other departments may be in the beginning stages of their assessment dialog. For these departments, the members of the work group will serve as resources and assist in identifying best strategies to support them.

During the pilot period, 2008/9, the student learning outcomes assessment templates will be reviewed by the work group and revised accordingly. Every year departments will have an opportunity to add a minimum of one course and/or program into their student learning outcome assessment process until they are all incorporated. This student learning outcomes assessment process is completely integrated into the program review system, which in turn is completely integrated into the annual planning and budgeting system.

General Education SLO Progress
Also in 2008-09 we have taken steps that will lead to a full SLO process for our General Education coursework. Our Bipartite Committee on Graduation Requirements, a joint committee of the Academic Senate and the Administration, has formed a workgroup to identify learning outcomes for each of our eight General Education areas. These outcomes were presented to and approved by the Bipartite Committee in late February 2009 for publication in the 2009-10 College Catalog.

One of the challenges we have in establishing the SLO process for our General Education coursework is the scope of work involved. We have several hundred courses spread across the eight General Education areas. The workgroup that is identifying the learning outcomes for each of the General Education areas is using the inclusion criteria as a starting point for these learning outcomes. Our goal is to create a unified process that can be used to review courses for inclusion into a General Education area while simultaneously mapping the learning outcomes for that area to specific aspects of the course.

Student Development SLO Progress
The Student Development Division has made substantial progress in the area of Student Learning Outcomes during the summer '08 and fall '08 semesters. Prior to the fall semester, the Student Development Division had a SLO work group that met regularly to discuss and brainstorm SLO's, initiated several SLO pilot studies, and began developing a timeline and mapping for SLO's within the Division.
Starting in the summer of 2008, in an effort to move the Student Development Division closer to the WASC standards of sustainability in SLO's, the Division began a series of workshops for each unit within the Division. These workshops, facilitated by staff trained on SLO's, provided the following:

- a brief history and description of SLO's,
- a review of the Student Development Division's involvement in SLO's thus far,
- an examination of individual unit goals and mission statements,
- the development of SLO's for each unit,
- the development of support activities for selected SLO's, and
- the development of assessments for selected SLO's.

After these meetings were conducted, a grid with all Divisional SLO information was created and monthly SLO Task Force meetings, with at least one representative attending from each unit, were initiated. There were a total of four Task Force meetings in the fall semester. At the Task Force meetings, unit SLO's were shared, goals of the group were brainstormed, and the opportunity for discussion and inquiries on Divisional SLO's was granted. In addition to the Task Force meetings, individual unit meetings were scheduled on a one-on-one basis with the Student Development SLO Coordinator, and further presentations to departments within the major 10 units were conducted. In December, each department was asked to provide a Progress Report for their respective areas,

outlining what SLO's they worked on in the fall semester, their progress, and their future plans for each SLO.

The result of the diligent work of the many units within the Student Development Division is substantial. In seven months, the Division has grown from only one-two units with SLO pilot projects, to each of the 10 major units, and many of their sub-units, with clearly identified SLO's. Although the units continue to move forward at different paces, and experience different levels of comfortability with SLO's, the effort of the Division is unified in the collective approach to make significant impacts on student learning through the use of SLO's.

Goals for the spring semester include:

  • implementation and assessment of designated SLO's,
  • development of SLO's for each department,
  • integration of SLO mapping with institutional and Divisional SLO's, and
  • progress towards Development and Proficiency in SLO's as outlined in WASC standards.

Response to WASC Recommendation #4 on Financial Planning and Stability

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

Prior to the visit of the WASC team, the college had identified the need to restructure its financial resources in order to achieve balances between revenues and expenditures in the near and long term, as well as maintain healthy reserves. By February 2006, a process for addressing these needs had been developed, and throughout the spring, 2006, the Planning and Budgeting Council (PBC) met twice each month to provide oversight for the initial phase of the process. A systematic approach was developed for data collection on all programs and units of the college, including academic affairs, student development administration and finance, and institutional advancement. Every division completed an evaluation of all its programs and services utilizing a standardized template or format and data gathered by the Office of Research as well as by the units themselves. On the basis of this research and the deliberations that followed, the four major divisions of the college prepared assessments and submitted reports to the PBC identifying numerous opportunities for cost savings and reallocations in their respective areas.

The process was productive, in terms of reallocation analysis, and resulted in several improvements for the college's finances. Specifically, the process documented how the Finance and Administration Division had secured cost savings through attrition, and how

both this division as well as Student Services had streamlined some business processes through greater use of technology. The following fiscal year, 2006-07, provided community colleges with a large Cost of Living Adjustment (COLA) of more than 5% as well as a long-awaited improvement in funding for noncredit education. These two items combined, provided the college with a major increase in resources. These funds were significant enough to allow the college to further enhance its financial stability by transferring $2.1 million into the Board Designated Reserve, bringing it to a total of more than $6.6 million on June 30, 2007.

During both fiscal year 2007-08 as well as fiscal year 2008-09, individual administrative units undertook specific projects designed to achieve greater effectiveness and cost efficiency. The Office of Admissions and Registration, building upon a re-engineering effort, participated in a comprehensive review of its services conducted by a consulting team appointed by the American Association of College Registrars and Admissions Officers (AACRAO). The visiting team produced a report containing specific recommendations which have been fully implemented.

The division of Finance and Administration developed plans for re-engineering and engaged a specialist in business process assessment under contract with the Strata Information Group. This process was particularly helpful in showing key managers the need to re-examine their business processes. As a result of this process, the Payroll Office developed and implemented automated procedures resulting in a significant reduction through attrition in the amount of resources dedicated to payroll production. In addition the Office of Human Resources acquired and implemented software for on-line application tracking and processing, also leading to increased efficiency.

As previously stated, efforts led by City College's Chancellor succeeded in achieving real increases in financial support for noncredit education and for basic skills programs during fiscal year 2006-07. The increase in support for non-credit education provided during 2006-07 has gone into base funding and is now permanent. While the College originally expected that additional increases in funding for non-credit education would be provided over the next three fiscal years, thereby raising the non-credit funding rate to nearly 90% of the credit rate, economic conditions during 2008 have extended that horizon significantly.

As mentioned above, key parts of the College have shown a clear movement in the direction of effectiveness and efficiency in the management of fiscal resources. The college's budget review process represents a good start in a long term effort to identify ongoing savings. The budget review and recommendations process will be revisited during the spring 2009 semester as part of an ongoing effort to identify additional cost reductions needed to address the increasingly challenging financial parameters facing all of California's providers of higher education. In preparation for this challenge the administration has already announced plans to reorganize its Information Technology resources during 2009-10, and to take advantage of cost saving opportunities related to anticipated retirements by administrators in June 2010, by reducing the number of administrators via a reorganization for fiscal year 2010-11. The combined savings from the changes in administration and Information Technology would result in approximately $1.5 million in reduced expenditures.

Finally, it should be noted that the College's independent financial audits for fiscal years 2006-07, 2007-08, and 2008-09 have all resulted in unqualified opinions reflecting the accuracy of the college's financial statements.

What follows is a summary of what the College has achieved or what remains to be achieved in the four areas specified: matching on-going expenditures to on-going revenues, maintaining prudent reserve levels, reducing the percentage of the annual budget utilized for salaries/benefits, and addressing retiree health benefits.

Match On-Going Expenditures to On-Going Revenue

The College benefited greatly from the state's strong financial condition during fiscal year 2006-07. Specifically, the combination of the largest state COLA in many years as well as the first ever improvement in funding for noncredit instruction provided the College with adequate revenues to bring itself back into balance in a very short span of time. The College's final adopted budget for 2006-07 was not only balanced, but in a reversal of the pattern of the preceding few years the College transferred $2.1 million into its reserve as a significant first step in restoring overall fiscal health. This transfer brought the Board Designated Reserve back up to a total of $6.65 million, the largest amount in the history of the College.

During 2006-07, the College's enrollment increased significantly, and has continued to increase since then. In fact, by fiscal year 2007-08 the college had achieved the highest enrollment totals in its history, nearly 37,000 FTES. As a result of this increased demand, the College earned nearly $4 million in growth funds during 2007-08, leading directly to an improved closeout for that fiscal year totaling $2.85 million. While final figures are not yet available, the current semester (spring 2009) will show a significant increase in FTES above even the record level experienced during the spring 2008 semester. Overall the College is well positioned to earn substantial growth funds during the next eighteen months**.**

While the College's own decisions and developments at the state level have been extremely beneficial to the College in the recent past, the state's historic budget shortfalls present new challenges. The Governor and the Legislature's agreement on a plan to erase a $40 billion deficit appears to leave community colleges with a flat level of funding from the state during the next eighteen months, and 0% COLA. There is however, three per cent for statewide growth funding for 2009-10, and the College will most certainly gain access to a portion of those funds. Finally, cash deferrals have now become a key part of the state's budget strategy, and the College is both closely monitoring its use of cash, and making maximum allowable use of Tax Revenue Anticipation Notes, or TRANs to cover cash needs.

The College's administration has presented a plan to the college community that would result in a balanced budget for 2008-09. The plan relies on improved base funding carried through from 2007-08, property tax backfill ($1.9 million), termination of consultant contracts ($500,000), reduction of expenditures in the Chancellor's Office ($200,000), unfilled administrative vacancies ($500,000), freezing of vacant classified positions ($600,000), reduction of other operating expenditures and supplies ($250,000) and $300,000 from reducing the number of credit sections planned for Summer 2009 by about 20%.

While information for the 2009-10 fiscal year is still preliminary, the College is making conservative assumptions for 2009-10 with respect to key items, including the assumption that the College is not obligated to provide its workforce with any salary increases during 2009-10. Furthermore, it is assumed that statewide deficit factors caused by property tax shortfalls will persist throughout this period, and that the college's sales tax income will drop severely and will not recover until after 2009-10.   The administration's plan for 2009-10 requires funded enrollment growth of $1.7 million and spending reductions of approximately $3.0 million beyond those achieved in the prior year. The latter will be achieved by a continuation of the reduced summer session in 2010 ($700,000), a decrease in overtime expenditures ($800,000), additional administrative savings ($450,000), fewer consultants ($100,000), attrition and non-replacement of some IT personnel ($250,000) and further reductions in supplies, travel, and other operating expenditures ($200,000). Even with the additional growth revenue and planned reductions, to achieve a balanced budget, the College may need to reconsider its "no layoffs" policy.

During the next several weeks, the college's PBC will be evaluating the administration's recommended plan for addressing budget shortfalls during both fiscal years 2008-09 and 2009-10. As part of this deliberation specific items will be identified for ongoing spending reductions during 2009-10. After the Council reaches a consensus the Board of Trustees will be asked to provide their input and eventually will be asked for their approval.   The college will also need to work closely with the representative labor organizations whose cooperation will be critical to the success of this effort.

Maintain Minimum Prudent Reserve Level

The College achieved the goal of restoring the Board Designated Reserve to the level of $6.65 million at the end of fiscal year 2006-07, as stated in the previous subsection. It should be noted that the $6.65 million reserve does not include the $2.85 million the College generated as part of its "ending balance" on June 30, 2008. The College's overall fund balance at the end of fiscal year 2007-08, which includes both of these amounts as well as other financial elements, was in excess of the five per cent guideline the State Chancellor's Office uses to monitor the fiscal well-being. City College's overall fiscal status met the standards of both of the State Chancellor's Office as well as the College's independent external financial auditors through the end of fiscal year 2007-08, and the College expects the same to be true for fiscal year 2008-09.

Reduce Percentage of Annual Budget Utilized for Salaries/Benefits

The College is located in one of the highest cost areas in the country and this is reflected in the cost of the current salary and benefits structure. The ratio of personnel to non-personnel costs remains at a high level with more than 90 per cent of unrestricted general fund expenditures going towards employee compensation. Non-personnel costs have been cut wherever possible in order to avoid layoffs. Therefore, additional funding would be needed to change this ratio, if the College continues its policy of "no layoffs".

Retiree Health Benefits

An independent actuary has determined that the College has an unfunded liability of approximately $130 million for the cost of retiree health benefits. This unfunded liability

is now included in the College's financial statements as documented by the annual independent audit report. The College did join the investment consortium sponsored by the Community College League for this issue but has not deposited any money into the fund. San Francisco voters recently enacted a measure that would modify post retirement health benefits for new hires, lengthening the years needed to qualify for the benefit and allowing the college to charge new hires a percentage of their salary to prefund the future liability. The College cannot implement the charges to new employees without union agreement. The College continues to discuss all aspects of post retirement health benefits with our collective bargaining units in an attempt to address this financial challenge..

IV. Response to WASC General Recommendations

Response to Recommendation on Mission Statement

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

The College has initiated a very broad review of both the College's mission and vision statements open to the entire student body and all the employees of the institution. An electronic survey containing both the mission and vision statements along with a series of questions was disseminated to approximately 30,000 students and 3,000 employees during the month of October and November 2008. The lead college shared governance organizations, the Planning and Budgeting Council (PBC) and the College Advisory Council (CAC), shared governance organizations, are responsible for reviewing the data and drafting revisions to the mission and vision statements. The revised statements will be circulated for shared governance feedback and to build a shared understanding and consensus. The PBC, CAC and Academic Senate will make final recommendations to the Board of Trustees in spring 2009.

Response to Recommendation on Technology Planning

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

A new technology plan, developed in 2007/8 by a cross-college team from Academic Affairs, Student Development, Institutional Advancement and Information Technology Services, is being reviewed in spring 2009 by the College shared governance organizations. Once finalized through shared governance, the plan will go to the Board

of Trustees for a final review and adoption in late spring 2009. The new technology plan is a unified planning document that integrates technology objectives from all parts of the College including instruction, student development, library, and Information Technology Services. It also identifies funding sources for each planning objective including the replacement of outdated hardware and timelines for seeking resources and implementation. The Plan calls strongly for bringing routine technology expenditures, such as systematic replacement of hardware, under the General Fund.

Response to Recommendation on Board Self-Evaluation

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

The Board of Trustees at its November 20, 2008 meeting adopted a comprehensive policy on self-evaluation and a survey instrument. The policy will be implemented in April and May 2009 covering the period July 1, 2008 through March 2009. The Board policy includes a provision for each of the major College constituent organizations to participate in the evaluation. The Board will discuss the results of the evaluation from the college organizations and the self-evaluation of its members in May 2009. This self evaluation will be repeated annually every spring.

Response to Recommendation on Physical Facilities Maintenance Planning

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

The College has opened four new facilities as a result of its bond program, Student Health Services, the Mission Campus, the Child Development Center and the Health and Wellness Center. A true "total cost of ownership" methodology was not used during the initial planning stage for these facilities. However, in each case the College was able to set aside adequate funding to operate the facility including hiring additional staff and higher utilities costs. In the case of the Mission Campus the college also added one hundred new credit class sections. The next facility to open will be the Joint Use Facility which will add to total space inventory but will not generate significantly higher operating costs. The facility, which will not open until fiscal year 2010-11, will be LEED certified, possibly at the platinum level thereby minimizing utility costs, and additional staffing will likely be only a few positions for building engineer and custodial functions.

Furthermore, the College has completed extensive refurbishment of sidewalks, and pathways to meet the terms of a settlement agreement related to access for persons with mobility disabilities primarily at the Ocean Campus. A second phase of this settlement

related to bathrooms, classrooms, and laboratories is now under construction throughout the district and will be completed by the end of 2009. These improvements will support the College's efforts to plan for emergencies by addressing the needs of the disabled. These projects do not have any significant ongoing costs.

The Chinatown/North Beach Campus will open during fiscal year 2011-12 requiring a significant increase in operating support. These costs will be partly offset by the College's no longer paying approximately $700,000 per year in rent and utilities for the existing Chinatown/North Beach Campus owned by the SFUSD. However, we anticipate that the cost of operating the new facility will exceed these savings based on the College's experience opening the Mission Campus. The College has already incorporated the net increased cost of opening the Chinatown/North Beach Campus into its three year running model for its operating budget. Construction of the Performing Arts Center has been delayed as the state portion of the funding for this facility awaits the next statewide educational facilities bond, the date of which has not yet been set. The cost of operating this facility will also be incorporated into the three year running model for the College's operating budget

The College will incorporate total cost of ownership into plans at the initial stage for any new facilities that may built as a result of future bond issues. An objective for utilizing total cost of ownership methodology has been included in the College's new Sustainability Plan.

Response to Recommendation on Physical Facilities Contingency Planning

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

During fiscal year 2007-08 the College made significant progress in its efforts to prepare for emergencies. The College hired a consultant with appropriate credentials to update the College's emergency plan and to train more than 137 employees in emergency preparedness system as mandated by the Federal and State governments per Homeland Security Presidential Directive 5. These employees then received the crucial experience of participating in an emergency "table top" exercise. In addition more than 68 employees have also completed advanced emergency preparedness training by certified instructors from Federal Emergency Management Agency. The College supported the certification of administrators, faculty, classified staff, and students in first-responder training as members of the San Francisco Fire Department Neighborhood Emergency Response Team. The College is planning to conduct additional emergency evacuation drills as well as participating in coordinated functional exercises with the City and County of San Francisco Department of Emergency Management during spring 2009. The College's Vice Chancellor for Finance and Administration and the Director of Student Health Services have led this effort and the college's shared governance Health and Safety Committee is monitoring the continuing progress.

To maximize the effectiveness of reporting for all safety and lighting matters, the Director of Buildings and Grounds as well as Vice Chancellor of Finance and Administration requests the campus police, the custodial staff as well as all Buildings and Grounds personnel to check lighting and all other facility matters on a regular basis and report and/or repair in an expeditious manner.

Lastly, the College updated its Illness and Injury Prevention Plan IIPP in 2008.

Response to Recommendation on the Academic Freedom Statement

The team noted that while publicizing its policies, the college should take steps to ensure that an Academic Freedom statement is included in the college catalog as well as any other appropriate publications (Standard II.B.2.a).

The Academic Senate approved the college academic freedom statement on November 29, 2006. It is an excerpt from Board Policy 6.06. It first appeared in the 2007-08 college catalog and is also available on the City College of San Francisco website at http://www.ccsf.edu/Board.

Response to Recommendation on BMS and AV

The two support units, audiovisual and broadcast media services, are physically situated at different locations and operationally managed by different administrators. This separation of the two units has not promoted adequate operational integration of these two units, which the college should address along with appropriate levels of staffing.

The BMS and AV departments consistently and successfully collaborate on collegewide projects. Together they have coordinated 12 teleconference activities including national and international events. They broadcast the presidential debates and inauguration at six campus sites across San Francisco. They successfully set up library and media services for the brand new Mission Campus. The library has taken the lead to broadly promote events jointly sponsored and BMS leads the technical and multimedia application.

To date the two departments have designed a handout that describes the available services and materials and which department offers them. This handout has been disseminated to the broader community and is included in the new faculty orientation packets.

Before formally addressing the separation of the audiovisual and broadcast media services and its affect on adequate operational integration, the nine campus deans recommended that we first address the lack of integration and coordination between AV services at the Ocean campus and those offered at the other 12 smaller campus sites. Traditionally, the Ocean campus has been served by staff supervised by the Dean of

Library and Learning Resources, while the smaller campus sites have been maintained by a shared staff member who reports to the Director of College Services.

In consultation with the library dean, campus deans, director of college services, and classified AV staff, a year long pilot project was designed in fall 08 whereby the functions of the shared campus AV staff would be integrated into the larger operations of the Ocean campus. The goal was to provide improved and consistent services to the smaller campus sites via access to a larger pool of experts. An evaluation of the pilot project will be completed at the end of the spring 09 term and necessary revisions and adjustments will be made.

Once this phase of our redesign is complete, we will continue the review of the specific WASC recommendations. We anticipate a full review during the 09/10 academic year with recommendations completed by May 2010 and implementation completed by May 2011.

Response to Recommendation on Age of Library Book Collection

There is great concern about the age of the overall collection, with many books that are outdated by two or more decades. This issue needs to be addressed within the overall campus planning and budgeting process.

The primary source of library funds is a combination of unrestricted general fund dollars and a significant portion of the state instructional block grant for supplies and library materials. Additional funding is available when the state provides one-time block grants.

Since 2005, the library budget has fluctuated between a low of $170,656 in 2007 to a high of $274,149 in 2008. An additional $100,000 was allocated in 2008 to cover the expenses associated with the opening of a new library at Mission Campus.

These funds are used to purchase books, CD ROMs, microforms, periodicals and videos. An annual amount of $52,200 received from the Telecommunications and Technology Program and college accounts is used to purchase electronic materials which are accessible to all students, across all campuses, at all times. The library did not have any electronic books in 2006. Today we have 12,000.

The annual budget for books has been in the $59,000-$70,000 range. The library department recently formed a collection management committee which has decided to concentrate on full text electronic databases and books. Savings from this transition (up to $46,000 per year) will be utilized to purchase books for the collection and other items of priority to the library functions.

The library staff continues to weed the collection of outdated materials. As the information age moves into the electronic and cyber world, a portion of the discarded books will be replaced with electronic materials that are available 24/7 on the internet.

Response to Recommendation on Student Records

On a practical note, the college still needs to address the issue of permanent maintenance of all student records.

The issue of permanent maintenance of student records is still being resolved. Although document imaging of all student records continues to take place in Admissions and Records, no formal District policy has been set in place outlining procedures for the purging of files. Each time the department or Division wishes to destroy old student records, a resolution must be presented to the Board of Trustees. Further streamlining of this process is still being pursued.

Response to Recommendation on Administrative Staffing

The team also encourages the college to incorporate examination of appropriate administrative staffing levels in its planning processes as it continues to expand programs and services.

Overall, the college continues to maintain an appropriate level of administrative staffing, and increased the number of administrators from 45 to 57 during the period FY 2005-2006 to FY 2006-2007. In addition to administrators, the administrative structure consists of 61 department chairpersons who have quasi-administrative functions, and nearly an equal number of high level classified managers and administrative assistants.

Budget constraints imposed by the state negatively impact the college's ability to replace some key administrators. Nonetheless, the college is actively engaged in a search to replace the following: Dean of Science and Math, Chief of Police, and the Associate Dean of Financial Aid. These search processes are expected to be completed by July 1, 2009, resulting in a total of 55 administrators.

In view of the harsh realities associated with the budget, the Planning and Budgeting Council (PBC) has strongly recommended no increase in the number of administrators, continuation of the full complement of department chairpersons, and where feasible maintenance of a "no lay-off" policy for classified managers and management assistants.

V. <u>Response to CCSF Recommendations</u>

Response to CCSF Recommendation #2

 Increase efforts to develop an integrated College curriculum: a. Support the integration of multicultural perspectives into College courses. (S.II.B) b. Promote cross-disciplinary and integrative learning communities. (T.3)

a) In response to recommendations formalized in the CCSF Student Equity Plan, the Multicultural Infusion Project was developed in 2003. This is a faculty led, year long staff development program with the goal of introducing culturally relevant teaching and learning strategies into the classroom and counseling practices. Each year faculty are selected to participate in a series of workshops and seminars, including a poster session that disseminates those strategies. The success of this project has translated into its inclusion as a priority in our Basic Skills Initiative Plan along with associated funding.

The College has a graduation requirement in Ethnic Studies, Women's Studies and Gay, Lesbian and Bisexual Studies. Since 2006, 12 new courses have been approved by the Bipartite Committee and included on the list of courses meeting this requirement. (Appendix E). The creation of these courses, across nine academic departments, reflects broad institutional commitment to the integration of diverse perspectives into the curriculum. Currently within our curriculum, 117 courses meet the Ethnic Studies requirement, 30 courses satisfy the Women's Studies option and 32 courses meet the Gay, Lesbian and Bisexual alternative.

The Business Department Paralegal/Legal Studies Program is participating in the Destination Law School Program sponsored by the San Francisco Bar Association and the Diversity Internship Program of the Association of Legal Administrators in San Francisco to promote diversity in the legal profession. Both efforts should lead to introducing culturally relevant teaching and learning strategies in the classroom.

b) Cross disciplinary and integrative learning communities have been promoted and supported in the last two years. In fall 08, the Business Department offered the cross-disciplinary course "Women Leaders at Work (SUPV 236)". This course was developed, cross-registered, and offered in partnership with the Women's Studies Department.

The Metropolitan Health Academy (MHA), initiated in fall 08, is a learning community made up of linked courses in each of two semesters, pairing a general education course and a core course in the Health Education and Community Services program. These classes take a carefully scaffold approach to building specific competencies agreed on by faculty at both the community college and the university. As students proceed through the MHA sequence, they will experience course work that is reinforced from one class to another, and faculty that work with each other closely to share both knowledge of the students and effective pedagogy. Students demonstrate their mastery of competencies and knowledge by creating an electronic portfolio that meets explicit proficiency requirements.

The curriculum of the MHA contextualizes compelling issues in urban health into required general education courses (math, writing, critical thinking, communication). Students learn by working with real issues in community health. MHA faculty works together in an interdisciplinary learning community. The linked courses share common learning objectives and integrated assignments.

Elementary Algebra, Math 840, with a Women's Study Focus is another interdisciplinary studies class that integrates into the standard Elementary Algebra curriculum discussions of gender bias and its intersection with culture, class, race, age, and disability. The course was developed to meet the challenges women continue to experience in mathematics classrooms. Issues of math anxiety, learning styles, and learning differences are addressed through the completion of a math study skills workbook. Students complete a math autobiography which challenges them to examine stereotype threat and to explore the origins of their personal attitudes towards math. In addition, students discover the accomplishments of female mathematicians through a short research paper.

Response to CCSF Recommendation #3

Expand the College's professional development program by establishing a teaching and learning center in support of faculty and staff to help meet the goals and objectives in the College's Strategic Plan, especially Priority #1 (Basic Skills); Priority #2 (Academic Programs);Priority #3 (Workforce Development); and Priority #5 (Student Development). (S.III.A, T.1, T.3)

The Basic Skills Initiative has promoted campus dialog which has identified the development of a Teaching and Learning Center as a high priority. A committee of over 100 faculty, classified staff, students and administrators confirmed this need. This includes an emphasis on basic skill student success, teaching and learning strategies to reach nontraditional students, workforce development needs and the identification of critical gaps, and the effective delivery of services on behalf of all employees.

Response to CCSF Recommendation #4

Expand innovative methods of delivery of instruction and student services to meet the multiple needs of students. (S.II.B) a. Improve the dissemination of information on instructional pedagogies and evaluation techniques related to students' diverse learning styles. (S.II.A) b. Expand the use of technologies for the delivery of student services. (S.II.B)

a) The supplemental instruction (SI) model is a new format introduced last year by the Learning Assistance Center. This model is funded jointly by college and grant funds. Group tutoring, linked to a specific course section, is led by a former student who was successful with that course and instructor. Specialized training is offered to the SI leader, who also is responsible for meeting with the content instruction for direction and

exchange on student learning. In fall 08 fourteen SI groups served approximately 136 students in the disciplines of chemistry and psychology. This term, fourteen SI groups are serving approximately 324 students in the disciplines of chemistry, biology, math, physics, psychology, and Latin American and Latino Studies.

Through the Basic Skills Initiative, college faculty have been able to participate in several statewide meetings and trainings introducing "Basic Skills as a Foundation for Student Success in California Community Colleges", a publication that provides a literature review on basic skills and a description and evaluation of effective learning strategies and best practices. Also, faculty has also been introduced to broader topics in teaching and learning by participating in the annual Student Success Conference to the tune of over 100 over the past three years.

The College continues to offer traditional face-to-face classes. On-line class sections have increased from 222 sections in 2006 to 322 in 2008, with corresponding enrollments increasing from 6,590 to 10,687. The Technology Mediated Instruction Unit has provided support for on-campus instructors who want to use the learning management system, LMS, to provide web-based tools to enhance their courses. Referred to as technology-enhanced, or tech-enhanced, courses, instructors use the LMS for online discussions, to give students online quizzes, to post and collect assignments, etc. In fall 2008, there were 79 sections of tech-enhanced courses, serving approximately 3,100 students taught by 48 instructors. These courses are in the sciences, ESL, Health, foreign languages, art, business, and liberal arts. In spring 2009 we have 64 sections of tech-enhanced courses, serving approximately 2,580 students and taught by 43 instructors. These courses are in the sciences, Math, CS, CNIT, ESL, Health, foreign languages, art, business, and liberal arts. Our goal is to provide these LMS tools to all of City College's courses.

In addition, numerous faculty are incorporating technology in their instructional methodologies through the use of blogs, websites, wikis, utube videos, and the entire array of so-called "Web 2.0" applications. Such incorporation happens both formally, as part of syllabi, and informally, as instructors adjust to the needs of their students and adapt to the most effective means for content delivery.

b) The Student Development Division is currently pursuing several innovative and technologically advanced methods of delivery of student services in order to meet the diverse and growing needs of students.

- The Office of the Vice Chancellor is working closely with the Office of Outreach and Recruitment, the Office of Marketing and Public Information, and Broadcast Media Services to create a video tour of the campus that will be available online and also televised on Educational Access Television Ch 27 for prospective and current students. Additional videos may be created to cover such topics as college orientation, financial aid information, and the registration and matriculation process.

- The Student Development Division plans to upload new videos and existing college media to the I-Tunes University site. Students, staff and community members will be able to access information available through I-Tunes.

- Digital display screens will be installed in public spaces to expand the use of technologies for the delivery of student services within the college. The first screen has been installed and provides information about college services, programs, classes, upcoming events, news coverage and other announcements of interest to students. Additional screens are scheduled to be installed as appropriate locations are identified.

- The implementation of a new photo ID card began in fall 2008. Students are now receiving photo ID cards, which come with enhanced services both on and off campus, at many of the 11 CCSF campuses. The implementation process will continue throughout the spring and summer semesters.

- The Student Development Division has also increased communication with students through technological formats. Text messages updates are sent to students, email communication has replaced paper mailings, and all-student phone messages regarding important CCSF dates and deadlines have been implemented.

Response to CCSF Recommendation #10

Continue to promote participation by the classified staff, faculty, administrators, and students within the College's Shared Governance System. (S.IV)

CCSF has an on-going policy of involving all constituents of the college (classified staff, faculty, administrators, and students) to the greatest extent possible in shared governance activities. The Office of Shared Governance advertises continuously in City Currents for committee members, publishes the Annual Report, Handbook, committee reports and minutes, maintains a Shared Governance website, and has a well-respected Shared Governance Coordinator (who is a classified staff member).

There is a concerted effort to review committee memberships for as balanced a representation as possible. One of the major shared governance pipelines, the College Advisory Council, chaired by the Chancellor, has equal membership from all of the above-mentioned groups.

The Academic Senate promotes Shared Governance participation by publishing calls for volunteers in the weekly campus newsletter and by actively soliciting participation on an individual basis. In addition and in an attempt to raise awareness and increase communication, the Senate President and other Senate officers publish a regular column in the newsletter and attend department meetings and other college events.

Administrative shared governance committee assignments are reviewed by the Executive Committee of the Administrator's Association and submitted to the Chancellor for final approval. Data provided by the Office of Shared Governance reflects the following percentage of positions filled on shared governance committees by constituent groups; administrators - *98%,* classified - *94%,* faculty - *80%,* students – *68%.* This reflects an overall increase in the classified staff and student participation in shared governance compared to prior years. The overall percentage of positions filled on shared governance committees is *85%.*

The participation of students in the Shared Governance System is currently encouraged and supported through the Student Activities Department. There is a position for a Shared Governance Coordinator on the Associated Student Council who is responsible for recruiting and encouraging student attendance at Shared Governance meetings. Stipends for student attendees are also provided.

Response to CCSF Recommendation #12

Expand efforts to improve communication and coordination of information among counseling, library/learning resources, and instructional programs. (S.II.C)

The library dean is a participant in the academic deans- monthly convening. At this forum, instructional and library presentations are made to keep all informed of new technologies, programs, strategies, services and resources. This forum has also been used by college administrators to communicate important information.

The outlying campus libraries are fully integrated with the Rosenberg Library at the Ocean Campus. Students at the campus sites have access to all books, periodicals, journals and other library resources available at the main library. The satellite campuses are also staffed with full and part-time counselors who work to improve communication and coordination of information with the credit and noncredit instructional programs offered at the sites. The College continues to expand curricular offerings and services at the satellite sites in an attempt to strengthen the opportunity of a comprehensive experience for students.

At the invitation of department chairs and directors, some of the library presentations have been extended to faculty and counselors with a particular emphasis on content specific electronic resources and Read/Speak technology used for hearing impaired and ESL students.

Instructional department chairs are frequent visitors at counseling department meetings. These forums provide an opportunity to exchange instructional information that is important to counselors as they advise students.

This year the Library and Learning Resources Department created the Communication and Outreach Committee whose charge is to communicate and publicize library program and services and available materials. They accomplish this by participating in the College Career Fair every semester, and by publishing articles in the student newspaper,

"The Guardsman", the college newsletter, "City Currents", and different department publications.

Three retention programs in the Academic Affairs Division (Asian Pacific American Student Success , Latino Services Network, African American Scholastic Program), are structured to offer comprehensive services to students enrolled in the programs. Students enroll in designated course sections that have been designed to incorporate a required counseling component. Throughout the year, content faculty work closely with the program directors and counselors in selecting the courses to be offered, the faculty assigned to teach the courses and the content emphasized, as appropriate.

Likewise, science, math, engineering, learning assistance and counseling faculty are working on a two-year project to address student outreach, curriculum alignment and instructional support in an attempt to increase the pipeline and success of students pursuing math based careers. This activity is funded by a Department of Education grant and is integrated with the development of a MESA (Math, Engineering Science Achievement) program under Academic Affairs.

Also, in response to the self assessment conducted under the auspices of the Statewide Basic Skills Initiative, the Academic Senate approved the newly created Basic Skills Ad Hoc Coordinating Committee. This committee's charge will be to coordinate instruction and support services for students in basic skills courses.

The Office of the Dean of Counseling and Student Support Services, within the Student Development Division has made, and is currently making, many efforts to improve communication and coordination of information among counseling, library/learning resources, and instructional programs. Initiatives include:
- Professional Development seminars offered throughout the year;
- Recently re-instated all-counselor meeting once a semester;
- Currently seeking a CTE and Student Services grant to fund integration of counseling and tutoring services with specific CTE instructional programs and services;
- Through the BSI, plans are in motion to pair ENGL 91 with student services integration (curriculum will reflect requirements to meet with counselor, develop Ed Plan, etc.);
- The Career Center has paired with LERN 50 courses to integrate career counseling into course curriculum;

In the noncredit sector, counselors are beginning to teach Transitional Studies courses in an effort to integrate classes with existing orientation workshops.

Response to CCSF Recommendation #13

Continue to refine the College hiring procedures. a. Promote faculty recruitment programs and strategies to increase diversity of applicants and finalists. (S.III.A, T.6) b. Review hiring processes to find ways to streamline procedures. (S.III.A).

a) The Human Resources Department (HR), in collaboration with College constituents, continues to work toward improving hiring procedures with the concerted effort of improving the diversity of our applicant pools and consequently the diversity of our new hires. As an example, the Mathematics Department worked collaboratively with HR staff on the design of a recruitment flyer (included on their job announcements) showcasing the departments effort to recruit diverse applicant pools.

Advertising efforts continue to support statewide and national outreach efforts to capture candidates from across the state and country. Various advertising media are utilized: a.) websites, such as monster.com, latinoperspectives.com, career.arizona.edu, career.berkelely.edu, craigslist.com, and higheredjobs.com); b.) discipline/trade journals, as specified by the hiring departments; and c.) local, state, and national newspapers, such as The Chronicle of Higher Education, Black Issues in Higher Education, Asian Week, Hispanic Outlook, Black Issues in Higher Education, Philippine News, Latino Perspectives in Higher Education, San Francisco Sunday Chronicle (including the Chronicle's website which runs ads for an additional seven days), Community College Times, and San Jose Mercury News.

The HR Department has also increased its recruitment efforts by reaching out to the individuals listed in the Nation's *Minority and Women Doctoral Directory*. Moreover, HR staff participates in local and state job fairs (funding permitting) to recruit applicants. Despite the reduced number of full-time faculty positions available, the annual CCSF job fair attracts many prospective applicants ('04 – 700 attendees; '05 – 350 attendees; '06 – 414 attendees; '07 – 317 attendees). Department representatives are invited to participate in City College of San Francisco's job fairs as an opportunity for them to network with professionals and recruit prospective applicants. Due to budgetary constraints, the CCSF annual job fair was not held in the 2008 academic year. The staff participated in the California Community College Registry Job Fair held in January 2009, along with 13 other California Community Colleges; 750 job seekers attended.

Informing applicants of their application status via email, phone calls also reflects positive results. During the 2006/07 and 2007/08 academic year hiring cycles, the HR Department processed an average of 2,400 applications for full- and part-time faculty positions. These numbers certainly reflect a positive response to our recruiting and advertising efforts.

The partial travel reimbursement also serves as an incentive to bring in candidates traveling from outside of the Bay Area, and our commitment to partially reimbursing finalists with their incurred relocation expenses.

In addition, the HR Department hosted several workshops during Flex Day and at the annual job fairs with the goal of demystify our hiring processes.

b) In February 2008, the Academic Hiring Unit implemented an automated applicant hiring/tracking system with the goal of streamlining the hiring processes and saving hiring managers/supervisors time by permitting them to create and submit job announcement requests online for review and approval using an electronic workflow. This system also allows hiring managers/supervisors to work directly with HR staff to

track job announcements as they move through the approval process. Moreover, with this system applicants are provided automated notification both online and via email regarding application status. To date, we have had:

- 1704 – number of applicants that have applied to a job posting/announcement
- 67 – job postings/announcements posted
- 34,080 -- average # of sheets of paper saved (on average application is 20 pages x 1704 applicants)

The Classified Unit is currently working toward a "go-live" target date during the spring 2009 semester.

VI. Progress on Substantive Change Applications

In fall 08, the College submitted a Substantive Change application to the ACCJC for Distance Education programs. On February 27, 2009 the application was approved for General Education for the Associate Degree, Business, Computer Networking and Information Technology, Computer Science and Spanish in the Foreign Languages Department.

Appendices

A: Program Review System

B: Student Learning Outcomes Templates

C: Additional courses meeting Area H requirement

Appendix A

CCSF Program Review System

A. *Goals*

1. To promote student learning and teaching excellence;
2. To be fully integrated with the College's planning and budgeting system including issues of staffing, facilities, equipment and supplies
3. To conduct comprehensive reviews by departments of all courses and programs
4. To review and update, where appropriate, learning assessments plans
5. To promote high levels of quality and efficiency in all functions of the College enterprise.

B. *Overview of Annual Program Review*

1. Program reviews will be conducted annually for all units in all divisions of the College.
2. Program reviews will utilize five-year data trends in the areas of enrollments, personnel, annual expenditures, productivity and student/employee satisfaction, as applicable.
3. All data will be gathered by the Office of Research in conjunction with the Budget Office, Office of Instruction, and Human Resources and populated in the annual review form. The annual report form will also include text boxes
   a. To provide reflections on data trends
   b. To summarize progress on prior year planning objectives
   c. To identify major planning objectives for next fiscal year
   d. To describe resources needed to meet planning objectives
4. Annual review forms will be sent to all Cost Center units in the fall of each year for review of data accuracy.
5. Annual review form will be accompanied by a cover letter with lines for additional resources suggested, including college plans.
6. Annual review forms will be used to identify unit needs for new programming, staffing, equipment, supplies and facilities as well as budget augmentation proposals during the February to May budget development process.
7. The annual review forms may be used in the future by other College resource committees including the Faculty Position Allocation Committee; the Classified Vacancy Review Workgroup; the instructional block grant workgroup, etc.
8. Programs or services showing significant challenges with either operations or productivity levels will be identified and recommended for enhanced program review.
9. Enhanced comprehensive program reviews can use the old standard CCSF program review framework (2006) or an alternative method, such as the Developing a Curriculum process (DACUM) or external peer review process.

C. Review of Courses, Programs and Learning Assessment Plans

1. The review of all courses, programs and plans for learning assessment is integrated into the program review system.
2. Each department shall develop a plan submitted to the Dean of Curriculum for the comprehensive review of all courses and programs to assess student demand, currency and relevance, and, where appropriate, identify new courses and/or new programs. The plan must show that all courses and programs will be reviewed in a six year cycle.
3. Departments will submit course and program changes, where appropriate, to the Dean of Curriculum and/or the Curriculum Committee for review and approval.
4. Each department will report on the status of the course and program review each year within the annual program review form.
5. Each department will report on the status of learning assessment plans within the annual program review form.

D. Role of Program Review Committee

1. The Program Review Committee (PRC) will oversee the college's program review system.
2. The PRC will annually collect and review all program review forms and make recommendations directly to the Planning and Budgeting Council (PBC) for budget modifications based upon the PRC's review of the reports.
3. The PRC will also review program review forms for alignment of cost center planning objectives with College planning objectives and the status of student learning outcomes assessment.
4. The PRC will oversee the periodic evaluation of the CCSF Program Review System (PRS) and submit in consultation with appropriate shared governance bodies a final report to the Chancellor with recommendations for improvements.
5. The PRC will review enhanced program reviews and evaluations in cases where the Chancellor requests a special review.
6. The composition of the Program Review Committee (total 12):
   a. Four faculty
   b. Three administrators
   c. Three classified staff
   d. Two students
7. The Program Review Committee will have sub-committees appointed by constituent groups to review the program review forms from the five divisions of the college. The sub-committees' membership will consist of faculty, staff, students and administrators, primarily from the division being reviewed, but also consist of appointees from other divisions. The Vice Chancellors, or their designees, will present the findings of the subcommittees to the PRC standing committee. The five sub-committees which will be established and begin their reviews in 2009/10; such committees may include:
   a. Academic Affairs
   b. Chancellor's Office
   c. Finance and Administration
   d. Institutional Advancement
   e. Student Development

E. Annual Cycle for Program Review

1. The annual cycle for program review begins each summer with the collection of data by the Office of Research for the review forms.
2. Forms containing data assembled by the Office of Research will be distributed to all college cost centers for review and validation by cost center managers each fall.
3. By **January 15,** a review form will be made available to all heads of college cost centers for presentation and discussion among faculty and staff within the cost center units.
4. By **March 1st of each year,** college cost centers will complete a review form. Each unit will complete the information requested in the forms including plans for the coming year and proposed budget augmentations for staff, equipment and supplies as well as facilities improvements. The completed forms will be forwarded to deans and ultimately to Vice Chancellors by March 1st.
5. By **April 1st of each year**, the completed forms will be reviewed by the appropriate subcommittee of the PRC **(except in 2008/9 where the Vice Chancellors will conduct the review and report directly to the standing Program Review Committee).**
6. By **May 1st of each year,** the PRC will review and discuss the findings from the subcommittees (or Vice Chancellors in 2008/9), develop budget recommendations and forward them to the PBC.
7. By **May 30 of each year,** the PBC will conduct budget hearings and develop budget recommendations to the Chancellor and the Board of Trustees (BOT).

June-December	Office of Research gathers and populates data for all annual program review form units within each division
December 1	Distribution of annual program review forms to all units for data review and corrections
October—January	Annual Planning objectives developed by PBC and approved by BOT
January 15—March 1	Cost Centers begin program review by reviewing data, identifying trends and developments affecting the cost center, discussing planning objectives and identifying budget needs to support planning objectives. Report forms are submitted to deans for review and then to the VC in each division
March 1—March 30	VCs transmit program review forms to PRC subcommittees for review and recommendations. The sub-committees make recommendations to the standing Program Review Committee
April 1-May 1	Program Review Committee reviews subcommittee recommendations and develops recommendations for the PBC
May 1-30	Final planning objectives and budget augmentations are approved by PBC and forwarded to the Board of Trustees for approval
May 21-June 30	Board of Trustees reviews and approves preliminary budget

Appendix B

Student Learning Outcomes Introduction and Templates
Academic Affairs

Introduction

Part of the program review process includes comments about student learning outcome activities in each department (refer to Program Review template questions #5 and #9). It is important that each department discuss, define and clarify student learning outcomes and then identify ways to assess and measure student mastery of the learning outcomes on both the course and program levels.

For the PILOT program review this year, departments are asked to select and discuss a minimum of one class or one program in their discipline. After discussion, please complete the attached template with the answers to the questions.

If you who have been working on students learning outcomes for a while, you may be able to select a course or program that allows you to complete the responses to all five questions in the template. If you are just starting the conversation, you may only be able to complete the first three columns. Data collection and evaluation will come later.

Finally, summarize your discussion/findings on the Program Review template, questions #5 and #9.

CITY COLLEGE OF SAN FRANCISCO
STUDENT LEARNING OUTCOMES PLAN
ACADEMIC AFFAIRS

DIVISION: _____

DEPARTMENT: _____

COURSE: _____

CONTACT: _____

EXTENSION: _____

COURSE GOAL STATEMENT:

_____

Expected Student Learning Outcome: Students completing the course should be able to:	Methods of Assessment: Students completing the course will be assessed by these assessment methods:	Measurement Criteria: Students completing the course will be measured based on these measurement criteria:	Summary & Analysis of Data: (Specify date completed.)	Plan of Action: Use of results and modifications. (Specify start date.)
1.				
2.				
3.				

CITY COLLEGE OF SAN FRANCISCO
STUDENT LEARNING OUTCOMES PLAN
ACADEMIC AFFAIRS

DIVISION: _____

DEPARTMENT: _____

PROGRAM: _____

CONTACT: _____

EXTENSION: _____

PROGRAM GOAL STATEMENT:

_____

Expected Student Learning Outcome: Students completing the program should be able to:	Methods of Assessment: Students completing the program will be assessed by these assessment methods:	Measurement Criteria: Students completing the program will be measured based on these measurement criteria:	Summary & Analysis of Data: (Specify date completed.)	Plan of Action: Use of results and modifications. (Specify start date.)
1.				
2.				
3.				

	CCSF Student Development		
	Student Learning Outcomes-DRAFT		
	Fall 2008		
STUDENT DEVELOPMENT UNIT	**STUDENT LEARNING OUTCOME**	**ACTIVITIES TO SUPPORT OUTCOME**	**ASSESSMENT MEASURE**
Outreach & Recruitment *Mission Statement*	*Through college-wide consultation & collaboration, connect all CCSF outreach initiatives in order to expand, improve and promote greater access for prospective students.*		
Student Learning Outcomes	1. Students will develop an understanding of the differences between the college systems and that community college is the most affordable option, the types of degrees offered and have meaningful interactions with college staff/students.	• Campus Tour Program; and Classroom Presentations (6-10th grade)	• Conduct a short multiple-choice survey at the end of each campus tour and/or presentation
	2. Students will develop an understanding of the matriculation process, the programs and services offered, and be able to make an informed decision about their college path.	• Campus Tour Program; and Classroom presentations and workshop (11th-12 grade, re-entry adults and non-traditional students)	
	3. Students will become familiar with the CCSF campus, its resources and enrollment procedures.	• Ask Me Services	• Optional survey available at information tables
	4. Students will gain a better understanding of the programs and services offered at CCSF.	• Ambassador Program	• Focus Group will be conducted at the end of each semester • Ambassadors will complete a short survey at the end of each semester
	5. Students will enhance their job readiness and leadership abilities, develop an understanding of their strengths and weaknesses and improve upon public speaking abilities.	• Ambassador Program	• Ambassadors will complete a short survey at the end of each semester • Ambassadors will be evaluated on their performance at the end of each semester • Ambassadors will be evaluated by peers on public speaking abilities

Appendix C:

Additional Courses Meeting Area H Requirement

2008
ADMJ 67   Terrorism and Counterterrorism
IDST 30   Demystifying the Middle East
SUPV 236   Women Leaders at Work
GLST 77   Queer Creative Process

2007
WOMN 25   Introduction to Women's Studies: Feminism Demystified

2006
ASAM 6   Asian American Issues through Literature
ASAM 10   Asian American Culture
LALS 1   Latino/a Diaspora: The Impact of Latinos Living in the United States
LBCS 100   Racial Conflict and Class Solidarity in America
GLST 15   From Greece to Stonewall: Queer Writers, Lives, and Worlds
HLTH 95   Transgender Health: Working with Clients and Communities
HLTH 96   Transgender Health: Public Health Strategies