Please provide an overall summary for your School or Area based on submitted program review documents.

The School of Behavioral and Social Sciences provides courses and programs that fulfill general education, transfer, Associate Degree, career technical education, and credit/noncredit certificate requirements. Courses and programs offered by the various departments mirror cutting-edge and contemporary learning protocols and, instill value and appreciation for multicultural perspectives. Courses are offered daily, evenings, and weekends, including short term, telecourse, and online educational venues taught at campuses and sites located throughout the entire College and the City and County of San Francisco.

The School includes fourteen academic departments. In addition, three other departments in the School of Behavioral and Social Sciences are: Disabled Student Program/Services (DSPS) offers a combination of disabled student counseling and testing services and credit/non-credit classes; the California Early Childhood Mentor Program (CECMP) a statewide grant funded program, housed in the Behavioral and Social Sciences, administered by a program director, and dedicated to funding educational opportunities to childcare professional throughout the state of California for the purpose of improving the quality of childcare; and the Multicultural Retention Services Department (MRSD) a comprehensive student support services program emphasizing outreach, counseling and overall student support through the African American Achievement Program, Asian Pacific American Student Success, Latino Services Network and the Filipino American Student Success Program (TULAY). Moreover, one of the academic departments CDEV provides a public service by operating one-half day and four full-day pre-schools.

The academic departments are extremely efficient in that five of the departments: African American Studies, Asian American Studies, Behavioral Sciences, Latin American/Latino/a Studies, and Social Sciences have student-instructor ratios above 40, while six additional departments: Asian Studies, Child Development/Family Studies, Interdisciplinary Studies, Philippine Studies and Women's Studies record student-instructor ratios significantly above 30.

A quick calculation of productivity represented that as a School, the School of Behavioral and Social Sciences not only paid for itself but generated productivity which exceeded eight million dollars over and above what each and every Department expended.

According to data from the Office of Research and Planning the credit headcount school enrollment for academic years 2009/10 totaled 30,412. 80.43% of the Schools credit students were between the ages of 16-29, with a significant cluster located in the 20-24 age cohorts. The overall racial and ethnic profile of credit students enrolled in courses offered by the School indicate 73.6% are racial and ethnic minorities, 1.8% other non-white, 7.4% no-response/unknown, and 17.44% non-Hispanic white. The gender profile was 55.5% female, 43.3 male, and 1.2% unknown/no response.

Non-credit student headcount enrollment for academic years 2009/10 totaled 6,492. Student age and racial/ethnic data detail approximately 31% of non-credit students fall in the 16-29 age demographics, while 61.45% were in the 30-50 plus age category, and 6.7% opted for no-response/unknown. It is important to note that Transitional Studies is the exception for non-credit. That Department's 16-29 age group enrollments was 62.6%, while the other four Departments, which offer some non-credit courses, recorded significant 30-50 plus age student enrollments. Racial and ethnic data divulge 57.7% of non-credit students identified themselves as a racial or ethnic minority, while 17.8% declined to state racial or ethnic preference, and 0.58% indicated other than white as a preference. Non-credit female enrollment was 60.4% versus 36% for males, and 4.02% no response/unknown.

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Faculty in the School review curriculum regularly, actively pursue the development and introduction of new courses and are sensitive to needs of the School’s diverse student population. It is an energetic and dedicated faculty, but School Departments need support not only in replacing their retiring faculty, but also funding which allows for consolidations, and when necessary new faculty positions. There are a number of departments which need classified support, because they have none, while others need more than what they are receiving. Department budgets are stretched to capacity and faculty and classified computers and printers are outdated. Technology and the equipment which allow for and enhance classroom teaching are in short supply, as is the training to operate what technology, equipment and systems we do have.

As noted in the 09/10 Dean’s overview the School has three main problems, however it should be noted that each problem has grown more critical. Each is a work in progress and will remain a priority for the foreseeable future:

The decision by the State of California to slash funding for Disabled Students Programs and Services at a time when the responsibility to provide mandated services has not been reduced presents a uniquely difficult problem. The result is that ADA compliance mandates are becoming exceedingly difficult to manage. Consequently, the department chair, DSPS faculty and this dean are exploring scenarios which will allow the department to provide educational access and necessary accommodations based on increasingly stringent financial limitations.

A second concern is the challenge facing Child Development and Family Studies (CDEV) as regards the management and administration of an extremely complex department. The Chair has made significant progress implementing needed changes, but there is much to be done. The Chair understands the issues and challenges and is very adept at planning needed reductions and creating new efficiencies.

A third concern is Transitional Studies. The department provides a valuable and needed education and support curriculum to a challenging student population; however the department is not efficient. The department chair is working with Transitional Studies faculty, the community, San Francisco Unified, and this dean to develop a set of plans to expand outreach, increase retention and student success which will translate to increased productivity and decreased expenditures.
The School of Business provides students with courses and programs designed to assist them in successfully achieving their educational and employment goals. Courses and programs fulfill general education, transfer, Associate Degree, career and technical education, and certificate requirements. Each academic department offers noncredit and credit programs and includes basic skills programs. Courses and programs are offered daily, evenings, and weekends, including short term, telecourse, and online taught at campuses and sites throughout the City and County of San Francisco.

The School includes the Business Department (administrative support, accounting, finance, general business, green and sustainable business, international business, marketing, office technology, paralegal/legal studies, real estate, retail management, small business, supervision and management, and travel/tourism), Culinary and Hospitality Studies Department, Fashion Department, the San Francisco Small Business Development Center, the California Real Estate Education Center, and the Offices of Contract and Continuing Education.

The School has developed strong industry and community partnerships. Advisory Boards for each department and various programs meet regularly and are actively involved with departments in curriculum development, providing internships and employment opportunities for students, fundraising, grant partnerships, speaker series, fashion shows, student learning outcomes, etc. Departments are accredited by accrediting bodies including the American Culinary Federation. The Business Department is in the final stages of gaining approval from the ABA for its Paralegal program. The School of Business was recently cited for its exemplary work in the area of student learning outcomes. Productivity and enrollment is strong within the School of Business, (e.g. recent data shows increases of 70 percent in FTES and 20 percent in productivity in the Fashion Department's credit program).

Data from the Office of Research and Planning reveals that the Business Department is comprised of 85% students of color in noncredit and 78% in credit. Business Department faculty is one of the most diverse in the college with 64% faculty of color in noncredit and 50% faculty of color in credit.

Recent challenges facing the School of Business include:

1. The Culinary and Hospitality Studies Department continues to face budget challenges. The department has reduced staffing each year in the cafeteria and has become more efficient. However, the Cafeteria continues to be evaluated by the district business office as a profit center rather than as a core component of the department’s instructional program.

2. Staffing shortages continue to impact the School of Business. As a result of hiring freezes, department classified staff has been significantly reduced and full time faculty members are not being replaced. For example, the Fashion Department is operating without administrative assistance. In addition the Business Department will have five full time faculty retirements this year and no full time replacements will be hired for fall 2012.

3. As a result of recent cuts, The Small Business Development Center (SBDC) needs to relocate to a CCSF campus by August, 2012. The Center was originally planning to relocate to the new Chinatown Campus. Since the Chinatown Campus is no longer an option, the SBDC has revised its plan. The Downtown Campus is attempting to make space available for the SBDC.
Please provide an overall summary for your School or Area based on submitted program review documents.

All eight of the departments in the School of Health and Physical Education & Dance are well managed and continue to have strong enrollments. Each keeps abreast of their respective area of expertise and updates their curriculum and Student learning Objectives.

Collaboration has been the methodology and driving force for instructional innovation and improvement. Collaboration occurs among departments within the School, between the School’s departments and other departments such as English, Biology, Interdisciplinary Studies, ESL, Child Development, and extends to institutions and agencies beyond CCSF such as San Francisco State College, other community colleges in and outside of California and a multitude of community based organizations.

The Health Education, DMI/RTT, HCT, LVN and RN departments rely on grant funding to support new and innovative departmental initiatives as well as acquiring and updating training equipment. This reliance on soft funds poses a problem when replacement or repairs are needed.

In addition to equipment, grant funds are used to pay for instruction and program support. When the grant ends, we encounter the problem of how to continue and institutionalize the activity. The Registered Nursing program is facing this problem. Using grant funds, they hired a classified technician to maintain and operate complex and sophisticated computerized human patient simulators. The funding for the technician ended December 2011* and we have been unable to financially stabilize the position to support 25% of required State Nursing Board’s clinical lab training hours. The same holds true for the License Vocational Nursing program.

Innovations such as the very successful Metro Academy of Community Health, a joint venture between the Health Education Departments of CCSF and SFSU, require student support services beyond the traditional classroom. While operating under a grant, such services can be supplied, but eventually other sources of support must also be found.

The Health Care Technology programs (Emergency Medical Technicians, Health Informatics, Pharmacy Technicians, Phlebotomy) requires large quantities of disposable supplies as well as updating equipment. They also rely on grant funds to pay for the equipment. Should we experience a cut in this source, the program’s ability to continue will be in jeopardy.

The College is currently investigating a program to help track our career and technical education (CTE) program students. This program will assist in documenting where and what our former students are doing as well as serve as a communication service for all agencies, offices and employers associated with the departments. The program will be useful for all of our departments including our Physical Education & Dance Department helping them track former athletes.
Please provide an overall summary for your School or Area based on submitted program review documents.

The School of International Education and ESL welcomed the addition of the Multicultural Retention Services Department. Programs in the School include ESL, Study Abroad, Institute for International Students, and International Student Programs.

The three international education units, which include inbound and outbound students, have been meeting together on a regular basis allowing for the development of a team approach to serving the needs of students. As written, the three reports do not show the development of an integrated relationship sharing resources to meet the needs of students.

The intensive English program or IIS is a Not-for-Credit self-sustaining program. Over recent years, the program has expanded to provide customized programs. Short term language training and teacher enhancement programs have been popular. There is a full time coordinator who helps to coordinate communication among the units. The unit is short classified support staff which has affected the unit’s ability to react to program and student needs. This is a feeder program to the international credit program. Faculty are from the ESL Department and in recent years, the relationship with the ESL Department have been strengthened.

The International Student Program (ISP) report does not reflect the work provided by the staff in this unit. As written, the report addresses the responsibilities of only one staff person. The other staff, including the Admissions Coordinator, the IT support, and the Immigration Specialist, in this unit has taken on the coordination activities around email coming into the international account for the IEP and for the credit program. Several thousand messages are processed, and directed annually. This number has grown each year. This office also fields phone calls for the IEP, and credit programs. It also handles the international recruitment activities for the college. The plan includes outreach to local IEPs, travel overseas to participate in recruitment fairs, meet with agents, meet with consulate visa units, conduct training, conduct informational sessions for parents, and students overseas. The ISP is responsible for maintaining good relationships with international contacts. The program is in the process of establishing a space for students to gather for support services in Cloud Hall. We have also established a working relationship with UC Irvine. Plans are in the works for a UC transfer day focused on international students. This unit also has responsibility for maintaining the website. The report that was uploaded does not appear to contain any data for analysis. The number of students has grown each year. The student demographics at CCSF match national trends. The bulk of international students coming to the United States are from Asia.

The Study Abroad Program is highly affected by the state of the economy. The number of students has traditionally ebbed and flowed based on the economic strength of the dollar. The coordinator operates the office with the help of student workers.

The ESL Department is one of the largest in the College serving students at nine (9) campuses. There is a strong sense of community and desire to serve second language learners. State funding formulas continue to impact class size in non-credit programs. The Department can benefit from budget data that is divided by credit and non-credit. The Department collaborates with community groups, such as Self-Help for the Elderly, Chinese Progressive Association, Arriba Juntas, and Chinatown Families for Economic Self-Sufficiency.

The data provided for each of the programs could use additional refining. The date provided this year is an improvement over last year’s data, but there are still some issues. We need a better analysis of the student data. Expenditure data and its sources need to be checked. The data provided by research shows unrestricted expenditures where there should be none.
The 2010-2011 academic year was full of challenging situations and unexpected opportunities. The department chairs, faculty and dean displayed great flexibility in dealing with the budget crisis and mandated cuts to Spring and Fall offerings and complete elimination of summer. Departments cooperated fully in this effort, making difficult decisions that affected their entire programs. Though one of the unexpected consequence of canceling Summer was a decrease in Fall ’10 enrollments, that's matter for the 2010-2011 Program Review and will not be considered here.

Another major challenge involved the Chancellor's Equity Report, related hearings and the effort to stimulate change in the English and Math sequences. Prior to the publication of the equity report, the English Department Curriculum Committee and the previous Dean had reviewed a significant amount of data that demonstrated the impact of the length of the sequence on student completion rates and the apparent inconsistencies in standards used to evaluate student progress. The English Department leadership took a proactive approach in responding to this data and initiated a proposal for providing students with a shorter, but more intensive sequence of courses. The proposal was titled, “We Can Do Better” and included a basic “road map” for curriculum and assessment revision. After very intense work the accelerated path was introduced in Spring, 2011. The accelerated path condenses two years of course work into one year with English 95X satisfying both English 92 & 93 and English 96/1A satisfying English 96 & 1A.

The SLA continued to deal with staffing limitations caused by 2009’s city-wide classified bumping and City College's hiring freeze. Unfortunately, the lack of staff does not mean a lack of work and in most cases the department chairs have stepped up and assumed the responsibilities normally delegated to classified staff. Most department's objectives take into account the financial limitations of these times, scaling back expectations to match fiscal realities. Even so, there is the danger that even these reasonable plans rely too heavily on already over-taxed faculty and classified staff.

This year’s program review shows shining, school-wide improvement in SLO and assessment. Virtually every department’s program review includes reports on their on-going assessment program and critical evaluation of their assessment mechanisms. Some departments have changed the manner in which they assess their classes. One example is Art, changing from evaluating portfolios to taking student exit surveys. This should be interpreted as a positive development, arising from the Department’s deepening understanding of assessment protocols. It demonstrates their desire to have an honest assessment that is both relevant and accurate. Previously some Departments were so unfamiliar with assessment that the mechanisms they selected were ill-suited to uncovering the information desired. Revising the mechanisms is evidence that there is evaluation taking place and that after data was collected, it was thoughtfully evaluated and appropriate action taken. In this case taking action meant revising the method assessment mechanism. This is a model example of “closing the loop.” I believe the departments that compose the School of Liberal Art are fast approaching mastery of the assessment process.

The Art Department continues their steady increase in enrollment with over 1,000 more students than in 2006-07. The loss their full-time office staff person continues to be a challenge, especially for the department chair, who has had to assume many of their responsibilities. Art is considering having one of their faculty members serve as a counselor within the department to systematically address their students’ needs while developing more effective outreach and recruitment efforts, concentrating especially on SFUSD students and regional non-profits. This is consistent with the Chancellor's priority of increasing matriculation from SFUSD to CCSF.

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Broadcast Electronic Media Arts has completed the build out of the SDTV video production studio at Mission Campus and the HDTV video production studio at Ocean Campus. There has been considerable development of the department’s website, which now makes student projects available for public viewing. The Department continues to conscientiously use its existing, outmoded facilities on the Ocean Campus, but the point has been reached where the lack of adequate space and infrastructure is having a negative impact on the program and needs remedy.

The same problem is facing the Cinema Department. The previous Program Review labeled the facilities, “grossly inadequate” and little has been done to ameliorate the situation. Crucial is a studio designed for shooting. For too long this Department has had to make do, using remodeled storage areas for instructional facilities. Though they are to be complimented for their creative solutions to space limitations, they have waited too long a credible plan to improve this situation. The success of many of their programs, such the annual student film festival, City Shorts, the Women’s Film Club and their twitter account, demonstrates how a department can mold their students into a community. Their plans to develop their website can only enhance this goal.

The English Department has been extremely active, responding to the Equity Plan’s guidelines by creating an accelerated path for students that offers students the option of condensing the two year English sequence into one year. The Department made a Herculean effort implementing this new curriculum by instituting an additional computer lab and hiring additional faculty, among other things. This exertion has almost brought the chair, coordinators and many of the faculty to a state of near burn-out, which should be considered when making future plans. Of all the departments in the SLA, English, and its sub-departments, Speech Communications and Humanities, demonstrates the greatest respect for assessment and understanding of its successful utilization.

The newest member of SLA is Environmental Horticulture and Floristry Department, which joined SLA as part of the reorganization of the School of Workforce and Economic Development. They have been discussing extensive revisions to their program, which are necessitated by their rapidly changing industries. They also note that implementation will be challenging because of both staff and faculty limitations. The Department has make process in the three grant-funded areas: upgrading the reading/formal garden area, organizing the Horticulture Library and rebuilding the student greenhouse. The Department continues to replace the landscaped areas they installed over a 45 year period as instructional laboratories. These plants were destroyed in the recent ADA construction and are being rebuilt without compensation from the school.

Foreign Language Department continues to thrive, in part due to their consistent pattern of assessing the most effective locations for course offerings throughout the district. They have systematically updated their course outlines, as they prepare for the 2012 accreditation team visit. They are to be lauded for instituting the “Ready to Learn Languages,” which I believe will prove to be an effective and financially sound way to help prepare students for the study of foreign languages. Their attempt to create needed fulltime positions in German and Russian is a study in perseverance and frustration.

As an indication of their programs relevance and immediacy the Graphic Communications Department has seen a 31% increase in enrollment between FY 2008/2009 and 2009/2010. Not content to rest on their laurels, the Department continues to refine their program and develop new, certificates (e.g.: Digital illustration, Interactive Game Design and Production) and courses (e.g.: Game Production Workflow, Social Media for Professionals) that respond to the newest developments in their fields. They have taken a very realistic, and some would say time-saving, approach to SLOs, beginning with programmatic SLOs and working backwards to the course-level outcomes.

The Journalism continues to be my choice for the SLA’s most overlooked and undervalued department. Year after year their publications, The Guardsman and ETC Magazine, win top honors in both regional and state-wide competitions. It is hoped by summer, 2011 they will finally move out of the leaky, poorly heated bungalow that have been their home for a decade or more. Professional journalism is changing rapidly and the Department is developing a series of initiatives to continue their leading position in the discipline by re-evaluating course prerequisites, refining existing degree and certificate programs and developing a bilingual curriculum plan. The Department’s major needs include improved IT support for their computer lab, professional development in multimedia for the faculty and increased outreach to high school and alternative education programs. Of crucial importance is creating a second full-time, tenure position for this most active and honored Department.

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The Lesbian, Gay, Bisexual and Transgender Studies is somewhat of a star, Their enrollment continues to rise (increasing by 192% between 2005/2006 and 2009/2010), as does the ftes (up by 66% during the same period) and apportionment (an increase of 227%). They are exploring diverse learning options, moving away from a quiz and exam model to incorporating reflective writing assignments into the curriculum. The pursuit of an LGBT Studies major is laudable, as it will both answer student demands and make CCSF the first community college in the country with such a program, to the best of our knowledge. The department faces many of the same challenges as other CCSF departments – decreasing budget, inadequate space, lack of equipment and loss of staff. Like Journalism, having only one full-time, tenured professor delays and frustrates plans for expansion and outreach in this most ambitious, high demand department.

For the Music Department planning and development hinge on the completion of the Performing Arts Center (PAC). The Department is also waiting for the conclusion of state-wide discussion, which include SLO in Music, so the department will be able to coordinate their outcomes with other state schools. Many of the Department’s plans and goals, such as new courses (World Music, Latin American and Chinese performance classes), certificates (Commercial Music) and joining National Association of Schools of Music are in a state of suspension, waiting for the completion of the PAC.

Older Adults Program has been expanding, not as much as the growing older adult population of San Francisco needs, but as much as these difficult funding times allow. The Department has incorporated new venues for its classes, identified new community programs with whom to partner and increased outreach to new groups of students. One of the major benefits for this program is the increase in visibility it brings the school in the older adult community, a group that takes voting seriously.

The Photography Department is making great strides, bringing their already excellent program into alignment with industry trends, thereby positioning their students for greater success in both transfer and the workplace. One major challenge is finding the balance between film-and-darkroom classes and digital-platform courses. The revision of Photo 51 and Photo 81A, and the subsequent assessment of these revisions, are among the first, successful steps in this direction. The department now uses computerized student tracking to account for student use of open labs and has begun creating an archive of the best student work. This archive has multiple potential uses, including instructional use in classrooms and promotional use in exhibits at CCSF campuses and other venues.

Like Music, the Theatre Arts Department anticipates the PAC. The new facility will not only provide the resources of a modern proscenium theatre, but also a flexible black box theatre that readily adapts to a variety of theatrical styles and uses. Department-wide enrollment numbers are steady improving with the greatest increases seen in online classes. Being a very time-intensive discipline, the financial crisis has had a great impact on the program. Necessity has forced students to change work schedules and find additional jobs, which has compromised their availability for the very successful Our Players’ Club and other outreach programs.
School Dean Worksheet for Annual Program Reviews
SCHOOL OF SCIENCE & MATH

Please provide an overall summary for your School or Area based on submitted program review documents.

Overall thoughts on Program Review 2011:

2010-11 was a difficult year for the School of Science and Math. Course section reductions paired with higher enrollments put stress on departments and individual faculty. It is the hope of the entire school that we approach restoration and expansion of course sections with an eye towards student demand.

Using student demand in and of itself does not help much in determining targets for expansion, as student demand across all departments is strong. Many departments are facing pressure to restore previously cut class sections with increased demand.

Support for course sections is a necessary but not sufficient condition to stability within the school. As has been discussed in previous program reviews and in other arenas, the loss of instructional block grant funds has led to an inequality of supply and equipment funding between departments that are eligible for CTEA funding and those that are not. The supply and equipment budget for Biological Sciences, Chemistry and Earth Science in particular has been stagnant for several years. Every year it is stagnant we fall behind, as the real costs of supplies increase.

Also important is funding for innovation in education-related technology. Whether it’s a computer facility for departments in the Science Building or an improved Math lab, we have departments that are interested in using technology to update their teaching methods and address student learning outcomes, and we need to support those efforts.

The school is fully cognizant of the difficult budget situation that the college is in and will continue to face for the foreseeable future. However, many of the decisions made by many departments were made on the assumption that these sacrifices were short-term in nature. As time is passing, many of the impacts cannot be sustained even in the short-term.