To complete this form you will be “Looking at last year to plan for next year.” Complete by December 7, 2012 to inform the College’s plans and budgets for 2013-2014. Guidelines and other resources are available at this link: www.ccsf.edu/program_review

As you complete the form, please cite linkages to Board priorities and/or Board-approved college plans.

Department: Multicultural Infusion Project
Contact Person: Tracy Burt
Date: December 7, 2012

Please check this box to certify that faculty and staff in your unit discussed the unit’s major planning objectives: √

1. Description of Programs and Services and their Locations
The Multicultural Infusion Project (MIP) is a professional development program that provides faculty with training and support to transform their practice with students so that it is increasingly informed by multicultural pedagogy and improves the achievement and learning of underrepresented students. MIP supports the expansion of strategies which seek to meet the needs of CCSF’s diverse student population and increase equity throughout the College. MIP follows the practice of praxis, which promotes a cycle of continuous evaluation of program performance and implementation of program changes through responding to the feedback of faculty participants and addressing the changing needs of diverse students.

Workshops, speakers, Flex Day trainings and other events are held regularly on the Ocean campus, both specifically for MIP faculty and for the college at large. Annually we bring 5-7 prominent guests to campus for campuswide events, regularly serving over 200 students, faculty, administrators and staff at each event. We also facilitate workshops for faculty and coordinated the MIP APP (Accelerated Practice and Pedagogy) Project in 2011-2012, supporting faculty to transform one aspect of their practice.

MIP was coordinated by one faculty member in Fall 2011 and has been co-coordinated by two faculty members since Spring 2012. The MIP Leadership Team, a volunteer group, meets regularly to discuss program achievements and challenges and to change course accordingly in order to meet faculty and student needs. MIP does not have any office space.

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.

There are two major threads of programming in MIP at this time: Campuswide Speakers/Events and Faculty Workshops (FWs). We use different kinds of data to assess each program and adjust it accordingly. Our attendance at events and workshops has been very robust and the feedback we received from workshops has been very positive. On a 5-point scale, participants have, without exception, given an average rating of above 4.16 for the overall usefulness of workshops, the analysis provided and satisfaction with the workshops. Scores for the workshop meeting their expectations cover a range from 3.5 – 4, which suggests that we must more clearly match the workshop descriptions we use in our outreach to the outline and workshop agenda.

Please see Addenda I-III for examples of faculty evaluations for professional development events. The ratings for the evaluation question: “Did this workshop help you understand your students” have been lower for some workshops. We will be individualizing our evaluation to each workshop based on the major SLOs targeted in each specific workshop.

<table>
<thead>
<tr>
<th>Campuswide Events Fall 2011- Fall 2012 (Listed in reverse chronological order.)</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>You, Your Phone and the End of the Digital Divide*</td>
<td>September 2012</td>
</tr>
<tr>
<td>Precious Knowledge: Ethnic Studies Under Attack</td>
<td>May 2012</td>
</tr>
<tr>
<td>Placement Tests: What’s at Stake?*</td>
<td>April 2012</td>
</tr>
<tr>
<td>Vincent Who? The murder and movement that fueled Asian America**</td>
<td>March 2012</td>
</tr>
<tr>
<td>Artists of the 99%</td>
<td></td>
</tr>
</tbody>
</table>
3. Please describe any internal or external developments affecting your department since the last program review.

Because of our budget reduction we have not been able to offer as many programs, but nevertheless have served many additional faculty through our workshops and events. In addition, since MIP’s mission is to promote equity on campus, the continued college-wide focus on student equity influenced the program and its offerings. In Spring 2012 we supported increased dialogue on campus about the national research about placement testing and alternatives to placement testing for students.

Response to Accreditation Issues:
In response to the accreditation crisis, we initiated research about national research related to Student Learning Outcomes (SLOs), and began implementing a series of Closing the Loop workshops.

As noted in our 2010-2011 program review, we had scaled down offerings based on the fact that our budget had been additionally cut. During this budget cycle, our budget has been further reduced. Due to the significant reduction in both noninstructional pay and in our 5000 account used to pay outside speakers and facilitators, we have initiated additional partnerships with groups that might be able to financially support outside speakers and facilitators.

Our total spending in our 5000 accounts used to pay outside speakers/facilitators has decreased from $16,398 in 2007-2008 to $1,450 in 2011-2012; our noninstructional funding decreased from $34,235 to $1,214 in 2011-2012 to $0 in 2012-2013; Supplies decreased from $1,597 to $14 with additional major cuts in reassigned time each semester. In Fall 2012 we have 0.4 reassigned time and in Spring 2013 we will have 0.3 reassigned time. Note: There continues to be a mistake in the 2007-2008 budget under the Unrestricted Fund 7000 category, which is not money that we spent.

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.

We assess our work in multiple areas: (1) The number of faculty and/or students who participated based on the context and expected attendance (day, time, RSVPs, etc.); (2) Was our outreach well-coordinated and effective? Why or why not?; (3) What can we learn from faculty feedback on the workshop evaluations?; (4) Did the workshops meet the SLOs for the specific workshop and overall SLOs for faculty participation in MIP?; (5) What changes should we make to our pedagogy in
the workshops based on the feedback?; and (6) What new directions/connections should we pursue in terms of speakers and workshops based on the feedback?

Description of the Evaluation Process for Faculty Workshops:
1) Collect evaluative survey data from faculty participants;
2) Type evaluations, average responses and email to MIP Leadership Team
3) Discuss quantitative and qualitative data responses as a facilitation team and as larger leadership team
4) Assess Participation and Outreach:
   a. Participation (# faculty)
   b. Outreach (Effectiveness, timeliness, etc. This happens during the planning of every workshop and event as well.
5) Assess workshop content
   a. Workshop Evaluation Feedback: Look at faculty surveys to identify strengths and weaknesses of workshop
   b. Consider our SLOs and workshop objectives and whether we think they were met for this workshop
6) Implement changes in the next workshop or event; adjust content and pedagogy based on feedback from faculty participants and other interested faculty.

Furthermore, the MIP leadership team regularly speaks with diverse faculty across the college to elicit feedback and ideas for programming. As a result of this ongoing assessment, our goals are to clarify SLOs, align the workshop evaluation form with SLOs, develop a survey for students to assess the impact of campuswide events, continue providing relevant workshops to faculty and continue to pursue campuswide speakers and work creatively to leverage funding and negotiate lower payments with speakers/workshop facilitators.

Development of SLOs
While we have always had workshop objectives and clear goals for faculty involved in our programming, we have now articulated specific learning outcomes for faculty participants this semester and are using these SLOs to guide our evaluation and assessment process going forward. We will be updating and refining those SLOs in Summer 2013 as part of our formal, documented process of Closing the Loop.

Based on ongoing feedback from faculty and students who participate in our programs, we have continued to pursue campuswide speakers to provide inspiration, diverse viewpoints and intellectual stimulation as well as to develop new research-based workshops about relevant and timely topics

Recent Changes Based on Faculty Evaluations and Ongoing Program Assessment:
1) Developed more specific overarching SLOs for faculty in additional to workshop-specific SLOs
2) Include an evaluation question about practical tools
3) Assess participants’ knowledge about the topic of each workshop at the beginning of each workshop and adjust workshop content as appropriate
4) (Planned) Individualize evaluations based on targeted SLOs for specific workshop or event.

Overarching SLOs for MIP Programs:
• Recognize and describe student strengths
• Summarize new multicultural pedagogical theory
• Describe and plan to apply new practical skill(s) in practice with students.
• Recognize own attitude or behavior and its impact on learning of underrepresented students.
• Realize recommitment to the purpose and vision of teaching underrepresented students.

SLOs for Campuswide Event Attendance:
• Recognize additional strengths in self and describe renewed energy for pursuing education.
• Recognize and describe student strengths.

Additional Planned Assessment of SLOs:
• We will explore the feasibility of conducting additional, more formal assessment of SLOs for Campuswide Events through asking faculty for more feedback from their students who attend events and through a faculty and/or student survey.

5. Summarize your department’s progress to date on the major planning objectives identified in the last program review (excluding progress already cited in #4).
We have continued to meet our primary objectives and goals with fewer events. In the last year, the program continued to:

1. Support open dialogue among faculty about new and creative ways to support student success
2. Meet the goals of SLO assessment while promoting student achievement
3. Pursue multiple new collaborations with student groups and clubs as well as programs targeting underrepresented students.

In Spring 2011 we identified a number of additional priorities for 2011-2012: First, to continue adjusting our programs and activities based on the needs of faculty related to promoting student success and closing the achievement gap. We hosted multiple events from 2011-2012 to meet this objective.

Our second major objective was to support partnerships between student development faculty and instructional faculty in order to identify ways to facilitate student success. Because of their focus on serving underrepresented students, we have coordinated specific outreach with Gateway, Metro Health/Metro CDEV, Tulay and the Bridge to Success program to begin working towards this objective. We co-sponsored two successful events with the Metro Program in Fall 2011 and continue to be in conversation with these programs to support their work.

**Fall 2012:**
In response to the accreditation crisis at CCSF, we initiated a series of workshops in Fall 2012 titled: *Closing the Loop: Engage, Inquire & Learn; Exploring a More Meaningful SLO Process for All.* This series of workshops integrates cross-discipline dialogue and practical tools to support faculty work on SLO assessment and student achievement at CCSF. The first workshop, "What is Closing the Loop and what opportunities does it provide to raise the level of students' learning and connect it to student achievement?" (29 participants) introduced strategies that can be used in each step of the process and have been shown to raise student success, including High Impact Practices, Essential Learning Outcomes and Deep Integrative Learning Practices, tools created by the American Association of Colleges and Universities. It was offered on Flex Day, September 12th and 29 faculty participated. Faculty evaluations were overwhelmingly positive (See Addendum I for summary of evaluations).

The second workshop, 'Rubrics with a Twist,' explored rubrics from the VALUE project (Valid Assessment of Learning in Undergraduate Education), to engage dialogue about assessment of Integrative Learning, Critical Thinking as well as Teamwork, Information Literacy, Creative Thinking and more. See Addendum II for a summary of faculty evaluations. (18 participants)

Additional workshops along this theme are in development for the Spring 2013 semester. Inspired by the AAC&U Toolkit and CCSF’s accreditation process, the workshops will integrate cross-discipline dialogue and practical tools to support SLO and student achievement work at CCSF.

**People of Color in STEM Series:**
The purpose of the series is to provide inspiration for students of color to enter STEM fields, a reflection of diverse CCSF students in the speakers, visibility of people of color in positions of influence and networking opportunities for students. We hope to continue the series in Spring 2013 with a panel of STEM professionals who began in community college as well as a career fair. Six professionals have volunteered for the panel and we are in conversation with multiple professionals who would like to support the career fair and provide networking opportunities for students.

**Fall 2012 Events in the Series:**

- **You, Your Phone and the End of the Digital Divide** with blogger Cheryl Contee, aka "Jill Tubman" of jackandjillpolitics.com blogger, social media guru, Web 2.0 strategist and founder of Fission Strategy in San Francisco. Cheryl shows how technology access has exploded, STEM fields are missing out on the entrepreneurship and inventiveness of people of color and women, and points the way to a digital revolution everyone has access to. (Over 230 participants)

- **The Science of Opportunity** with Sian Proctor, scheduled for Friday, December 7th. Co-sponsored with Earth Sciences Department. Dr. Sian Proctor, geology faculty from South Mountain Community College, explain to you the Science of Opportunity and how a career in science can change your life. Dr. Proctor was a finalist for the 2009 NASA Astronaut program, on the Discovery Channel reality TV show The Colony, and has traveled around the world. She will share her strategies for living a life beyond the ordinary and how a career in science changed her life.

- **To Be Continued, Spring 2013**

**2011-2012:**
We offered the following events in 2011-2012:

- **Series with Darrick Smith** (Collaboration with Metro Health and Metro Child Development Programs)
  - Darrick Smith, a revolutionary thinker and educator, the former Co-Director of June Jordan School for Equity in San Francisco, has recently joined LearningWorks, a center focused on strengthening student achievement in the California Community Colleges. Darrick is also the founder and former director of the Try UMF program (Trying to Uplift My Folks) and a founder of the Black Men's Alliance at UC Santa Cruz.
  - **High Expectations: Is it a Two-Way Street? Students and Faculty as Co-Learners** (Campuswide Event)
    Darrick will discuss his approach to creating an educational experience that views faculty and students as collaborators in their education, sets high expectations and provides strong supports, and views students as intellectuals. (Over 180 participants in campuswide dialogue; Over 60 participants in faculty dialogue following workshop; primarily CCSF faculty)
  - **Practical Applications of Culturally Relevant Curriculum** Faculty Workshop (17 participants)

- **Free Land: A Hip Hop Journey from the Streets of Oakland to the Wild Wild West** with Ariel Luckey
  - Ariel Luckey is a nationally acclaimed poet, actor, and playwright whose community and performance work dances in the crossroads of education, art, and activism. Named a “Visionary” by the Utne Reader, Ariel seamlessly weaves storytelling, spoken word poetry, dance, acting, and hip hop music in compelling narratives of personal and political transformation. Drawing on years of direct experience in social and environmental movements, Ariel offers provocative stories of heart breaking injustice and inspiring examples of resistance. (over 140 participants)

- **Placement Tests: What’s at Stake?** With Nikki Edgecombe, Senior Research Associate from the Community College Research Center
  - Nikki Edgecombe, Senior Research Associate from the Community College Research Center at Columbia University. She will discuss the research on placement tests and practical implications. Don't miss this chance to hear an expert on the national literature right here at City College.

- **Independent Flex Day Presentation for Faculty: Divided We Fall, United We Rise: Building Solidarity Across the 99%** with Anne Price, Director of the Closing the Racial Wealth Gap Initiative at the Insight Center for Community Economic Development (47 participants)

- **Art As Activism Series**
  - **Artists of the 99%** with Favianna Rodriguez (28 participants)
  - **Vincent Who? The murder and movement that fueled Asian America** with Curtis Chin (Over 140 participants; venue filled to capacity)
  - **Precious Knowledge: Ethnic Studies Under Attack** followed by panel with Eren McGinnis (filmmaker), Sandra Lee Fewer (SFUSD Board Member), Marco Mojica (CCSF Latino/Latina Studies Faculty), Allyson Tintiang-co-Cubales (SFSU Faculty and Pinoy-Pinay Program Director) and Art Concordia (Teachers for Social Justice) (Over 200 participants).

**Intensive Faculty Support and Projects:**
We also supported three new faculty MIP APP projects, with on-going mentoring and support. (3 participants from Fall 2011-Spring 2012. This program has been discontinued at this time due to diminished resources.

The MIP leadership team does extensive outreach to the entire campus community for events. These efforts include widely-distributed fliers, emails targeted to classes that meet at the time of the event, and emails targeted to classes whose content is related to the event’s specific topic (e.g. LGBT Studies classes are targeted for an event related to LGBT issues and Asian-American Studies classes are targeted for an event related to that population, etc.). In addition, we often follow up in person and on the phone with instructors to promote events. As a result, our events are always well attended and often have Standing Room Only crowds.

Overall we have continued to improve our programming, evolving as much as possible to meet the needs of our participants. We feel especially good about the high level of participation in the flex day training, the Closing the Loop workshop on September 12th, the excellent showing at the April Flex Day workshop, and the on-going popularity of our campus-wide events, which consistently draw from the entire college for standing room only audiences of 150 - 200 students, faculty and others in the CCSF community.
6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2013-14). Include objectives that utilize status quo resources as well as objectives that do not require new resources.

We plan to continue to provide high quality professional development opportunities that will enable faculty to be exposed to new perspectives and to better facilitate student achievement and success, particularly for underserved students.

Our major objectives are to:

1. Support professional development and provide opportunities for cross-discipline inquiry and dialogue about Student Learning Outcomes, Closing the Loop and student achievement.
2. Continue to engage campuswide speakers on issues related to cultural diversity. Pursue additional collaborations for financial and collaborative resources.
3. Pursue collaborations with other groups to pool resources and bring speakers and/or workshop facilitators on timely and relevant multicultural topics.

Our activities meet the following Board Planning Priorities:

(See Addendum V for specifics)

- **BPP 2, BPP 3, BPP 4**
- **SPP A: II, III, IV, IX, X; SPP B: I; SPP D: IV.**

7. If your department faced a reduction in your overall departmental budget for next year (2013-2014), indicate the changes that would be made to the delivery of courses and/or services to adjust to the new allocation.

Depending on the amount of the reduction in 2013-2014, we would hope to continue to provide professional development workshops and bring at least one campuswide multicultural speaker to campus each semester.
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.

First Priority

☐ This is a new request  ☑ We initially made this request in our ________ Program Review

Project Title: Excellence in Teaching: Cultural Humility, Student Engagement, and Student Achievement
Professional Development for Community College Instructors, 3-unit Course

Brief Project Description: This 3-unit course would cover teaching theories, pedagogies of engagement, multicultural education, community-building strategies, high support/high expectations, high impact practices and high quality teacher-student relationships as they have been shown to increase student achievement for underrepresented groups. Students (the faculty) would design and apply their learning to practical transformations in their work with students. Participants would have the opportunity to work directly with their SLOs and PSLOs to refine them with the goal of improving student achievement.

The course content would build on the many years of experience in MIP developing and facilitating faculty workshops and dialogue sessions.

At the completion of this course, faculty will be able to:

- Understand and describe pedagogies of engagement, multicultural educational theory
- Analyze and compare practical strategies to improve student engagement and learning in their discipline.
- Generate authentic assessments to assess the SLOs in their courses and programs.
- Design and implement rubrics to assess skills such as Integrative Learning, Critical Thinking and Teamwork.
- Explain High Impact Practices to improve the student achievement of underrepresented students.

Timeline: Spring 2013: Draft of course to curriculum committee and faculty outreach
Summer 2013 or Fall 2013-Spring 2014: Offer course to faculty

Rationale: The accreditation report and best practices indicate the need for robust professional development opportunities for faculty in order to improve our practice and increase student achievement.

Links to Priorities/Plans: This course would meet: BPP 2, BPP 3
And Strategic Planning Priorities A II, A IX, A X, B I, D I and D II.
(See Addendum IV for specifics)

Staffing Needs: MIP Co-Coordinators would develop and deliver the content of the course and coordinate outreach.

This project would require few additional resources for the program and would be an opportunity to demonstrate the college’s commitment to excellence in teaching, build a supportive cadre of faculty, increase cross-discipline dialogue and inspire faculty to improve our practice with students.

We would hope to have the course approved for column movement as faculty would have to pay for the course.

Equipment Needs: None
Supply Needs: Existing supplies
Facility Needs: Room and existing resources
Request for Additional Units: .4 reassigned time
Second Priority

This is a new request

Project Title: Professional development for new faculty hires

Brief Project Description: Provide introductory workshops on critical pedagogy and teaching/counseling students with a multicultural perspective.

NOTE: This could be integrated with the 3-unit course proposal.

Timeline: Fall 2013 and ongoing

Rationale: Faculty training in pedagogy is important since most of us were trained in our disciplines, not in the practice of working with students. Investing in training for new faculty is cost-effective, because they are likely to be at the college for years to come.

Links to Plans: Insert links here

Staffing Needs: Faculty non-instructional time for planning and facilitation; classified worker for administrative, communications, and materials support for a semester-long or year-long program

Equipment Needs: Computers for coordinator and other staff; printer

Supply Needs: Office and workshop supplies and copying: $500 (estimated)

Facility Needs: 1 class room for workshops and office space to support expanded staff and scope of project

Request for Additional Units: .4 FTEF for coordination

Third Priority

This is a new request

Project Title: Program/Department Specific Support and Training

Brief Project Description: Provide support and ongoing training to many college programs or departments. For example, we would like to work with Gateway to College; with basic skills faculty in English, mathematics, and ESL; with retention programs; and with any other programs that that serve underserved students.

Timeline: Fall 2013 and ongoing

Rationale: The challenges of serving our most vulnerable students deserves support and community so that we as a college can provide the best possible environment for their success.

Links to Plans: Insert links here

Staffing Needs: Faculty non-instructional time for planning and facilitation; classified worker for administrative, communications, and materials support for an on-going program

Equipment Needs: Computers for coordinator and other staff; printer

Supply Needs: Office and workshop supplies and copying: $500 (estimate); funds for consultants or outside facilitators

Facility Needs: Office space for two to three workers.

Request for Additional Units: .4 FTEF for coordination
Addendum I:

Closing the Loop Workshop 1: Engage, Inquire & Learn; Exploring a More Meaningful SLO Process for All
September 12, 2012

Summary of Faculty Evaluations

This is on a 5 point scale

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the overall presentation?</td>
<td>4.22</td>
</tr>
<tr>
<td>How would you rate the information or analysis provided?</td>
<td>4.16</td>
</tr>
<tr>
<td>To what extent did the presentation meet your expectations?</td>
<td>3.86</td>
</tr>
<tr>
<td>Overall, how satisfied were you with the presentation?</td>
<td>4.22</td>
</tr>
</tbody>
</table>

What tools or changes might you implement in your practice with students?

Think about how my course would reflect the larger SLO
More + varied activities
The spiral "loop" model The essential learning outcomes some of the specific ideas from colleagues
Critical thinking and diversity
Focus by engagement and big questions
Evaluate laboratory exercises to relevance on a larger global scale, i.e. applicability, interest etc
Focus on engagement of student. I struggle to adapt different types of assessment, but I'll keep trying.
Emphasizing respect for other students + encouraging one another
Using different assessment methods. Possibility of frequent evaluations and student self-evaluations.
Use of cultural interview
Great handouts very useful clear & practical
SLO's to see this process as 1/2 full than 1/2 empty
The handouts w/explanation and background was helpful. Student interviews, case studies
Interdisciplinary, projects
Have students interview a person of a different culture than their own regarding health belief systems. Areas
would be with, child care, death rituals, beliefs and traditions. How have practices changed from homeland vs in
US/the
Report back for discussion.

Comments

Some more specific workshops will be helpful
Share examples with other instructions + dept of assessments + changes.
Very good presentation - Meeting the learning outcomes
Appreciate the time/effort of presenters and inclusively, give more examples done with LEAP
Your presentation was excellent at including and making it relevant to all.
What can we do to make these things happen vs. just learning about them in a workshop?
It may be interesting to look at different types of assessment both "traditional" and authentic/innovative
Addendum II:

Closing the Loop Workshop 2: Engage, Inquire & Learn; Rubrics with a Twist
November 9th, 2012

Summary of Evaluations

These questions used a 5-point scale

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the overall workshop?</td>
<td>4.4</td>
</tr>
<tr>
<td>How would you rate the information or analysis provided/explored?</td>
<td>4.5</td>
</tr>
<tr>
<td>To what extent did the workshop meet your expectations?</td>
<td>4.2</td>
</tr>
<tr>
<td>Overall, how satisfied were you with the workshop?</td>
<td>4.5</td>
</tr>
<tr>
<td>Has the workshop helped you understand your students? (1 definitely yes, 2 yes, 3 no, 4 definitely no)</td>
<td></td>
</tr>
<tr>
<td>I’ll be improving my understanding of rubrics and passing it on to students</td>
<td></td>
</tr>
<tr>
<td>Not necessarily - Helps us understand that students need as much clarify as possible about what is required from the.</td>
<td></td>
</tr>
<tr>
<td>Not sure what the connect is here</td>
<td></td>
</tr>
</tbody>
</table>

What tools or changes might you implement in your practice with students? In your work in Closing the Loop for SLO’s at any level?
Will re-design rubrics after consulting existing SLO’s
Adjust rubrics to add critical thinking
Implementing rubrics in my work with students
Stressed what I am currently doing + add
This is more at the closing the loop feel/think that there is so much work to do, but that is exciting
I will continue to embrace Rubrics…I will continue to assess what I am doing & how I am doing it!

What were the highlights of the workshop for you?
As always, discussion between all of us
Seeing people I haven’t seen in awhile
Networking, meeting new colleagues, healthy snacks
Each person share one step they will take to make changes/improvements
The flow was good.
Engaging with staff and having time to discuss and hear everyone’s perspective
Group work
The charting and conversations w/colleagues from other departments
Hearing colleagues’ reflections on their teaching

What would you change?
Reassess assignment (Term paper)
Reading off the paper. I think some of definitions were known. Maybe a survey check in about familiarity with the topic.
Group work earlier in the workshop.
Layout agenda at beginning so it was clear what trajectory of workshop was
Start with the definition and benefits of rubrics.

Please share any additional comments and feedback about the workshop and/or for the facilities here
Very informative, useful information that I can actually apply to my practice
Excellent
Make introductions brief name, dept, why you’re here
Get more in depth intro in groups.
Enjoyed the positive + open style.
Addendum III:
High Expectations: Is it a Two-Way Street? Students and Faculty as Co-Learners
Faculty Workshop with Darrick Smith, Fall 2011

Summary of Evaluations:

<table>
<thead>
<tr>
<th>(5-point scale)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the overall workshop?</td>
<td>4.7</td>
</tr>
<tr>
<td>How would you rate the information on analysis provided/explored?</td>
<td>4.7</td>
</tr>
<tr>
<td>To what extent did the workshop meet your expectations?</td>
<td>4.8</td>
</tr>
<tr>
<td>To what extend did the facilities meet the needs of the meeting/workshop?</td>
<td></td>
</tr>
<tr>
<td>Overall, how satisfied were you with the workshop?</td>
<td>4.8</td>
</tr>
</tbody>
</table>

| Has the workshop helped you understand your students?                         | 1.4 (1 definitely yes, 2 yes, 3 no, 4 definitely no) |
| What tools or changes might you implement in your practice with students? In your work at CCSF in general? |
| Reframe my youth development practices, contextualized learning               |       |
| I will try to include more info that is immediately relevant to students' lives in my classes. |       |
| More "risk" taking in addressing core values of institution/teaching approaches |       |
| More engagement one on one                                                   |       |
| I really liked the values that his school adopted. They seem to really go deep into the principles of education that I value and want to enact. |       |
| Remembering that every student is a potential intellectual and warrior. Grounding and keeping grounded is reality of students. |       |
| I will challenge myself to have respect, integrity, courage & humility in all of my interactions & relationships. I will also work to make my curriculum more relevant to the RIGHT NOW! |       |
| Be clear about expectations and support aka high expectations - high support  |       |
| Concept of offering self as real human being, self awareness                 |       |
| I don't know now, need to reflect                                             |       |
| I will start asking different questions less why you didn't complete the assignment. I will start confronting oppression more directly with courage. I will find ways to contextualize the material more to make it more relevant to student's lives. |       |
| Start with the context to bring out students abilities because it reinforces students’ understanding of why they need to strengthen their skills. |       |

Please share any additional comments and feedback about the workshop and/or for the facilitator here

- Thank you for a very informative afternoon.
- Great talk! Great ideas, could be a little more interactive. I felt that Darrick could do more to elicit discussion and moderate exchange
- I would have wanted to have the context for the whole workshop set in advance since we did not meet together first. Then perhaps in an email I came in not really knowing exactly what this would be about which was ok but I just wish there had been but more of a framework. Still excellent
- I am encouraged to continue keeping expectations high.
- Get everyone on and seated before he begins. There was a lot of chair shuffling, dragging and people arriving right after he started
- I will try to find a way to utilize the students deep/complex thinking skills and cultural knowledge as cultural capital and a way to spur them into learning to express themselves in a more standard ways and develop skills they can use in a wider forum (college, university, workplace)
- Darrick is a very dynamic speaker and his connection to underserved students is obvious. Would it be possible to have videos/DVDs of him speaking available for check out? Also at the community college, counselors are faculty.

11
Addendum IV:

MIP APP (Accelerated Practice and Pedagogy) Intensive Workshop
Fall 2011

Summary of Evaluations

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the overall workshop?</td>
<td>4.8</td>
</tr>
<tr>
<td>How would you rate the information on analysis provided/explored?</td>
<td>4.8</td>
</tr>
<tr>
<td>To what extent did the workshop meet your expectations?</td>
<td>4.8</td>
</tr>
<tr>
<td>To what extent did the facilities meet the needs of the meeting/workshop?</td>
<td>4.4</td>
</tr>
<tr>
<td>Overall, how satisfied were you with the workshop?</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Has the workshop helped you understand your students?</strong> (1 definitely yes, 2 yes, 3 no, 4 definitely no):</td>
<td>1.3</td>
</tr>
<tr>
<td>It has given me the right questions to ask</td>
<td></td>
</tr>
<tr>
<td>Like the connection between strengths and cultural wealth activity.</td>
<td></td>
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<tr>
<td>Somewhat, but it was more useful in giving me ideas on how to better communicate with them.</td>
<td></td>
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</tbody>
</table>

What tools or changes might you implement in your practice with students? In your work in Closing the Loop for SLO's at any level?

- Re-writing questions for my student assessment at the beginning of semester
- Frame class more explicitly at the beginning of semester
- Change format of an assignment use "cocktail" format
- Humanizing artist & bringing in biographical information - having students research a sculptor that has cultural interest to student. Ask how has background influenced their work.
- Since I'll do 1:1 only at this time, I'd like to create group sessions & do more teaching to do more group work so students can share their cultural wealth.
- El Pico can be done and end of each session with each student.
- Banks integration framework. Seeking support from MIP group.
- I will try to include something relevant to students’ daily lives.
- More challenging conversations in my classroom. Read more multicultural theory, I'll definitely check out your bibliography.
- I plan to review the content and methods I used to teach the content & how it effects my under-represented students
- Take suggestions from others when asking cultural sensitive questions to students.
- Inspiration, disclosing more about myself + continuing to find ways to state enforce expectations. Read more about bay area social movement history
- To start with what the students know, rather than beginning with my lecturing at them.

Please share comments and feedback about the workshop and/or for the facilitators here.

- I would have liked to have a general sense of time of each part. I understand flexibility is important but even a guideline would have helped. For example, we'll go for about 10 minutes"......"
- Fantastic! Thank you for putting in all the effort and hard work.
- Having this in-service as a class (and for flex credit) was a great idea. It would have been more helpful to have other counselors in the last part of the class to brainstorm ideas.
- Very much liked the cocktail party Will implement that into my classroom with a few modifications
- Try to get an opening speaker who is currently working in or with community colleges
- Wear name tags, and/or provide a list of names/emails of participants & leaders
- Facilitator did an excellent job of explaining concepts and theories. Good mix of talking, Q+A. Could have been shorter time for the late morning group discussion.
- Very organized. Mary + Tracy work well together "Simpatico"
- Great event, great turnout!
- Short (5 min!) breaks between activities would have been helpful, especially in the afternoon.
Addendum V:
Specific Ties of MIP Programs to Board and Strategic Planning Priorities

**BPP 2:** Continue to implement and assess strategies to close student achievement gaps for identified underrepresented groups.

**BPP 3:** Strengthen excellence in teaching, learning and support services through a focus on student learning outcomes, student achievement, and student goal completion.

**BPP 4:** Implement all the actions included in the Accreditation reports of October 15, 2012 and March 15, 2013 to ensure City College retains its accreditation. (Through supporting professional development and SLO development and assessment).

Our activities will focus on meeting or helping faculty to meet the following objectives of the Strategic Planning Priorities:

**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. 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.

II. 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.

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

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

**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 to develop more consistent and complete information about college programs, resources, and policies.

**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.

III. Collect and assess data for 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 are not limited to, 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.

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