2013-2014 Annual Program Review
SLO-Impacts Summary Report
Summary prepared by Kristina Whalen and the SLO Committee

By December 5, 2013, each department and program across the college completed a program review reflecting on progress from last year to plan for next year. The Dean of Institutional Effectiveness, in heavy consultation with the Planning Committee, reviewed the wording of the program review template and the procedure. All program reviews included responses to this question:

> Summarize overall departmental/program improvements implemented, in progress, or under consideration as a result of the assessment of learning, service, and/or administrative unit outcomes.   (Be sure to reference the data/reports that underlie these new directions.)

Outcome assessment at City College has become part of the fabric of academic life. All courses, programs, and services have developed outcomes and have a defined on-going assessment procedure. Administrative units made great gains in the development of AUOs and are slowly joining the college's assessment practices. All courses, programs, services and units that have not yet reached sustainable continuous quality improvement are moving steadily in the direction of the many departments that have been conducting outstanding assessments for years. This year the college implemented a 3-year assessment benchmark for the assessment of all outcomes. In sum, each outcome must be assessed once every three years.

The annual program review process, a key component of the College's overall institutional effectiveness, integrates outcomes assessment with program planning and links the allocation of resources directly to student learning, services, and administrative unit outcomes. Each department and unit must complete a program review and provide data analysis that demonstrates progress and effectiveness. What follows here are a summary and highlights of departmental improvements that resulted from assessment of student learning outcomes (SLOs), administrative unit outcome (AUOs), or student service outcome (SSOs).

(Note: for purposes of summarizing and sampling highlights and progress, editing license has been taken. For complete responses from each department/program, please see program reviews on department/program SLO/Outcomes Assessment web pages.)

Administrative Unit Programs

An administrative unit is a department/program providing operational services and organizational support. Administrative unit outcomes are used to systematically plan, implement, and evaluate administrative services so improvements can be made to services and to the college-wide learning environment. These statements, written at the department/program level, focus the unit on achieving broader goals such as institutional objectives and District plans. Each administrative unit must be able to demonstrate that it is defining expected outcomes for its served contituents, measuring the actual outcomes, and using the analysis of those measurements to continuously improve its operations.

22 of the 32 administrative units have defined outcomes and publicly available websites documenting the unit's assessment practice. While only a few administrative units have regularly contributed bi-annual assessment reports, administrative units have clearly made strides. It should be noted that much of the assessment data for administrative units was supplied by the FCMAT audits and subsequent recommendations for improvements. There was a wide range in quality of the reports submitted by Administrative Unit Programs. A few units provided good review of data-driven improvements. Some, despite experiencing new hiring, reorganization, and dramatic change, did not submit answers on assessment in program review (facilities planning, payroll, purchasing, public relations). Others submitted a reiteration from last year (with little updating).

Moving forward, administrative units should focus on making clear the distinct progress made within a year's timeframe and avoid duplicating changes from last year's program review. While many programs provide concrete details of change that stemmed directly from assessment, other units only loosely tie a demarcated change to assessment.

The following units either report to the Chancellor or the Vice Chancellor of Finance.

HIGHLIGHTS OF DATA-DRIVEN IMPROVEMENTS MADE OR PLANNED

Business Services-- Business services departments will reorient service level delivery to support the Institution's initiatives as they relate to the Student Success Task Force recommendations and SLO's. Business Services has led and contributed to the implementation of Faculty Load and Compensation (FLaC). This was done first by advocating and receiving funding and then contributing to the AS-IS documentation processes currently being performed in Payroll as the precursor to the FLaC implementation.

FLaC will enable Human Resources, Payroll and the Offices of Instruction and Academic Affairs, to better utilize position control for job assignments and budgeting. Administrators and Faculty can have real-time access to class assignments to ensure they can evaluate the decisions regarding class additions and cancellations relative to SLO's, the strategic plan, and the education plan. The automation of this system (that was identified as a deficiency in the FCMAT report) will ensure accountability and help identify and track the processes impacting SLO's and Student success as the District proves education to its students.

Grants--As a result of findings by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Fiscal Crisis Management Assistant Team (FCMAT), we have created a much more formal and streamlined process for seeking District approval to apply for grants consistent with best practice at other colleges. It is now mandatory (and enforced) that all grant applications funnel through the Office of Grants and Resource Development. This process includes reviewing a set of criteria and a series of forms documenting how a proposed project meets those criteria, which include alignment with the College's mission and the impact on the District Business Office, among others. The Office website outlines the new procedures and contains the necessary forms. These new procedures also include a new approach to seeking Board approval of restricted fund contracts (both incoming and outgoing).

Research & Planning--One means of assessing these AUOs is the periodic college-wide surveys of employees. The interim evaluation cited above was thoroughly vetted with the Planning Committee and shared college-wide. Several "Improvements Areas" were identified and are currently being implemented. For example, only 52% indicated the program review process prompted sufficient dialogue with immediate supervisors, and only 42% were aware of the scoring criteria used to rate resource requests. A list of improvements for dialogue were identified and implemented. Similarly, improvements were identified and implemented for awareness and understanding of criteria.

Public Safety – Based on administrative unit outcomes the department has reorganized its staffing allocation at the Ocean Campus to become more cost efficient while meeting the daily deployment matters throughout the district. This has allowed the department to continue to provide the noted services without additional cost and minimal interruption of basic services. The Department will hold an all staff meeting in Jan 13 to brainstorm ideas to implement assessment tools.

Short samplings from remaining units :

Program	Summarize overall departmental/program improvements implemented, in progress, or under consideration as a result of the assessment of learning, service, and/or administrative unit outcomes. (Be sure to reference the data/reports that underlie these new directions.)
Buildings and Grounds	The department is seeking to focus its resources on space used most often by students and faculty. Some changes in the deployment of the custodial staff related to shift schedules have been implemented in an attempt to have more employees on duty during the peak times.
Employee Relations	Department managed to establish five new labor agreements over an 11-month period. This will allow the College some breathing room to stabilize for reaccreditation. We are currently negotiating a new agreement with the DCC that will also now be for a three or even a four-year period. We have also implemented an easier process that supports and guides Executive Management and the Special Trustee through the negotiations process.

Human Resources	The Exit Interview Online Process automation phase was completed and training for administrators, faculty and classified staff is the next step to achieve full implementation.
Information Technology Services (ITS)	Information and network security improvements are ongoing due to the dynamic nature of this area of technology. The primary CCSF firewall system utilizes products from Checkpoint Software Technologies and was upgraded to version R75.45. This upgrade also included an Intrusion Prevention System (IPS) which is an integrated solution that adapts to threats dynamically and provides a cohesive security policy.
Title 5, EEO, ADA Compliance	Staff has continued to improve its (1) calendaring system to note dates that administrative determinations to complaints of discrimination are due, (2) continued to improve the system of ADA accommodations to employees and interface with healthcare providers, (3) continued to work directly with Human Resources to improve training to faculty and staff on the District's non-discrimination policies and compliance with federal and state laws, as well as in equal employment opportunity principles in all hiring processes of the District.

Student Service Programs

Student services departments engage students in support services such as student activities, career-development and leadership workshops, counseling, work study, and retention services. Student Service Outcomes for student service programs describe what students are expected to achieve and are able to demonstrate upon completion of receiving a service, attending a workshop, or participating in a program. Review of ongoing efforts shows that student service programs continually improve service and service levels with data-driven decisions despite college reductions. Like years previous, surveys and pre-testing and post-testing are the most common assessment tools used by student service programs and units, although some have added focus groups as a powerful assessment strategy. Across Student Services, a common theme of "improving communication" and "overcoming technological barriers" emerged. Common improvements are increasing training or staffing, improving response time and response rate to and from students, and improved documentation and information resources for students.

As with Administrative Units, Student Service programs reviews differed from last year due to structural reorganization. As The Matriculation & Counseling program review writes:

> As a result of the administrative reorganization of counseling services and the discontinuation of separating counseling services into classifications of new or continuing students, high quality professional development is more important than ever as counselors return to a generalist role assisting students long term from start to finish. The three departments of counseling are reunified by the mission of the College in which the faculty support students in basic skills acquisition, and the attainment of career-technical certificates, the Associate degree, and transfer to bachelor degree-granting institutions.

Moving forward, Student Services need only to maintain its momentum. Program Review responses demonstrate a student centeredness. Improvements based on assessment are, for the most part, concrete, detailed; however, more could be tied directly to data in program review responses.

The following department, units, or programs report to the Vice Chancellor of Student Development. In this document, Counseling Services are distinguished by location, following the format of program review submissions.

HIGHLIGHTS OF DATA-DRIVEN IMPROVEMENTS MADE OR PLANNED

Learning Assistance Center – • LERN 10 and LERN 1000: Significant changes resulted from assessment of the SLOs of LERN 10 (Tutor Training) and LERN 1000 (Supervised Tutoring): The 12/13 assessment by both tutors and their students indicated that tutors needed to be more attentive to the many cultural aspects of tutoring, to be more attentive to their students from a variety of backgrounds. The entire portion of the LERN 10 course that teaches "Cultural Awareness" was redesigned so that tutors would have a better understanding of integrating multicultural concepts into their tutoring. Fall 13 assessments from tutors show that at the beginning of the course they felt "somewhat/quite able to integrate cultural awareness with cultural assumptions. At the end of the one-unit course in October they felt quite/extremely confident in the same regards.

Outreach & Recruitment – All activities originated through the Outreach Unit are focused on student equity with an emphasis on contributing to closing the achievement gap. The primary goal of the Bridge to Success grant is to double the

number of African American and Latino students who complete a certificate, degree, or transfer. Data-informed decision-making continues to drive student learning and unit outcomes. Data from a research partner at Stanford University showed that only 13% of CCSF new students registered in the first hour of their assigned registration time, and only 24% registered on the first day. The Outreach unit in collaboration with SFUSD began hosting registration parties each year tied to the early fall registration date given to SFUSD students who had completed all of their matriculation steps. In the first year (fall 2011), 43% of SFUSD students registered in the first hour, and 57% within the first day. The Outreach Office is committed to continuing to pilot and push for new equity-driven initiatives to improve student access and support student completion.

Transfer Center—SLO #7 was measured in fall 2012 and drew the following conclusions: Students are already familiar with requirements and come to meet with a counselor or attend a workshop with the purpose of re-affirming their information. Therefore, more counseling appointments are needed to address this trend. It was clear that future publicity on TAG, an FAQ with detailed information about TAG criteria and qualifications would be beneficial. The FAQ was created in spring '13, and is available as a hand-out for students. In addition an attractive informational TAG bulletin board was created near Science 120 that included the FAQ, general TAG information, and the application filing period. This facilitated the ability to publicize this popular transfer program year-round.

Short samplings from remaining departments:

Program	Summarize overall departmental/program improvements implemented, in progress, or under consideration as a result of the assessment of learning, service, and/or administrative unit outcomes. (Be sure to reference the data/reports that underlie these new directions.)
Academic Counseling Services-MUB	Action: We will explore the possibility of involving more counseling departments and programs in the Enhanced Orientations. We will continue to explore best practices by researching how other community colleges deliver orientations. We hope to pilot at least one modified (from the 2010 pilot) Enhanced Orientation in the spring 2014 term, collect data and analyze these data in order to institute changes as appropriate.
Academic Counseling-Conlan & Centers	Continuous, robust dialogue on the electronic student educational planning tool is in progress with other student service units including its use for non-credit plans. Also in progress are: Staff development training to improve services such as graduation petition, electronic educational planning, orientation, Banner, SARS Grid, and other topics.
Academic Counseling-Retention programs	ACS/MRSD discussed how to standardize the delivery of the assessment instruments to ensure more accurate data collection and analysis. Furthermore, we realized that educational plans (EPs) were done without a strong emphasis on its purpose. A decision was made to explicitly explain the purpose of the EPs at the beginning of counseling sessions and how they will help students reach their academic goals. After reviewing the assessment results for the 2nd student learning outcome, we realized that students were only somewhat familiar with our range of services. ACS/MRSD decided to increase awareness of our services by creating our 1st departmental brochure. In addition, our departmental website was updated to reflect our new department and comprehensive services.
Admission & Records	Ordering official transcripts through Web4 continues to be successful and the response gathered through Survey Monkey has for most part been positive. However, there is concern from former students who have difficulty accessing Web4 as they may not have a Web4 account or whose password may have expired. Students in foreign countries are not able to order online because the system does not accept international credit cards. Staff is extremely limited in this unit which has resulted in students commenting that staff is unable to reached by telephone when they require assistance. We are attempting to address these issues by contracting with a vendor that will provide customer service 24/7, easier and quicker service for former students requesting transcripts, and acceptance of International credit cards. This service would also allow us to expand the delivery of electronic transcripts beyond SFSU, CSUEB, and SJSU. We are in the in process of meeting with vendors to discuss expanding technology with the current online ordering system.

CalWorks	In Fall 2012, the CalWORKs program distributed a pre and post multiple choice assessment of the students understanding of the steps necessary to obtain employment. In addition to this assessment, the program distributed performance evaluations to all on campus employment placement supervisors to evaluate the student's job readiness skills. After careful review, we discovered that the students understand the steps necessary to obtain employment, however, they are unaware of the skills necessary for employment success. In an effort to better prepare our students for employment a "How to Keep a Job" work shop was implemented,
DSPS	The assessment of the DSPS noncredit special classes showed that students generally improved in their abilities from the beginning of the semester to the end of the semester. It was even evident that in some classes students who repeated a class continued to improve. However, the assessment of the SLO in one class, Community Living Skills, showed that, at its current location, students were not showing significant progress. It is important to note that severity and type of disability vary from one community-based location to another. In this case, the assessment showed that the class was not working for its current group of students. Therefore, DSPS is using this information and will not be offering this class in Spring 2014 unless a more suitable location is found.
EOPS	Counseling SLO: Assess EOPS students' knowledge of the purpose of a student educational plan and having an educational goal. • 202 EOPS students assessed using pre-counseling and post-counseling session survey • The findings from the EOPS Counseling SLO survey show a 14.47% increase in students' knowledge of the purpose of an educational plan and establishing a goal as a result of seeing an EOPS counselor. The counseling and other faculty in EOPS determined that to improve the student learning outcome, the EOPS orientation will include a section that covers the purpose of the educational plan and the importance of establishing an educational goal.
Financial Aid	Ongoing progress plans for 2013-14, the Task Force moved to creating a Loan Appeal Review Committee. Committee members include 1 counselor, 1 financial specialist, 1 classified staff, 1 office manager. The Standard for Review requires that student attend the Satisfactory Academic Progress (SAP), and submit the appeal packet. The committee reviews the full borrowing history, unofficial transcripts from previously attended schools, student educational plan, and any documentation of goal completion (college acceptance or graduate petition form). Each appeal is reviewed for one semester of extended eligibility and maybe renewable for a maximum of one additional term.
Guardian Scholars	The reduction in term to term completion rate has focused efforts to increase counseling access for students. With grant funds now approved and received which must be used by the end of the fiscal year, the counselor should have more time to track mid-term grades, enrollment patterns and counsel more students as of the Spring 2014 term. This will also support efforts to increase program size back to 200 students served per term.
Harts	One recommendation from the HARTS coordinator is to have the opportunity to transfer unspent book funds to support HARTS students with the meal allowance.
Learning Assistance	We assessed our LAC Computer Lab last year. Students using the LAC computers were surveyed during the Fall 2012 SLO process to determine which services they use and need. Students strongly indicated their desire for upgraded computers. We requested these in our last Program Review, and are probably receiving 75 student-use computers. We will request the additional 79 student-use computers in this Program Review in Question #8.
Matriculation & Counseling	In concert with the administrative reorganization of counseling services, the faculty recently formed an interdepartmental Curriculum Committee for counseling courses offered in Academic Achievement and Personal Success (AAPS) and Learning Assistance (LERN). The committee comprised of faculty from three counseling departments will provide a conduit through which faculty can engage in curriculum review and planning, and robust dialogue on student learning outcomes at the course and program levels.

Mesa	The MESA program has been adding additional functionality to the MESA website, to better serve our scholars. We have improved the site by creating a database of over 600 summer research programs from across the country for scholars to apply to. In addition, we have added a clustering feature on the website that allows students to put in their educational plans, and the site clusters and presents other students in the program that are taking the same classes that semester. This function allows students in the program to form study groups to further study for their STEM courses.
Outreach and Recruitment Services	By Spring 2014 the student ambassador program will be operating again at a robust level with daily administrative oversight and regular training sessions. Campus tours will increase and pre-tour presentations will be restored. Through divisional dialogue with staff, faculty, and students, survey results will continue to be analyzed to inform presentation and tour content in a cycle of continuous quality improvement.
PUENTE Program	The data suggests that our students might be better served at four-year institutions where there is a Puente presence already established on campus. For all students and especially where the four-year colleges do not have a Puente presence, we want to establish better protocols for maintaining relationships with our graduated Puentistas, including an electronic database that tracks their progress beyond CCSF. Such an improvement will serve our mission insofar as students will continue to be active members of the Puente Program, eventually returning as mentors for the next generation of transfer students.
Scholarship	Technology remains an important issue for the scholarship office and the professional staff. Previous supervisors, and managers, continue to advocate for increased technological refinements that can help staff do their work easier, and more professionally.
Single Stop	After reviewing the data, an evaluation was made to ensure we moved towards program improvement. Students identified the need for public benefit clarifications. Debunking public benefit myths will continuously be part of our efforts. Students in the Mission Center identified immigration help as an important concern. We are addressing the concern and have created strong partnership with community legal organizations to provide continuous workshop opportunities addressing students' immigration concerns. This is a critical need for many students at the Mission Center and specifically students who participate in the Single Stop program.
Student Activities	Student clubs will submit written reports/evaluations after campus wide events or community service activities to assess what skills they have retained from this requirement and the impact they make on the campus community.
Student Affairs & Wellness	Commencement: In order to encourage wider participation by district employees, the date for commencement has been moved to Friday, May 23rd at 1PM.
Student Health	Changes implemented in spring 2013 included the shortening of nurse practitioner appointment length for many types of medical/nursing health visits from 30 minutes to 15 minutes in an attempt to increase productivity and the provision of direct services to students during clinic time.

Instructional Support Services

Instructional Support Service units are not directly involved in instruction but have an impact on student learning. Typically, these units facilitate learning outside of the classroom or facilitate processes that enable teaching. With the reorganization at the college, Educational Technology, Library, and Library Information Technology are divisions that reports to the Associate Vice Chancellor of Enrollment Management & Instructional Support and ultimately to the Vice Chancellor of Academic Affairs. A review of ongoing activities across these departments show the library faculty and staff are standard bearers for assessment, engaging in both broad assessment techniques and robust dialogue.

HIGHLIGHTS OF DATA-DRIVEN IMPROVEMENTS MADE OR PLANNED

Educational Technology – Ed Tech uses department meetings, TLTR meetings, DLAC meetings, and Flex Meetings to address retention and equity in distance learning classes. Ed Tech focuses on improving the mode of delivery for distance learning classes and the relationship each class has to student success, persistence and retention.
Changes made to the Online Program as a result of assessment (Below were implemented starting in spring 2012)
• Moved from GroupWise email system to Google email system. Created a dedicated email address for students enrolled in online classes.
• Created an easily identifiable email address for students so that they would know the email related to their online class; welcome2.insight@mail.ccsf.edu.
• Revised the "Welcome to Insight" email. The email was shortened and included links to a website.
• Created a website dedicated to helping students log in to the learning management system. The website clearly addresses log in and password challenges as well as browser issues.
• Created videos for students about how to log into the learning management system.
• Standardized the section notes for all online classes. Included more detailed notes in the online Class Schedule such as information about meeting times and locations and links to the instructor's website (if applicable).
• Expanded hours for students to drop-in for face-to-face support to include the entire semester.

Library & Learning Resource--Workshops Although assessments of subject-specific workshops had been conducted independently by librarians over the years, (unlike the LIS 1000 Library Skills workshops which have been assessed on a regular schedule) coordinated comprehensive assessment across subject-specific workshops had never been implemented. In spring 2013, three survey instruments were developed: 1) a pre-test, 2) a post-test and 3) a faculty questionnaire. The Pre-Questionnaire is designed to test students' basic knowledge of information resources, access tools and search techniques. It will provide librarians and department faculty with a baseline for which IC skills students initially possess when seeking information; it will also show what IC concepts are most difficult to comprehend so that instruction can be designed with more focus and greater targeted detail.

Short samplings from remaining departments or subdivisions in departments:

Program	Summarize overall departmental/program improvements implemented, in progress, or under consideration as a result of the assessment of learning, service, and/or administrative unit outcomes. (Be sure to reference the data/reports that underlie these new directions.)
Library & Learning Resources- Services	To meet accreditation standards and to develop a more timely and efficient inter-center delivery service, the entire system was overhauled. New in-transit procedures were developed and staff was trained. The new system uses CCSF mail rather than a dedicated courier. In fall 2013, data was gathered and analyzed to measure how many materials moved daily, total holds filled, and returned. Library staff are determining what additional data may be needed to discover how rapidly requests are filled and how many holds are not picked up. Delivery time has improved; items are being sent between locations every day rather than two times/week. Also, LLR staff time for inter-center loan processing and delivery has been reduced not only by eliminating the courier, but also by automating the data gathering process, resulting in increased staff time available for other circulation activities. The next step is to explore the feasibility of inter-center delivery of library materials to centers without libraries (Civic Center and Evans). The library must work with administrators at those centers to determine delivery points and assign staff to meet this need.
Library Information Tech	We underwent a full year gathering and evaluating program and course learning outcomes. This fully informed us on the revision of course outlines, and on tentative changes and alterations in the coming year so that all courses will routinely undergo assessment of course and program outcomes.

Study Abroad Program	All study abroad participants are asked to complete a written evaluation of their academic program and the related logistics and support services at the completion of each study abroad program. The feedback is then disseminated amongst staff and faculty, analyzed and discussed, and where applicable, used to improve future programs. Because the Coordinator is in the U.S. and some of the faculty and staff are based overseas, email and Skype are used for those discussions that cannot take place in person.

Academic Programs

Academic programs at CCSF began a comprehensive shift toward fully documented, public, and on-going assessment planning. For many academic departments, this work had been completed in earnest for decades. For others, the learning curve was steep. However, City College has seen a true culture shift around assessment of Student Learning Outcomes, with many reporting a sense of increased engagement and synergy about instructional quality. This assessment work spurred much revamping of course curriculum, program outcomes, and alignment with outside industry. Additionally, much assessment work was used to make wise choices about curriculum revamping brought on by State mandated repeatability restrictions. This assessment work was a major theme in the 2013 program reviews.

Other program changes revolve around the introduction of technology, the arguments to acquire technology, and the use of assessment data to link to resources requests for student support facilities. Other changes, like years previous, include review and upgrading of textbooks and readers; development of new activities to increase student engagement in a course; collaboration with other departments to improve curricula; and development of new assessments that reach out to groups such as industry, internship advisors, and students in higher-level courses in a sequence. Practices worth consideration for adoption may include: the increased use of technology such as the extension of Wifi or clickers to engage students, faculty meetings to exchange ideas and to develop common rubrics for assessment of students per course; or sharing strategies for better improving student engagement in class and on line. Program review responses demonstrate an aspiration to closing achievement gaps and strengthening completion rates.

Once academic departments have current and aligned curriculum in place, it is clear that the assessment focus should shift dramatically toward concrete changes made to instruction and instructional material directly related to the student's classroom experience. Dialogue in departments is improving and the collective minds of faculty have resulted in innovation of assignments, collaboration, and ways to seek resources such as equipment and tutoring labs. These are the truly inspiring changes documented in program review and an expansion of these types of improvements will fully ferment the college's culture shift. Programs should use program review as a way to reflect broadly on changes over a year's time, rather than point the reader to bi-annual assessment reports.

HIGHLIGHTS OF DATA-DRIVEN IMPROVEMENTS MADE OR PLANNED

Astronomy-- We conducted pre- and post-test assessments of almost all courses that were offered in both semesters with the same assessment tool, known as TOAST (Test of Astronomy Standards)** assessment tool. We learned that most courses showed overall gains for student knowledge confirming that instruction on course content has an overall positive effect. However, there is room for improvement as it was identified that two topics exhibited a consistent challenge to students even after instruction. It was additionally identified that our TOAST tool was not useful in two courses (ASTR 4 and 16) since there was not enough questions addressing the SLOs of these courses. Within our ASTR 20 course, there was no gain shown. However, this most likely indicates the students are pre-knowledgeable to a high degree. This is to be expected since Astronomy 20 can only be taken after ASTR 1, 14 or 16 courses. Thus we speculate that our students who go on to take multiple courses are showing an overall gathering of astronomical basics that helps them in future courses. Finally, the PARS SCORE software, which was used to analyze our TOAST data proved not robust enough for us to discern intricate details beyond global course gains on the individual TOAST questions.

Behavorial Sciences-- As a result of Psyc 5 SLO assessments and enrollment trends identified in 2.II. of this report, there is compelling data to support the establishment of a Psyc 5 tutoring lab to address the achievement gap and provide support to increase student success and retention of underrepresented students in meeting transfer goals.
While the SLO assessment for PSYC 5 indicates 70% of students pass the class, it obscures the fact that 30% of students do not pass and still more students have dropped out before SLO assessments take place. The enrollment trend data indicates an achievement gap with African American, Hispanic and Pacific Islanders with significantly lower GPAs and lower passing rates than White and Asian students. As much as 1/3 of the class will not pass the class in spite of the fact that many students are motivated, attend class, and complete assignments. This does not factor in those students who dropped out before learning outcomes are assessed. In addition, we have been advised that our articulation agreement with 4-year institutions is expected to require the use of database management incorporating Excel in the classroom. This added requirement will make it that much more imperative that students receive faculty support outside of the classroom.

Fashion- Some of the changes that were made in our department based on the results of our SLO assessments and analysis were: The creation of 6 new 10-16 unit fashion design certificates in addition to the 2 existing 49 and 41 unit certificates. The general consensus is that students will have a much higher success rate of attaining these smaller

certificates. The Department has accelerated and intensified its assessment process as a result of the SLO process. Instructors working in similar disciplines (fashion design, fashion styling, textiles etc.) meet to design assessment rubrics and to discuss retention and student equity. We are exploring additional pathways in the fashion design sequence that could be beneficial. As a result of the SLO process, we introduced a remedial sewing class called FASH A, Introduction to Sewing which students who have no experience with using a sewing machine take prior to enrolling in FASH 15A, Apparel Construction I. Students who took FASH A had a higher rate of success in FASH 15A than those who did not.

Health Technology- EMTP
Our biggest improvement in the last year has been through obtaining WiFi and FISDAP licenses for each student. Although our WiFi connectivity is still inconsistent, it has been a major improvement for the educational environment for all students in our EMS programs. We originally needed the WiFi access so that Paramedic students could directly enter their skills data from the lab, schedule clinical rotations on the FISDAP scheduler and so that instructors could enter evaluations directly into FISDAP while observing students. This has been a tremendous improvement and directly addresses the first citation from our CAAHEP accreditation by freeing up the Program Director's time, previously spent on data entry and collecting written clinical forms, so that time can be spent on administrative and teaching responsibilities. One unexpected advantage to having WiFi in our area has been the tremendous improvement in the classroom educational experience for both EMT and Paramedic students. The WiFi signal reaches all of our classrooms and lab, so that students can access research databases during class when questions arise that are controversial or require further information. Also, most EMS system treatment protocols are Internet accessible, so students can look up treatments for varying emergencies and compare individual county EMS systems. The result is a richer discussion in the classroom and immediate answers to questions in our ever-changing field of EMS.

The paramedic program advisory committee met in May 2013 and reviewed the program SLOs and individual course SLOs for all courses that incorporate the new skills tracking system as well as Spring 2013 courses to close the loop on another round of SLO review. Learning outcomes for clinical and field internship phases were reviewed with the clinical adjunct faculty and at the preceptor workshop. At the statewide level, program SLOs were reviewed with other CCC Paramedic program directors at the Statewide academic senate C-ID task force meeting in April in an effort to align all CCC paramedic program coursework and allow for better transferability.

Physics--In Spring 2012, the physics department implemented a department-wide common assessment for all courses with separate assessments for lecture courses and lab courses. This initial assessment was a valuable first step; it kick-started a department-wide discussion and provided some baseline data upon which to develop course-specific assessments. During the Spring 2013 semester, the first course-specific assessments were conducted. Within each course committee, the changes implemented were varied. In Physics 10 and Physics 2A, the instructors met to exchange ideas and discuss methodologies, but the instructors were free to choose which methods they considered most appropriate. Instructors in some courses will begin to implement iClicker use into lectures. Some other examples of changes include modifying the assessment to allow the students to show work, and revising the course SLOs. Also, most members of the physics department are highly active in incorporating online material into our courses. Course committees will continue to meet at least once per semester to discuss the relative success of various changes to instruction. In addition, the entire department meets on a monthly basis to discuss ways to improve student learning.

In the future, the department is planning to start upgrading and revising the labs. Currently many of our labs focus on basic measurement skills at the expense of allowing the students to explore deeper physics concepts and develop higher-order thinking skills (ILO I). Upgrading the labs, however, will require new equipment. It is clear that we need to increase our knowledge of recent developments in physics education in order to respond appropriately to SLO results. To that end, we will increase participation in professional development activities, including AAPT meetings and other conferences

One-line samplings from remaining departments:

Program or Department	Summarize overall departmental/program improvements implemented, in progress, or under consideration as a result of the assessment of learning, service, and/or administrative unit outcomes. (Be sure to reference the data/reports that underlie these new directions.)
Administration of Justice:	In the last three semesters, all current majors and certificates have been revised, and one new certificate has been developed (Civil and Constitutional Law). The major change in focus is that all existing certificates will now be eighteen unit certificates and all new certificates will also be eighteen

	unit certificates. The benefit of this is that eighteen unit certificates show up on student transcripts. We are now completing the paperwork for the state and local community college consortium approval of these new certificates.
Aeronautics	Project sheets and worksheets for specific subject areas have already been designed, organized and provided to both faculty and students; once they start the class. This has created a standardizing with in the Aero Department. Each faculty, which is assigned to a particular class is then provided with the designated curriculum project sheets.
African American Studies	Changes were made in the textbooks used in the course to include a basic general history text that is current, concise, accessible, inexpensive, and covers the entire time range of the course. In addition, a new archaeology text has been adopted that is equally concise, more accessible, less expensive, and more engaging than the previous text used. Also adopted is an original source material in the form of a transcribed oral history. The latter will enhance our ability to engage students in the techniques in, and problems associated with, the using of primary source materials. We have also replaced textbooks and other required readings for two sections each of History 41A and 41B. We anticipate that changes of this sort, though less dramatic, may well result from analysis of learning outcomes that will come at the completion of the Fall 2013 and Spring 2014 semesters.
Architecture	Building Information Modeling Curriculum Design, A Collaborative Proposal between Architecture and Engineering Departments: a proposal for Perkins funding ($18,600) of a new professional training curriculum for Building Information Modeling for incumbent works in the Architecture, Engineering, and Construction (AEC) industry. The proposal includes the development of outcomes, content and outlines for BIM certificates with industry partner, Titan AEC and the CCSF Continuing Education Department. Submitted in Spring 2013. Unfortunately, this did not come to fruition as Titan AEC lost interest. Nevertheless, industry reliance on BIM necessitates that we revisit this as opportunities arise.
Art	A more thorough integration of course materials between the first and second half of lecture and studio courses has been implemented as a result of exit survey and portfolio assessments in relation to SLOs.
Asian American Studies	We have begun to assess these Program Learning Outcomes throughout our classes. We have developed a process for assessment of Students Learning Outcomes (SLOs) for each of the courses taught since Fall 2012. For every course taught there is at least one lead faculty responsible for each course assessment. We have created a course mapping for all of our courses to the appropriate General Education area. Finally our SLO information is now posted on a departmental website.
Asian Studies	New Course started in fall of 2013, Manga and Anime was a true success. Enrollments of the course have surpassed expected cap numbers.
Automotive/Mot orcycle, Construction, and Building Maintenance	6. Developing a Transitional Studies basic skills component for the custodial certificate program (Faculty SLO and Office of Instruction assessment). Strategic Plan: Section A. Excellence in Teaching, Learning, and Support Services, V: "Strengthen and improve academic and student development programs to enhance student learning outcomes and promote access, progress, and success for all students."
Biological Sciences	In other areas entire programs, such as our nutrition courses have been revised and realigned as a result of student assessments to better clarify our offerings, course titles, and descriptions in order to better serve our students and align with transfer institutions.
Broadcast Electronic Media Arts (BEMA/BMS/EA TV)	Many teachers are using assessments to drive the introduction or enhancement of technology in the classroom. BCST 124 Digital Audio Production has been made more accessible to students because the instructor is recording all lectures using "screen capture" software. Students can now revisit topics as needed. Additionally, the department has purchased two clicker systems to integrate into instruction to more fully engage students.
Business	The noncredit International Business Program was also deleted. There was no control over enrollment or over certificate completion. When checking with Admissions and Records, it was learned that only one certificate had been issued since 2008. It was further learned that the former instructor (retired) was self-issuing certificates. This practice has ended. All certificates issued by the Department are within the guidelines of the College.
Chemistry	The chemistry department has implemented its plan to offer chemistry 40 at the new Chinatown/North Beach campus.
Child Development	We have also analyzed and/or implemented 3 program-level assessments that look at various issues across PSLOs: A CTE survey, an employer survey and a survey of male students. We are analyzing

and Family Studies	the data yielded by the latter two in Fall 2013. Child development students constituted the largest group of responders to the CTE survey. An analysis of the data revealed that although a large portion of the responders were categorized as "Leavers," the students surveyed were not actually "Leavers," as 63% came to the CDEV courses for self-enrichment, to earn transfer units without getting a degree, or to update job skills/earn a Permit. This suggests advocating for a different way of categorizing Child Development students as the dominant approach focused narrowly on "completion" does not fit our population of students.
Cinema	Student surveys over several semesters in CINE 56 Beginning Digital Editing and CINE 76 Advanced Digital Editing indicated frustration with the fact that we were teaching obsolete editing software (Final Cut Pro) that had been discontinued by the manufacturer three years ago and was no longer used in the industry. Earlier this year, we received Perkins funding to buy new Avid software and switch editing platforms to a currently industry standard platform. The software has been installed and we have received Perkins Professional Development funding for faculty to train on the new software. We plan to teach it in our curriculum in spring 2014.
Computer Networking and Information Technology	Major outcomes of our SLO processes: More Open Lab hours (based on student feedback), New Program, New courses, Course Revisions, New and Revised certificates, Course and Certificate Deletions.
Computer Science	In response to feedback from students, industry advisory groups, and TechSF partners, as well as our desire to better align our courses with the State TMC and C-ID system, and with industry-standard Linux certification, we are in the midst of many curriculum changes including certificate and course revisions, development of new courses and programs, including an AS-T degree in Computer Science. Our internal SLO assessments have informed many discussions at our monthly department meetings and in e-mails and smaller groups. We discuss strategies for better student engagement online and face-to-face, ways to improve the teaching of particular challenging topics such as Regular Expressions, etc.
Consumer Education	We reviewed and made changes to all our course outlines during the Fall 2013 semester. We have been successful in involving part time teachers in the assessment process by scheduling the topics for the flex day department meeting.
Continuing Education	Based on the class evaluation and feedback from students and instructors, we have added additional class sections, often at different locations, added new classes in topics of student interest, improved our website and online schedule, distributed more print schedules to the community, partnered with academic departments at job fairs, targeted specific age groups including high school students, and convened the Continuing Education Advisory Committee meeting to gather input and feedback for continuous program improvement.
Contract Education	To increase efficiency and timeliness for the credit courses we offer, our department made a number of improvements including getting all students to complete an "Authorization to Release Information" form that allows our office to act on the student's behalf for submitting necessary paperwork for completion of registration, add, drop or late adds processes. College for Kids (Summer only) – Based on the feedback gathered by students, parents and teacher, our department modified the application process, changed the registration form and provided in depth information on its workshops.
Culinary Arts and Hospitality Studies	As a result of SLO assessment development and planning, faculty members in the Business Department are working more closely together on common courses and across the Department. Faculty meet on Flex days and at other times to discuss changes needed as noted in the assessment evaluations.
Dental Assisting	In addition, we have been reviewing and making necessary changes to our courses during the past couple of years due to the changes of the RDA direct patient care duties. While the CDB is still trying to establish the level of competency the duty needs to be taught, we update our SLOs continuously to meet the standards of the college and our accreditation. Also, we keep our curriculum up-to-date due to the changes of the field, trends in technologies, and the needs in the market to give our graduates an advantage when competing for employment. We have completed updating all of our SLO, course outlines and curriculum before the accreditation site visit.
Earth Sciences	Based on SLO assessment from 2012-2013, GEOL 30 was flipped to cover materials at the beginning of the semester that tend to be more timely and interesting to students (for the purpose of improving

	retention) and to better align with the ENGL 96 and 1a classes that are part of the Learning Community. This has been very successful so far by engaging students early and also resulting in more enrollment in GEOL/GEOG 41a thus the model will be carried forward to Spring.
Engineering and Technology (Weld)	Examples of department and program changes made as a result of SLO: 1. Continued improvements to accessibility of department website.
English	In articulating clear program learning outcomes for the degree, we've been able to develop and put into place a regular system of assessment for all our electives, as well as developing a pilot program for assessing the degree program itself. New course requirements for the degree have initiated a process of streamlining and updating our course offerings, and clearer program goals have aided in our outreach efforts for prospective English majors and in our counseling of students who are interested in the program.
English Lab	In our effort to address CCSF's Mission Statement and Board Priorities, in fall 2013 the English Lab has been developing SLOs for our technology, tutoring, and group resources for English students as well as SLOs for the peer tutors who are being trained in the acquisition of effective tutoring and technology-based assistance, and we are developing a new survey to assess how well our services are meeting student and faculty needs.
Environmental Horticulture/Floristry	We have rewritten most of our course outlines and updated them to current formatting, editing the course objectives to reflect the new language for "Major Student Learning Outcomes."
ESL-Credit	Credit ESL Curriculum: Important additions were made to the composition course outlines following reports from the ESL Partnerships Coordinator. ESL Partnerships is a program whereby we meet with chairs, faculty and students of other disciplines to determine the needs of non-native speakers in their programs, and devise interventions and solutions in the form of presentation, workshops and tutoring. The ESL Partnerships Coordinator surveyed the materials she saw being used in participating departments and made recommendations to the ESL Curriculum Committee regarding reading and writing. This information informed the outline revisions at several levels.
ESL-Non Credit	SLOs will be addressed at the 7th annual ESL Colloquium in March 2014. This is a volunteer mini-conference put on by faculty on a Saturday morning, and open to ESL practitioners from around the Bay Area. Every year, approximately 100 faculty attend three sessions of workshops, and we believe that this effort at keeping professional development alive enhances learning, student persistence and retention, and student success.
Foreign Languages	We have identified SLO reporters from each language section and reserve the TLC lab each semester to report our SLOs together. We learn from each other and can compare results and strategies for improvement. We have begun to have monthly Department meetings, and have formed a departmental Curriculum Committee to work on our course outline revisions in conjunction with the Curriculum Committee. Additionally, the Dept. Chair serves on the campus-wide Curriculum Committee to keep up with changing Curriculum Committee requirements.
Health Care Technology	We have changed the testing process for required psychomotor skills and now require students to have peer testing prior to final testing with an instructor. This has greatly improved the final result for development and understanding of psychomotor skills by students. In addition, it gives each student responsibility to assist their team members to learn and recall these skills. The EMT Program works with the Paramedic Program to enhance student participation in both Advanced and Basic Life Support skills. This cooperation between the programs has benefitted both groups to create realistic scenarios which are more representative of the real life work place.
Health Education	As a result of CTE program assessments, three certificates significantly changed their programs: • The HIV certificate was updated to the new Infectious Disease Prevention in Priority Populations • The CHW certificate was revised to a certificate of accomplishment at 20 units to include HLTH 97, Health and Stress in Society • The HCI certificate added a new pre-requisite/orientation course, HLTH 84, Introduction to Interpreting in Health Care
International Education	In International Education and International Student Programs, the integration of International A&R is moving the entity towards a more cohesive structure of servicing the needs of international students.
Institute for Int'l	Revision of the curriculum has been on going. Curriculum review was a priority for 2012-2013,

Students	especially the review of the highest level INTI 414,412 and 410 to align with ESL 140 and thus to form another point of entry for IEP students into the CCSF credit program.
Interdisciplinary Studies	Robust discussion and dialogue now influences decision making at every junction during our student learning outcome process. IDST 36: Poetry for the People: updated to focus more on social movements, in response to an SLO assessment.
Journalism	The faculty is assessing the SLOs at the end of the Fall semester, utilizing various assessment tools finalized in meetings at the beginning of the semester.
Labor and Community Studies	We are doing a complete review of our major, certificates and course offerings to update and streamline the program, deleting thirty-two no-longer-relevant courses. In response to careful SLO assessment, we revamped the curriculum in LBCS 103 to provide a better balance between lecture and participatory in-class activities. In LBCS 96C for CAHS, we formalized student assessments via written responses.
Latin American and Latino/a Studies	Each instructor evaluates each of the sections they are teaching through a variety of different testing methods. The results are evaluated and this data is the basis for revising pedagogy, including course materials and testing modalities.
LGBT Studies	It became clear through last year's SLO process that students did not have a good grasp on at least one of the SLO's that focuses on coded language and nuances of "the closet" in Pre-1969 art and culture. In order to help students understand and exemplify this, I changed my lectures and readings to make them more multimedia so that students not only had a poem with coded language in front of them, but they also were able to listen to music from the Harlem Renaissance and view art – paintings, early photography, and sculpture – that also helped visually explain notions of "coded" language in the arts.
Math	Even though the sole purpose of MATH 45 is to prepare students for transfer-level Statistics, a significant number of successful MATH 45 students don't continue on in a Stats course. Would cohort models improve this situation? Nevertheless, MATH 45 students succeed at higher rates in Stats than MATH 60 students. The assessment team also noted that MATH 45 teachers should give more attention to boxplots and to improving students' test-taking skills.
Music	We have piloted several SLOs and terminology for a number of semesters for Music 4 (Fundamentals), and Music 27A (Appreciation) and have now included embedded questions in theory and survey classes. The Music Faculty has worked from NASM accrediting standards, in particular "Achievement and Quality: Higher Education in The Arts."
Older Adults	The chair flew up the director of Mt. San Antonio College's Education for Older Adults (EOA) Department who has been with the EOA department for 27 years. Ms. Lange has developed an exceptionally progressive program for her college that makes excellent use of SLOs, has fine-tuned measurements and collected and analyzed data for many years. In addition to sharing her expertise, she was able to contextualize the Older Adult Programs on a statewide platform. Ms. Lange is also the Chair of the California Community College Educators of Older Adults (CCCEOA) and was instrumental in organizing the pushback against SB 173 for the state.
Philippine Studies	Assessment of the PHST 10 Independent Study section in Spring 2013 was accomplished through a post-course Structured Interview of selected participants. The results of this assessment have resulted in revised Course Syllabus requirements and additional Guidelines in MLA format use for the Final Project Paper. An analysis at the end of Fall 2013 will also complete the loop for this course.
Photography	The Department has written nine Certificates of Accomplishments; each certificate is designed to prepare students for photography careers.
Physical Education & Dance	With the deployment of a departmental SLO Committee that oversees and develops all department SLO development and course subgroups we have made great strides in improving our course offerings and to strengthen excellence in teaching, learning and support services. With the implementation of our SLO process we will continue to use our SLO Rubric to define and revise areas of instructional improvement to better serve and educate our students. We have completed 2 full rubric cycles for SLO evaluation for all of our courses and continue to do so each semester. The SLO process has enhanced our department via collective input and has strengthened our personal and professional relationships with our peers and students.
Radiological Sciences	The RTT program has been utilizing a comprehensive assessment plan that measures student learning in relation to clinical competence, communication, critical thinking, and professionalism. Our Goals & Outcomes were revised to be more specific and measurable. The RTT program has continued to meet all on-going program effectiveness goals except in the area of program

	completion. Faculty are addressing this issue with course enhancements as a result of the SLO process. Changes in program admission requirements such as prerequisite and minimum GPA, will not be assessable until 2015.
Radiologic Sciences - Diagnostic Medical Imaging Program	As compared to Fall 2012, significant progress was realized in student persistence in Spring 2013. In the Fall 2012, student persistence was 80%. In the Spring 2013 semester, it increased to 95%. The Program embarked upon a more aggressive plan to decrease attrition. The plan included conducting presentations that clearly demarcated expectations, as well as the rigor of the program.
Registered Nursing	The Nursing Department has been successful in implementing projects to present a wide variety of learning modalities for students which affect all three learning domains (Cognitive, Psychomotor, and Affect). Through the efforts of writing proposals for grant funds, the department has been successful in purchasing new electronic and computer equipment to update Skills Laboratory and classrooms and to implement simulation, computerized testing, video streaming, and Internet based course management systems. This provides greater communication with students to more time outside of classroom/clinical hours.
Speech Communication	The faculty implemented course level improvements to our major public speaking course. First, we developed a custom instructional textbook that strengthened the three areas of concern noted in our assessment data. Speech Communication faculty members worked with Fountainhead Press to create a low-cost textbook that directly addresses students' struggles with presentational media, struggles with verbally citing research, and establishing credibility while speaking
Social Sciences	Some faculty are already implementing changes as a result of previous assessments (for example, adding an additional assignment or handout on a particular topic, providing for tutoring, adding a lecture, giving an additional reading assignment, etc.
Theatre Arts	Curriculum rewritten and documented for 50 courses (SLO's) Levels created for formerly repeatable classes.
Transitional Studies	Course Outcomes Course outlines are on a regular cycle of review, during which class outcomes are updated and revised. Course SLOs are embedded in course outlines. All courses are either at stage 2 (Outcome assessments are developed and in use) or 3 (Assessment data/results are being analyzed and discussed).
Visual Media Design	Developing and implementing departmental guidelines for creative project-based learning, including an overview of iterative process, a Design Brief template, critique ideas and assessment models. The need to standardize an approach to creative projects was identified during the Spring 13 PSLO assessment, using student portfolios from the GRPH 149 Portfolio Development course.
Women's Studies	We have made a slight revision on the activity, as it is now referred to as the Alex-CJ role play. There have been other minor changes that the peer educators believe will make the activity run more smoothly.

Centers

Under the revised organizational chart for the Vice Chancellor of Academic Affairs, Centers, as well as Continuing and Contract Education now directly report to the Associate Vice Chancellor of Workforce & Economic Development; however, staffing this position has been challenging. Nonetheless, Center Deans completed program review for the first time in fall 2013. Center Deans constructed a common set of administrative outcomes and assess them regularly, mainly through student surveys. Outcomes assessment in this area is in the proficiency stage and program review assessment questions reflect that Center deans are instituting an agreed upon assessment process. The majority of the assessment responses also reflect large transitions at the centers, with both staffing and identity. Many are grappling with how to properly maintain the appropriate level of student services in economically challenging times.

Only one center assessment provided a clear analysis of data. Moving forward, all centers should strive to explicate the data clearly.

Chinatown	SLO Progress Highlights: Center Deans met and put together a Student Learning Outcome survey for all Centers. We met and put together 10 questions which focus on the instructional, student support services and Center study environments. Center Dean met with faculty to coordinate dissemination of the surveys, and meetings were held to find the most efficient and effective processes and instruments. As a result of that collaboration, the survey was translated into Chinese, side by side with the English and uploaded on the classroom's computer and projected onto the screen. Students were provided with an English Survey, reading the Chinese translation on the screen and filled out the scantron. Student surveys have been collected in all classes on October of 2012 and similar surveys will be used again at the end of the fall 2013 semester.
Downtown	A few projects that are currently underway (and should be completed relatively soon) include: • Converting storage room on the seventh floor into an employee lounge to be used effective Spring 2014 semester – expected date of completion is December 2013 • Planning to purchase a flat-screen TV and black box to be installed in the lobby as a means to communicate with students, staff, faculty and community members about important information and updates – expected date of completion is December 2013 • Installing a separate hot water heater for the Educated Palate restaurant so that they can have a reliable hot water source – expected date of completion is beginning of Spring 2014
Evans/Southeast	Program learning outcomes have shown that we desperately need a campus library. In coordination and cooperation with the Ocean Campus Main Library, and also in their program review as a high priority, is the funding for a full time library at the Evans Center. Refer to Table 8 for more detail.
John Adams/Civic Center	Redesigned student services office layout, purchased new furniture and updated all computers in JAD Student Services.2- Conducted cross trainings for all student service staff.3- Improved JAD student access to information via expansion of wireless internet, installation of digital monitors in the student cafeteria and at the 1st floor entryway, established email listserv to all enrolled JAD students and JAD staff.4- Established evaluation of the Centers' AUO using student surveys and focus groups.
Mission	Next Steps Planned The Mission Center will implement a variety of intense trainings during the summer 2013, in addition to providing the counselors a list of students who have indicated an interested in an educational plan.
Continuing Education	Added more retirement planning classes at a different location, the Ocean Campus; - Scheduled the in class offering of the Wedding and Event Planning certification. - Continued to expand and offer fun and new classes to attract new students, such as, Creative Non Fiction Writing, Dying Techniques, and Taking Pictures with Your Digital Camera. - Developed the website to include more images with the class description to make the online schedule more colorful and visually interesting. - Working on adding computer workshops on Developing an App and Responsive Web Sites. - Distributed more printed class schedules to various Centers and community organizations; - Partnered with other academic departments in job fairs and art fairs to promote the Continuing Education Program - Continued to explore innovative classes for various age groups. One of the targeted groups is high school students. The office together a 2-week summer art program and after school workshops for high school students and publicized it at both the Continuing Education and the College for Teen's websites. - Convened the Continuing Education Advisory Committee meeting to gather input and feedback for continuous program improvement - Highlighted new offerings and open sessions on the Continuing Education's home page
Contract Education	Based on the feedback gathered by students, parents and teacher, our department modified the application process, changed the registration form and provided in depth information on its workshops. Improvements include (1) from a 3 page application form to a 1 page application form (2) an easy-to –follow class selection checklist (3) from in person registration to fax or U.S. mail (4) change scheduling to accommodate parents' work schedules and (5) increased workshop offerings to allow students to enroll in morning and afternoon workshops concurrent. We are also in the process of a draft summer 2014 program