A. EXCELLENCE IN TEACHING, LEARNING, AND SUPPORT SERVICES

Strengthen and improve academic and student development programs to enhance student learning outcomes and promote access, progress, and success for all students.

I. Recognize academic freedom and collegial professionalism as central to the college. Emphasize the central role of faculty professionalism and academic freedom in fulfilling the teaching and learning component of the CCSF mission. [Moved to I. from VI.]

II. Implement strategies to close achievement gaps for identified groups, increase retention and persistence, and support all students in achieving their goals, including transfer and achievement of certificates and degrees.

III. Strengthen and improve programs and courses including alignment with the Educational Master Plan, student learning outcomes, and the accreditation self-study report.

IV. Respond to the educational and training needs of students and communities through implementation of workforce, STEM, and community development initiatives.

V. Strengthen links between/among departments and programs with classes in basic skills instruction, including but not limited to: Transitional Studies, ESL, Mathematics, English, and Career Technical Education.

VI. Strengthen collaboration among various departments and segments within the College including enhancement of noncredit offerings with facilitation of seamless student movement between noncredit and credit.

VII. Assess student and academic support systems, under the direction of its departments, and develop and implement strategies to most effectively serve students.

VIII. Assess the College curriculum, with multicultural perspectives and inclusiveness among the criteria for excellence.

IX. Strive to make multicultural perspectives and civic engagement the norm for all disciplines, as appropriate.

X. Promote the infusion of appropriate sustainability practices and themes into curriculum, learning resources, student support services, and staff development initiatives.

XI. Integrate artistic and cultural resources into the institutional life of the College.

XII. Support faculty and staff in the use of effective best practices in teaching and learning and develop ongoing professional learning programs that promote such these strategies.
XIII. **Encourage** expand out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities.

XIV. Provide on and off campus opportunities for cultural exchange including exposure to diverse environments increased diversity and global careers.

XV. *Develop explicit benchmarks and certificates to acknowledge and document noncredit student achievement.*

**B. COMMUNICATION AND INFORMATION**

Improve communication among all CCSF constituencies, including students, alumni, and community partners. Coordinate the dissemination of information to these groups.

I. Increase opportunities to engage in communication and collaboration across all constituent groups in order to develop more consistent and complete information about college programs, resources, and policies.

II. Increase use of social media and other communication tools across the College and for communication with the students and communities the college serves.

III. Design outreach communications (publications, web, visual, audio) to appeal to local, state, national and global audiences, including translation of print materials into multiple languages.

IV. Coordinate the dissemination of information to potential students to ensure greater success in outreach activities.

V. Strengthen and support College shared governance, including educating the College community about its processes.

VI. Collect, analyze, review and disseminate a broad array of relevant data to inform decision making in all areas of the college.

VII. Conduct employer and professional practice surveys to evaluate curriculum competencies in particular in career and technical education disciplines.

VIII. Implement strategies to preserve institutional knowledge.

IX. Promote sustainability efforts throughout the College using educational materials about environmentally sustainable practices and policies.

X. Ensure appropriate levels of privacy and security for electronic and other communications.
C. CAMPUS FACILITIES AND COMMUNITIES

Respond to the changing academic, CTE, student service, cultural and personal goals and needs of students and communities throughout San Francisco.

I. Continue to improve our outreach services and partnerships with high schools and local community organizations.

II. Move toward an appropriate level of student services and curricular offerings at each campus.

III. Collaborate with community partners to provide wrap-around services for students who need extra support to succeed (i.e. services that contribute to physical, mental, social and economic well-being).

IV. Complete building projects currently in progress, and assess future needs for facilities planning, funding, construction, utilization and consolidation. Research the feasibility of adding new buildings, always adhering to College standards for sustainability.

V. Improve the availability of facilities at all campuses for classrooms, tutoring spaces, group study rooms, and labs, especially for teaching basic skills and noncredit.

VI. Develop regular maintenance plans, including retrofits for existing facilities, to provide a high quality educational environment and meet the needs of programs and students, always adhering to College standards for sustainability.

VII. Collaborate with community partners in promoting sustainability.

VIII. Provide sustainable, ergonomic seating, furniture, equipment, and ADA accommodations for all facilities.

IX. Create a maintenance plan for artistic and cultural resources of the College.

X [III.] Develop and implement daily maintenance and custodial standards.
D. DIVERSITY AND INCLUSIVENESS

Promote diversity and inclusiveness at all levels of the College.

I. Foster a supportive, positive, and productive environment for our diverse employees and students.

II. Implement strategies to close student achievement gaps for identified underrepresented groups and groups not yet identified who might be affected by achievement gaps. Groups for which we need data so that achievement gaps may be identified include, but not limited to, including transgender students, foster youth, homeless / at risk students, and AB540 students, and in noncredit, students who received less than a 6th grade education in their native language.

III. Provide support for and expand the success of underrepresented students in meeting transfer goals.

IV. Support and maintain successful College retention programs and other programs for underserved students, underrepresented students of color, and all underrepresented student populations.

V. Increase the opportunity for students to support other students through peer mentors, tutors, and other appropriate methods.

VI. Maintain a commitment to ensure that all programs and services are in compliance with the Americans with Disabilities Act of 1990 (ADA).

VII. Expand distance education offerings where possible in order to accommodate students who are unable to attend classes at physical locations, including exploring methods to document attendance for noncredit online classes.

VIII. Increase the opportunity for students from underrepresented underserved populations to access educational technology readily and easily by ensuring that appropriate necessary equipment is accessible on all campuses and tech support is available.

IX. Improve the registration process to enable students, especially recent graduates of San Francisco high schools, to better access all pre-collegiate and collegiate courses in a manner that promotes persistence in the sequence.

X. Develop policies and support systems to increase opportunities for incoming students to accurately demonstrate their abilities on CCSF placement examinations, including the exploration of alternative testing methods and modalities.

XI. Expand, improve, and promote greater access to financial aid and other support resources for all credit and noncredit students.
XII. Create structures that encourage and support student participation from diverse segments of the CCSF community in the college's sustainability efforts.

XIII. Promote inclusiveness of all four constituent groups, namely; administrators, classified employees, faculty and students, in the shared governance process by preserving independent appointments for each group, collegial interaction, as well as support the impartial coordinating unit of the Office of Shared Governance.¹

E. TECHNOLOGY

Update technology infrastructure, hardware, and software to support the College’s vision and mission.

I. Establish a “refresh program” that updates, recycles, or replaces obsolete hardware, software, and infrastructure by investing in cost effective technology and adopting application replacement cycles throughout the district.

II. Encourage departmental collaboration in the procurement and use of equipment and software.

III. Encourage standardization of equipment for simpler maintenance and repair.

IV. Increase access and support for appropriate technology-mediated instructional equipment used to enhance student learning such as smart classrooms and instructional labs.

V. Improve the use of interactive digital technologies especially those used by students such as CCC Apply, application processes for financial aid and certificates of achievement.

VI. Make education technology programs and services accessible across all campuses and online, to all employees including part-time faculty.

VII. Use technologies to promote sustainable practices, greater efficiencies, and reduce waste.

VIII. Increase access and technological support for distance learning and other outside-the-classroom learning modalities.

IX. Improve student access to computer labs and other technology resources using integrated systems and consistent policies and procedures.

X. Create structures to evaluate and disseminate information about appropriate technologies and institutional effectiveness.

¹ Highlights reflect changes made to draft 2.5 only. Highlights indicate changes made by the Academic Senate, with this additional change by the Classified Senate. Please note, both Classified and Academic Senates, as well as many other groups and individuals, provided additional input on previous drafts.
XI. **Ensure equitable access to library resources for distance learning and other outside-the-classroom learning modalities by providing adequate levels of online library resources.**

**F. RESOURCES AND STAFFING**
Support workforce practices that maintain our commitment to “put students first” and that are economically, socially, and environmentally sustainable for the College and its employees.

I. Advocate for state policies that provide a sustainable resource base for community colleges.

II. Identify dependable funding streams for operational priorities and innovation while ensuring educational excellence and effective and efficient use of College resources.

III. Develop employment policies that ensure sufficient service to employees and students to maintain the continuity of services.

IV. Assess staffing levels across departments and programs and make adjustments that rebalance human resources.

V. Increase the recruitment and hiring of a diverse faculty, staff, and administration.

VI. Explore ways to better address cyclical workloads such as College-wide cooperation and sharing professional expertise.

VII. Support critical collaborations between and among counseling faculty, instructional faculty, librarians, administrators, and classified staff, student services, classroom instructors, administration, and support staff.

VIII. Provide centralized support for the College’s sustainability/green efforts.

IX. **Ensure professional development opportunities are available to all CCSF employees, especially for new faculty, classified staff, and administrators.**

X. **Conduct periodic assessments of the need for professional development needs including input from key college constituencies.**