2.1. Address and resolve graduation requirement issues.

- The College has gradually raised its graduation requirements since 2003; Math and English course requirements have become more rigorous in order to meet state requirements and accreditation recommendations.

- Offered regular professional development opportunities for counseling faculty in response to changing graduation requirements.
Strategic Priority # 2 - To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

2.2. Continue to diversify the curriculum across the College.

- There have been multiple initiatives to increase civic engagement, such as EL-Civics in noncredit ESL, Project VOICE in Transitional Studies, Mobilizing Democracy in both credit and noncredit, and the SHINE project.

- In 2003, working with the California Community Colleges (CCC) and California Secretary of State, the College instituted the CCC Student Voter Registration Project, providing community college students the opportunity to register to vote when they register for classes.

- On an annual basis about 120-150 total faculty and staff participated in one or more Multicultural Infusion Project workshops or events. Numerous Professional Development (Flex) Day workshops have also focused on multicultural and diversity issues each year.
**Strategic Priority # 2 - To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.**

2.3. **Promote instructional methods and deliveries that optimize student success, including such programs as distance/on-line learning, interdisciplinary and competency-based programs, collaborative and project based learning, learning communities, integrated learning and cross-disciplinary initiatives, as well as successful traditional methodologies.**

- Faculty from Math and English participated in special workshops on learning styles as part of Title 3 grant project.
- In a three-year, Carnegie-Hewlett funded project, English focused on combining reading with the lowest level composition course (90/9), including the development of basic standards for student evaluation and alternate instructional methodologies such as online homework.
- Newly developed one-unit course, Successful Online Learning: LERN 55, helps optimize student success.
- Incorporation of integrated academics (contextualization) has increased in workforce training programs. Workforce development faculty have had workshops on developmental skills, reading apprenticeship, and similar topics, while the use of learning communities has been expanded in CCSF health programs.
- Online learning has increased significantly. **Nine percent of students taking an academic class at CCSF have taken an online or telecourse.** In the fall of 2000 the FTES for students enrolled in online courses was 20 and in the spring of 2010 the FTES are 515.4. In the spring 2010 semester TMI is supporting almost 6000 students in online education enrolled in over 150 sections and taking over 115 different courses. TMI is supporting 141 tech-enhanced course sections in the spring 2010 semester; an increase of about 30% from the fall 2009 semester. A student can complete approximately 85% of the requirements for an AA/AS degree by taking an online class or telecourse. Students can complete approximately 95% of the courses required to transfer to the CSU or fulfill the IGETC pattern by taking an online class or a telecourse.
- **Ongoing credit/non credit programs include VESL, Vocational ABE (?), Bridge to Biotech, Launch Pad to Green Jobs**
2.4. Expand out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities at all campuses.

- The College has increased number of service-learning programs, connecting student academic work with community service, engaging approximately 700 students annually in service-learning and serving over 6000 recipients.

- The CCSF Mentoring Program served about 3,500 “mentees” annually through counseling/retention programs, academic and career/technical programs, credit and non-credit.

- Tutoring was expanded to all basic skills English classes and tutoring for both English and Math was added for retention programs.

- Transitional Studies have a variety of collaborative programs

- Early alert for ESL students has been under-funded

- Various cultural activities across campuses have taken place, especially programs associated with the Retention Programs

- Added SLOs for Student Development
2.5. Use skills-across-the-curriculum to enhance study skills and reinforce learning in the essential subject areas of reading, writing, and math.

- Developed Basic Skills Initiative programs.
- Soft skills have been incorporated extensively into career technical education programs. Industry advisory boards are used to gauge what types of soft skills are valued; for example, teamwork
- The Library offers information competency classes. Information competency has also been integrated into some required classes.
- The retention programs routinely incorporate study skills, time management and similar topics.
Strategic Priority #2 - To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

2.6. Utilize contextual and experiential learning strategies.

- Contextualized, vocationally oriented ESL has been expanded since 2003 and now includes English for custodial, automotive, and health careers, among others. Both courses and sections have increased.

- The CCSF Bridge to Biotech program is a very successful model that is duplicated nationwide by other colleges. The program integrates career technical education with bridge courses, job preparation and an internship program. One result of the integration has been the development of a new Bridge to Biotech/Lab Assistant Certificate Program.

- The EMT program also has a bridge course and there is also a CNIT bridge course for high school students. AASP offers a summer bridge program for graduating high school seniors.
Strategic Priority # 2 - To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

2.7. Expand the identification by faculty of learning outcomes and assessment of student learning at the course, program, and College levels.

- The course objectives in course outlines were changed to student learning outcomes.
- Program review now involves an assessment of student learning outcomes.
- Survey instruments have been developed to assess student and alumni satisfaction with college instructional, transfer, and training programs. Preliminary meetings have taken place to discuss the development of an employer survey.
- An intensive review of the program review system was conducted during 2008, resulting in the development of a new annual program review system being piloted during the 2008/9 academic year. The new program review system is integrated into the College planning and budgeting system and also includes evaluation of learning assessment plans from departments, as well as comprehensive review of courses and programs within departments.
Strategic Priority # 2 - To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

2.8. Expand staff development opportunities for faculty in the development and implementation of learning assessment initiatives.

- The Professional Development theme for Fall 2010 Flex centers on Student Learning Outcomes (SLO)
- Last Spring 2010 had an increase in SLO workshops both during flex day activities as well as a series of workshops on April 29, 2010
Strategic Priority # 2 - To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

2.9. Integrate visual resources in to the institutional life of the College

- In 2007-08, at least 6 special art exhibitions were sponsored by the Library in addition to about 10 visual arts exhibitions and visual arts lectures at various campuses.

- It is estimated that every year, over a dozen faculty used CCSF visual resources in their classes.

- In 2007 a campus Art Tour brochure was produced and the Diego Rivera mural continues to give the College world-wide exposure through numerous articles and permission use of the images.

- New acquisitions from 2003-2008 included the El Rey Olmec head; Pacifica, installed in the Frida Garden, which adjoins the Diego Rivera Theater; Life Through Time, installed in the Science Building; Whales, from the old Academy of Science, still to be installed; Mission Campus mural and Aztec calendar.

- Campuses physical environments are nicer. New campus at Mission is the prototype for future campuses.