For the Annual Program Review Form, Fall 2012

“Looking at last year to plan for next year.”

During the fall 2012 semester, departments/programs will examine accomplishments from last year (2011-2012) as well as accomplishments that transpired in early or mid-fall 2012, and Departments/programs will then delineate plans for next year (2013-2014). This process will yield a “Program Review” document due in early December, 2012. Since program reviews are written every year, future departmental / programmatic events occurring later in fall 2012 or in spring 2013 will be discussed in your program review that will be written in fall of 2013.

Program review is a primary mechanism for integrating assessment, planning, and budgeting. When possible, connect departmental planning of needed facilities, technology and personnel to your SLO’s. In addition, be sure to address the Board’s Annual Priorities and Planning Assumptions for 2013-2014.

Program Review will have an impact on how future departmental resources are increased or decreased. It is essential that this Program Review is completed carefully. Read all hints and suggestions and feel free to ask for assistance from your dean or supervisor or members of the Program Review committee if you are unsure of what is being asked or unsure of how to answer a question.

GENERAL SUGGESTIONS

- Distinguish between and separate items that have different funding sources such as restricted & unrestricted funds, grants, et cetera, when describing trends, delineating plans, or requesting resources.

- Present and interpret corroborating data as clearly as possible. Remember that program review is a data-informed process.

- Please keep in mind that program reviews will now be used as the basis for allocating Perkins funding

1. Description of Programs and Services and their Locations: Insert description from previous program review and revise as necessary to remain consistent with the College’s Mission.

SUGGESTIONS

- Describe your department or program’s purpose, as well as its programs, services, and locations. Address how it aligns with the College’s Mission.

- Suggested wording to use:
  - “Our department currently assists, maintains, offers the following… for the purpose of…”
  - “Our department currently provides (objectives) to support (objectives) at the following places (list locations/campuses).”

Example: CCSF’s Mathematics Department

1.1 offers basic skills and precollegiate mathematics courses that meet associate degree requirements and prepares students for university level work.
1.2 provides students a full complement of lower division mathematics courses, including calculus, linear algebra and differential equations for STEM courses.

1.3 offers a variety of courses that meet the quantitative reasoning requirements at CSU, UC, and other four-year institutions.

1.4 provides student support services including Math Lab tutorial services, Math Bridge, the LAC partnership, and the Retention Center partnerships.

1.5 offers classes at the Ocean Campus (162 course sections per semester), at the Mission Campus (10 course sections per semester), and at the Southeast Campus (5 sections per semester).

Example: Student Health Services listed 3 major program objectives from their departmental Mission Statement

1. CCSF Health Education and Outreach (with 4 paragraphs of explanation)
2. We promote public health in the community (with 3 paragraphs of explanation)
3. We are a training site for students (one paragraph)

2. Please provide reflections on the data trends for your department. If you have additional data that you would like to provide, please also include that here.

SUGGESTIONS

- Analyze the provided data thoroughly and systemically, separating each point into separate paragraphs for visual clarity.
- Describe how well the department and/or its programs address needs and challenges as indicated by data.
- Describe trends for under-represented students; address disaggregated program enrollment data as well as disaggregated student success data, including age, ethnicity and other demographic trends.
- Specify any impact on student success due to programmatic changes, changes in budget, et cetera.
- Note the impact of any location changes, moves, or remodeling on department/program.
- Address any changes in size of classes, limits on primary class offerings, limits on ability to offer special/advanced courses; courses not restored need a recovery plan.
- Summarize the total staff & faculty under your department or program's supervision.
- Indicate whether FTEF has kept up with enrollment trends (discuss credit versus non-credit).
- Show how FTES increases or decreases has affected the growth/reallocation of resources.
- For student service areas, discuss other productivity trends such as student contacts per FTEF.
- When available, discuss student and employee survey results.
- Indicate how data applies to services, materials, resources, workshops, programs, facilities, personnel.
- REMINDER: In addition to addressing the data provided, please include other data you have available that reveal important trends for classes, activities, focus areas, or services in your department.
- One example of additional data is program demand drawn from the DSS “Registration Outcomes” module available at this link: http://advancement.ccsf.edu/
Example: Human Resources (provided 4 reference tables)

1. ACADEMIC HIRING UNIT (reference Table 1)

---new job announcements issued decreased for two reasons; 1) less full-time openings, 2) many part-time pool job announcements issued in 08/09 remain open for recruitment (recruitment period--two years) (these job announcements are reflected in the 08/09 data).

---new hires processed decreased mainly because the District’s policy of no new part-time/emergency hires

---the TB notices sent/TB test results received has improved due to the newly implemented database program, including reporting functionality—the 09/10 data reflects an increase as a result

--due to budget restraints, the HR staff were not able to attend any job fairs in 09/10—this unfortunately has a negative effect on the College’s recruitment efforts.

2. GENERAL SERVICES UNIT (reference Table 2)

---Customer Service Inquiries including Job Announcement Requests: Customer Service inquiries have substantially changed. (this is explained in a paragraph)

---Agenda History Card Posting: (a paragraph indicates how a decrease in History Card Posting led to a decrease in academic hiring)

3. CLASSIFIED UNIT (reference Table 3):

---New Hires Processed: (followed by a paragraph of explanation)

---Salary Increments: While salary increments were not frozen (not processed) in 09/10 the monthly review/tracking process to identify eligible employees continued.

4. BENEFITS/HR IT SUPPORT/STAFF DEVELOPMENT UNITS (reference Table 4). (This is followed by two paragraphs; the first explains how HR has taken over many functions previously performed by HSS; the second paragraph explains how the benefits unit is adversely impacted by the HSS (medical), Kcares (dental), and SFCCD (PeopleSoft) systems.)

Example: Earth Sciences

After 3-4 weeks of registration this year, GOG 1 had received 191 closed notices. 39% of those who attempted to register received a closed notice for Spring 2010. However, this number does not include # of students who didn’t try to register because course was listed as closed. We face similar problems in GEOG 1L (20% received closed notice), and OCAN 1 (10% received closed notice) and 1L (14% received closed notice), and GEOL 10 (10% received closed notice), and 10L (10% received closed notice). All our course preregistered full. Our enrollments are overflowing. We have a number of impacted classes and need to be able to add more units.

The data also show that our department has grown steadily over the last few years—and could grow even more if additional sections are made available to us, especially Physical Geography lectures and labs. Our measure of “Productivity”—although a crude indicator of efficiency—reflects our large average class size even when our laboratory sections are averaged in with our lecture sections. We have been limited by our ability to offer specialty classes (such as climate change and environmental geology), yet still not satisfied the overall student need in the core programs. It also forces us to admit 40 students to lab classes, when the rooms comfortably fit only 35 or less, and field-oriented lab classes lose their effectiveness when class size is so large. In fact, as a whole, we’ve been upping the numbers of students admitted to our classes to handle the large enrollment pressure, but we’d rather be able to offer more smaller-sized classes which is what we feel a community college is all about.

We also notice from the data that our students are generally on the younger side (relative to the CCSF average) with slightly more white students than the average. Our student success data show that we struggle, as does the rest of the college, with the lowest performances associated with certain target ethnicities (African American, Filipino, and Hispanic/Latino). We continue as a department to develop strategies to improve the performance of all our students and hope that these will help to decrease the achievement gap. In fact, you will notice from our data that performance has been steadily improving for the past 5 years. We credit our mentoring program and study halls as the major source of this improvement.
3. Please describe any internal or external developments affecting your department since the last program review.

SUGGESTIONS

- Write two sub sections, one sub-section for CCSF-related factors both within department outside of department (i.e. collaboration with other departments, programs etc. at CCSF) and a second sub section for non-CCSF / external factors
- Discuss vacancies in faculty or classified positions; spell out impact of such conditions on effective teaching and on services supporting student achievement
- Discuss changes in technology, including specific needs for outlay and projected cost of continual maintenance
- Discuss community demand for services and courses; consider including wait lists counts and course impaction figures as indicated by registration outcomes (see Decision Support System)
- Discuss changes in workforce needs and how this impacts the type classes and/or programs your area needs to maintain, delete or add
- Discuss any necessary collaboration with SFUSD or other external agencies as it relates to your department/ program
- Discuss changes in State and Federal Funding and Certification/Licensing requirements that have impacted how your area functions. Discuss needed changes and related fiscal impact
- Discuss potential funding avenues, especially those specific to your department or relevant to grants

Example: English

Last year’s departmental “We Can Do Better” report and the work groups dealing with assessment, multicultural, and multilingual concerns, affective issues and pedagogy, student surveys and focus groups, and site visits wrapped up the bulk of their work at the end of 2010, and all of their recommendations were integrated into the design of the two intensive courses, English 95X and English 961A. The assessment group recommended an assessment schedule, the multilingual and multicultural groups made recommendations that made their way into course pedagogy and SLOs. The multilingual group also designed a sentence skills assessment. The focus group/student survey group helped us devise a survey of students’ demographic characteristics and a survey designed to measure student affect. The affective survey is being administered to all 95X and 961A students and a select group of 93 and 1A students who serve as the control group.

The Bridge to Success project (formerly known as Communities Learning in Partnership) is now underway. It requires ten English Department faculty to meet twice monthly with teachers and administrators from the San Francisco Unified School District to discuss standards, alignment of curriculum, and pedagogy. This work is directed to serve under-represented and low-income San Francisco students.

The department continues to participate in college-wide initiatives such as retention programs, the Gateway project, the aforementioned Bridge to Success grant program, the Puente program, the Metropolitan academies (learning communities) etc. These programs continue to require substantial energy and time of faculty.

Internally, the department has rewritten its bylaws and reorganized its meeting schedules to make time to discuss and refine pedagogy and improve the expanding range of departmental projects. Departmental meetings now occur monthly, in addition to monthly curriculum meetings and other essential meetings that support departmental initiatives: scholarships, the English Major, electives, retention programs, tutoring, Basic Skills courses, intensive courses, revision of course outlines, and many other course-level concerns. The revised bylaws go up for a department vote in Spring 2011.
Example: Culinary Arts & Hospitality Studies

EXTERNAL:

Budget cuts have continued to affect the department staffing levels and class offerings; as a result of the hiring freeze, the department has gone without a key support position—Operations Manager since 2009—this has affected both the external and internal workings of the department, such as competitive pricing/cost controls (external) and increased responsibilities for the department chair (internal). Lastly, the department still hasn’t restored all class offerings.

INTERNAL ACCOMPLISHMENTS AND OPPORTUNITIES

1. The department has met its goal of updating most of its core course offerings (over 85%); by fall 2011 all department curriculum will be updated and/or developed (this will also include curriculum for the new Chinatown program). In addition, by fall 2012, the department will move from Awards of Achievements to Majors.

2. The department has regained its accreditation from the American Culinary Federation (ACF) for the next three years.

3. The department has applied for CTE funding to help with student assessment; in particular, job preparedness and program satisfaction.

4. 30% of the department credit faculty is using Insight to tech-enhance their classes. The department is also working with Cynthia Dewar, the new chair of ED. Tec. To develop two online classes: Introduction to Hospitality and Introduction to Wine.

5. The department continues to successfully raise funds, securing over $22,000.00 for classes and other program essentials. In addition, the department was gifted $33,000.00 which will be used to update the Ocean campus main lecture/demonstration classroom.

6. As of 2009/10, our non-credit program, Culinary training and Service Skills (CSST), became fully funding enhanced. In addition, we began working with Monika Liu, Dean of Non-Credit Admissions and Records to formalize the process forwarding noncredit certificates, resulting in a 50% increase from the last program review.

7. In 2009, the department partnered with recycling and Carlita Martinez to develop “green” strategies for the foodservice outlets and kitchens, such as, recyclable to go containers, cups, utensils and reducing to-go containers and utensils; this has reduced cost and strengthens our efforts to promote sustainable foodservice practices.

8. This semester (Spring 2011), we partnered with Suanne Korey and the office of Career and Technology Studies to offer CAHS 100, Introduction to Hospitality, to high school students who have identified an interest in the hospitality industry; current enrollment is 35, and we hope to offer this class in the fall as well.

9. The department continues to enjoy a collaborative relationship with the business department, currently three faculty form the business department teach CAHS classes.

10. The department’s Advisory Board has been reenergized and is focused on revitalizing the department’s alumni association; this will be key to our fundraising efforts and overall program goals.

11. Over the past three years, our noncredit introductory Baking and Pastry class has had a 60+ waitlist, the department would like to offer a second early evening class to take advantage of this demand. In addition, the department would like to develop a credit Baking and Pastry major.

INTERNAL CHALLENGES:

1. In fall of 2009, we lost our Dean, Steven Glick, to date, the position hasn’t been filled. While difficult to measure, this loss has affected department advocacy, leadership, strategic planning, and placed additional responsibilities on an over-taxed resource department.

2. Loss of Operations Manager, fall 2009. This continues to put a strain on support staff, faculty, and the department chair. The Operations Manager is responsible for supervising eleven support staff, accounts payable/receivable, payroll, purchasing, inventory, and maintenance, to name a few; thee
responsibilities have fallen to the chair. With the launching of a third culinary program in fall 2012 at the Chinatown Campus, this position will have to be filled to deal with growing operational duties.

3. In June, the department will lose another key position, the department secretary; it is critical this position filled to help the department chair, program advisory and CAHS students. As a year-round position, the department secretary is often the first person students speak to regarding our program and the college overall. As our programs continue to grow, the administrative support is critical to the department.

4. As a result of attrition and the hiring freeze our support staff has been reduced by 35%; this presents both challenges and opportunities. In key areas, such as the Operations Manager position, the loss has undermined the department’s efforts to streamline cost, consolidate purchasing for both programs, develop cost saving systems across programs and reduced productivity among our 2615 support staff, who this position supervises. Conversely, with the retirement of two long-time 2615 cashiers, we have been able to further expand student participation into operational areas (such as guest service) in the cafeteria, which is key to MLO for our students.

4. Summarize overall departmental directions taken as a result of the assessment of learning outcomes. If your unit does not offer courses or direct service to students, summarize improvements made based on the assessment of your administrative unit outcomes.

SUGGESTIONS

- Discuss changes made in your department/program based on the results of your SLO assessments and analysis
- Address retention and equity
- Consider using independent flex days and departmental meetings for departmental exploration of SLOs and summarize the resulting dialogue here
- Describe how your department/program will engage members of the department in using assessments to make improvements to courses, programs, projects, and services during this academic year

Example: Matriculation

Changes have occurred in the area of placement testing policies and practices. Student equity hearings held during spring 2012 were the catalyst for revising assessment policies and practices. Effective October 2010, the retest policy for placement assessment shortened the period between placement tests to two weeks with a maximum of two tests per cycle. The wait time for students who had enrolled in math, ESL, or English courses previously was reduced from six months to three months after the posting of grades.

As of spring 2010/CSU’s Early Assessment Program (EAP) Math test results have been added to the criteria for waiving the CCSF Math test. The EAP is taken by high school juniors to determine college readiness in the subjects of English and math. A result indicating “college ready” in mathematics identifies eligibility for transferable quantitative reasoning courses. At this time, the English Department has not added EAP results in English to the list of criteria for waiving the English placement test. Per federal regulations pertaining to ability to benefit testing, a new test instrument will be selected in Summer 2011. As tests are removed from the approved list, colleges are required to select a new test. Students may not proceed with the financial aid process unless the ATB test is satisfactorily passed.

To facilitate noncredit placement testing SarsGrid was installed at Mission and Downtown. This new process for making appointments replaces the long standing process of manual paper sign up sheets. With Sars installed, the next step is to utilize the companion product SarsCall to make automated reminder phone calls to students. The web based application eSars was installed for credit placement testing. This makes the scheduling of English/ESL and math tests available to students via the internet. Prior to the use of Sars, students had to make appointments for computerized placement testing in person on campus or by phone.
Example:  English

Even before the 2009-10 Program Review, the department had committed itself to addressing retention and student equity. The plans to do so were summarized in last year’s Program Review documents. Since then the Department of English has provided two additional alternative pathways through the English sequence. In a single semester, two entirely new intensive English courses (English 95X and 961A) were created, planned, outline, approved, and staffed. The classes are underway, enrollment has been robust, and more sections of these courses will be offered in Fall of 2011. The unprecedented, unexampled nature of these intensive courses also points to an urgent need for professional development and outreach to other schools doing similar work.

The department has accelerated and intensifies its assessment process in response to these courses. Reading/writing portfolio assessment of English 90/91 continues each semester, as does the assessment of newly rewritten English 92 SLOs, SLOs for English 95X, English 961A and English 1A were finalized during Fall Semester 2010, and the assessment of them is of paramount importance for Spring and Fall 2011. During the next two years, refining the assessment process and analyzing data collected on the intensive courses will be a priority. This semester will be spent running reading and writing assessments on 16 sections of English 95X and English 961A (and a smaller number of English 93 and 1A courses as control groups), designing assessment rubrics, and reading student essays during the scoring period. Finding the time to design assessments, plan rubrics, and assess student on top of regular planning and teaching duties is a challenge. Moreover, one set of reading assessment booklets must be shared among a dozen or more sections; these test instruments are not available electronically and are strictly copyrighted. If we had more reliable access to the Advanced Degrees of Reading Poser (ADRP) tests T-2, T-4, U-2, and U-4, we could assess more sections and obtain more meaningful results.

Finally, we discussed how to use the products of last semester’s work group meetings and planned our approach to designing the intensive courses at a department-run professional development session in September 2010. The department and its faculty would benefit from more professional development and networking with other colleges but this would require a commitment of financial support from the college.

5. Summarize your progress to date on the major objectives you identified in last year’s program review (excluding progress already cited in #4).

SUGGESTIONS

- Discuss the progress on non-SLO-related practices and activities in your department/program
- List and briefly describe accomplishments since last program review
- If accomplishments and activities can be linked to your SLOs but this has not already been described in response to Question 4, then please describe links
- List areas of continued concern in your department/ program where progress has been difficult; rank areas in order of importance

Example: Engineering and Technology (Welding)

The following statement appears above the department’s comments: “BLUE if from last year’s tasks, GREEN is the current status of the task”

Fill the vacant position of the recently retired faculty, Kenneth Crizer and Charles Collins, and a 3rd one becoming vacant this coming year, Thomas Angeloff, to get new faculty with a background in energy to help develop and implement the new programs.

The first two positions were approved by FPAC. Thomas Angeloff’s position will be requested in the next FPAC review cycle.

Assess and implement a state-of-art interface to track students in our technical training curriculum through transfer and placement in employment. The name of this interface is PLAKSA. The system was implemented as an experiment in spring 2011 as TECH 199x for biotech program. A group of faculty, led by
the chair along with the founder of plaksa.com, have planned a presentation at Hi Tech Conference in summer of 2011 in San Francisco about this experiment and the steps to follow.

Develop a state-of-the-art energy efficiency training facility to minimally meet, and preferably exceed the PG&E northern California energy facility in Stockton to train at-risk population intensive short term training on residential energy efficiency improvement auditing and implementation. This task was also successfully completed. The department technical staff helped the construction faculty at Evans Campus with building the necessary energy efficiency exhibits and equipment for the “City Build Academy”. The first group of students who completed this training were sent to PG&E site at Stockton, completed the last 2 days of training, and the majority passed the certification exam. The PG&E trainers met with our faculty afterwards and provided feedback as to how to improve this training for future cycles.

Example: Facilities Planning

Education Master Plan, March 2006
Page 18: Evans Campus renovation complete
Page 31: Many classrooms renovated;
Page 47: Health & Wellness Center complete, many classrooms renovated;
Page 87: New Performing Arts Building waiting for funding from future state bond;
Page 120: Majors Renovations completed. Joint Use Building complete
Page 156: Chinatown/North Beach Campus under construction
Page 167: Major Renovations completed
Page 176: Renovations to accommodate welding program complete
Page 188: John Adams Campus renovation complete
Page 204: Mission Campus complete

6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2013-14). Include objectives which utilize status quo resources as well as objectives which do not require new resources. Cite linkages to Board priorities and/or Board-approved college plans.

SUGGESTIONS

• Consider ideas that worked in the past and need to be revisited

• Suggested wording to use: “Our department will collaborate, support, assess & implement, develop, upgrade, articulate, institute, encourage…”

• If applicable, describe anticipated programming adjustments designed to respond to changes in priority registration and course repeatability

• Summarize / reference approaches used per Enrollment Management Principles distributed by the Office of instruction (pending)

• NOTE: The primary concern is to minimize impact on student success and achievement, including completion of degrees and certificates and/or transfer.
7. If your department faced a reduction in your overall departmental budget for next year (2013-2014), indicate the ways you could save through increases in productivity and efficiency and/or decreases in costs such as personnel-related costs. Please indicate the anticipated impact on students and other college departments. Cite linkages to Board priorities and/or Board-approved college plans. (Note that the overall department budget includes all direct expenses, e.g., personnel, courses, supplies, et cetera.)

SUGGESTIONS

- Suggested wording to use: “Our department will prioritize…”
- Describe how you would prioritize the students that you serve if you had a significant reduction in your area
- Again, the primary concern is to minimize impact on student success and achievement!

Qualitative indicators to consider include
1. Ability of students to complete their degree or certificate to transfer or professional certificate.
2. Potential for a disproportionate impact on diversity at CCSF.
3. Effect on the quality of the overall programs offered and how this is perceived by the students.
4. If course offerings are reduced, is there a replication of the reduced courses offered in the surrounding area?

Quantitative indicators include
1. Consider the persistence of students in taking a course of completing a program.
2. Is the course offered infrequently? And is not a step to a certificate or vocational license!
3. If courses are considered is the retention rate low?

8. If additional funds become available, indicate your department’s top priorities for resource allocation. Include new projects and/or requests to reverse specific reductions made during the last few years of fiscal austerity. Put your projects in order of priority. Add additional projects as necessary, including indication of priority order.

SUGGESTIONS

- Based on what your department considers to be best practices for student success, identify and prioritize what’s needed to attain this high quality
- When citing current or future needs, succinctly describe current state of staffing, equipment, supplies, and/or facilities in the “rationale” section, then describe rationale

- Also in the rationale, clearly indicate who or what would be supported if the additional funding was awarded
- If requesting technology, please refer to additional materials provided by ITS regarding how to estimate costs
- When describing staffing needs, consider including any department-specific staff development needs