

# 2012-2013 Annual Program Review

## SLO-Impacts Summary Report

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By December 7, 2012, each department and program across the college completed a program review reflecting on progress from last year to plan for next year. All program reviews included responses to this question:

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.

The program review process is a key component of the College's overall institutional effectiveness plan to integrate planning and research with the allocation of resources linked directly to student learning, services, and administrative unit outcomes. Each department must complete a program review annually 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 service area outcome (SAOs).

Outcome assessment at City College kicked into a much higher gear in Fall 2012 with a goal of proficiency across all academic departments and student support service programs. Some units that had been conducting SLO assessment activities for years led the way, while others are just beginning to learn the common language and develop outcomes and assessment plans. The cultural shift is in full swing with dialogue occurring within and among departments. Instructional Support Service and Administrative Units are being brought on board with this effort more gradually. Some will need more guidance and encouragement. We expect to see a continual improvement annually in department/program understanding of how to report on program improvements and resource needs that are supported by assessment data. Training for all of the areas of the college will continue, including the sharing of good models such as those highlighted through the rest of this report.

*(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.)*

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### 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 'customers,' measuring the actual outcomes, and using the analysis of those measurements to continuously improve its operations. Most of the College's administrative units are just beginning the process of defining outcomes. Measuring actual AUOs and analyzing the assessment data have yet to occur in the majority of the administrative units. However, some units are using assessment in decision making. For example, some units use the strategic planning objectives as their own objectives. Other units have yet to define AUOs but use survey data to drive initiatives and changes in the units. In the upcoming year, administrative units will benefit from continued training to better understand the underlying basis of outcomes assessment. Administrative units must regularly assess and evaluate how well they are meeting goals, so that when resources become available, they can make appropriate improvements. Creating assessment plans, identifying benchmarks, and continued dialog within and among departments will tighten up the outcomes and assessment process and move these units toward the proficiency level of assessment.

## HIGHLIGHTS OF DATA-DRIVEN IMPROVEMENTS MADE OR PLANNED

**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.

**Purchasing** – We challenge ourselves to return Purchasing service levels previous to the fiscal crisis as defined by our AUOs: reasonable order lead times, staff and end user training geared toward improved efficiency (SP FXI), contract management, with a focus on achieving cost savings through consideration of total cost of ownership (TCO). When in “shovel and survive” mode, there is little time or incentive for in-depth research and problem-solving; therefore, significant gains in cost savings are not realized (BPP10). When trying to support student success, a wait of two months for classroom materials due to budget approval problems is not acceptable. Unrestricted budgets were reduced or revised without communication to the departments from the CFO, creating frustration, chaos, and wasted effort searching for ‘lost’ or delayed contracts and payments. The lack of key personnel (Controller, A/P Manager, Grant Accountants, Administrative Services Manager) in DBO did not serve the college well. Part of the College Mission Statement is “improve institutional effectiveness.” The specific Purchasing AUO associated with that goal is “expedite and simplify procurement of goods and services for the institution” through maintaining internal production goals as they support efficient, effective procurement of goods and services that support student learning and fiscal stability (BPP10), but we believe progress toward this (BPP 4, SPPFIII-VII) has declined in the Business Office over the past year.

**Payroll** -- Based on assessments of student and faculty needs in relation to hiring student workers, Payroll Services took the lead on developing and fully implementing an improved student hiring process (SHEP) in collaboration with ITs, the DCC, and the AS. This implementation has enabled Payroll Services to provide significantly improved customer service for both the hiring authority and the student applicant / student employee with two dedicated FTEs instead of the six FTEs that were needed to provide what was the previous inferior customer service. Job postings are now incorporated into the SHEP hiring system to ensure all lab aid and Federal Work Study jobs are posted prior to the hiring authority being able to hire a student employee. This initiative will ensure that all students will have an equal opportunity to apply for a lab aide or FWS position.

### Short samplings from all reporting departments :

Program	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.
Bookstore	The bookstore's need to be expanded to offer reasonable services and merchandise and meet student needs required outsourcing the operation, which is currently in process during FY 2012-2013.
Buildings and Grounds	Some changes in the deployment of custodial staff related to shift schedules have been implemented in an attempt to have more employees on duty during peak times. Our goal is to support the learning environment by responding promptly to unacceptable conditions in classrooms and labs.
Business Services	Business Services will take a lead role in the implementation of Faculty Load and Compensation (FLaC). Implementation of FLA C will help Human Resources, Payroll, Office of Instruction, and Academic Affairs ensure facilities are assigned to best meet the students’ needs and that any waste of resources are identified and addressed. The automation of this system (identified as a deficiency in the FCMAT report) will ensure accountability and identify and track processes impacting SLOs and student success.
Development	Assisted in finding funds from Maurice Kanbar to support the Argos Investment, which will provide better student success data for ongoing assessment across the college.
Facilities Planning	We completed the building of the new Chinatown North Beach Center, which provides a dramatically improved learning and teaching environment for students and faculty.
Grants and Resource Development	We have worked toward empowering faculty and others to have greater responsibility for part or all of proposal development while we focus on providing support services.
Human Resources	We have continued to work on the full implementation of the Exit Interview process started in Spring 2011. The process currently involves an exit interview and employee exiting checklist, including supervisor and key department sign-offs, and an employee acknowledgement sign-off. The next stage, scheduled for implementation in Spring 2013, is automation of the exit checklist, including automated electronic routing and departmental signoffs.

Information Technology Services (ITS)	A centralized ticketing system called SchoolDude was installed as part of the ITS Service Desk. It provides the ability to more efficiently manage service requests from internal customers and to expedite problem resolution for information technology issues.
Marketing and Public Information	Due to the college's budget crisis and mandate to significantly reduce reassigned time, as well as to ensure that college-wide events are easily located in a timely fashion through the college website, the newsletter will be published without an editor in a shorter format and will provide information in an online format via the Marketing/Public Information website.
Payroll	Based on assessments of student and faculty needs in relation to hiring student workers, we took the lead on developing and fully implementing an improved student hiring process (SHEP) in collaboration with ITs, the DCC , and the AS. This implementation has enabled Payroll Services to provide significantly improved customer service for both the hiring authority and the student applicant / student employee with two dedicated FTEs instead of the six FTEs that were needed to provide inferior customer service.
Research and Planning	Quality ratings for both research and planning in 2011 were lower than those from 2004, although not as low as in 2000. Rating scale: 4=Excellent, 3=Good, 2=Below Average, 1=Poor. The most recent ratings were 2.80 for planning and 2.95 for research; at minimum, we want to return service levels to their peak quality rating of 3.12. In the recent past, achievement data spanned several reports that were presented at various times and not always within contexts that allowed for healthy dialogue. Given the College's need for data-informed planning, we suspect these deficiencies contributed to lower ratings in 2011.
Title 5, EEO, ADA Compliance	The Title 5/EEO/ADA Compliance Office staff will be working directly with Human Resources, the Chancellor, the Board of Trustees as well as Senior Management in the implementation of the District's new EEO Plan.

## Student Service Programs

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Student services departments engage students in support services such as student activities, career-development and leadership workshops, counseling, work study, and retention services. Student Learning Outcomes or Service Area 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. Surveys and pre and post testing are the most common assessment tools used by student service programs and units. Several of the units have identified critical times for reaching out to students and providing needed services (e.g. informational emails; pre-registration; counseling when GPA falls below a 2.0). Most student service programs have a solid understanding of outcome assessment and use data to drive decision making. Documenting the process will shape each department's progress and move them into the continuous quality improvement level.

### HIGHLIGHTS OF DATA-DRIVEN IMPROVEMENTS MADE OR PLANNED

**Admissions & Records** - "By providing students with the ability to order transcripts via the web, students are provided an easier and more efficient option to order and pay for official transcripts. It also reduces the number of students needing to visit the Admissions & Records Office to order their transcripts. Prior to March 2011, 100% of transcript requests were collected in the Admissions & Records Office and entered manually by staff. In late June, roughly four months after implementation, 57% of the transcript orders were submitted online. In those four months, the online usage already surpassed the target of 30%. In June 2012, the majority of orders (84%) were submitted online. The increase of online ordering has resulted in fewer errors with addresses and returned mail since the students are entering the information themselves. Other results include, faster processing times, institutions receiving transcript information more quickly and frequently, payments collected online provides a more secure and efficient method for students and finally a significant reduction of paper waste. With the initial target of 30% met and surpassed, Admissions & Records continues to encourage and educate students to utilize the online transcript ordering system. Analysis and assessment of outcomes via student surveys is still in the implementation stage."

**Learning Assistance Center** - Writing Success Project - Faculty and classified staff collaborated to revise SLOs, using Survey Monkey to analyze collected data and redesign the WSP Exit and WSP Study Groups surveys to administer in-class.

-A few significant findings follow based on our Spring '12 assessments that include 260 Student Respondents. Spring '12 - 78% indicated that they used the linked study groups. Of those students:

98% said the study groups helped them understand their assignments better

96% said that the study groups helped them organize their essays better

96% said that attending study groups has encouraged them to continue in WSP courses

-Additionally, 94% of students who received counseling and 98% who received revision sessions were satisfied with the services provided. Overall, the program received a 99% satisfaction rating from respondents.

### **Office of Student Affairs** -

RE: Commencement Ceremony -- Our Office conducted, collected, and analyzed evaluation data from students, faculty, and guests attending the ceremony. Based on these data, we selected more than one student speaker and increased their speech times, reduced the lines of graduates crossing the stage to one single line, implemented and improved a new registration process to confirm student attendance and participation, and implemented a student and faculty graduation newsletter to better inform all participants about ceremony details.

RE: Awards and Recognition Program -- we have continued to secure information and compile feedback from students, staff, faculty, and guests through surveys and evaluations. Based on survey results, we worked to better publicize our events, categorized and diversified the awards being given, and formed a committee to select award recipients from a nominee pool.

RE: The L.E.A.D. program, we compiled feedback from participants through a survey and focus group. Based on data analysis, in an attempt to increase student attendance, we linked the speaker series and activities to teachers conducting leadership activities and to topics of interest to the students participating in the leadership program. We provided fewer panelists and smaller-sized gatherings. We renamed the program to the L.E.A.D. program to include a social justice component, which the students felt was missing.

**Financial Aid** – According to U.S. Secretary of Education Arne Duncan, “these hard economic times have made it even more difficult for students to repay their loans.” In response to this fact and the change in how default rates would be calculated starting in 2012, in summer 2011, the financial aid office began a Loan Default program which included assessment of student understanding of loan limits and reasons for denial. Workshop schedules were expanded. More directed emails were sent out. Prior to this some students had as high as \$100,000 combined loan debt. In consultation with the bay area region financial aid programs the Financial Aid office determined that CCSF should have a \$20,000 recommended loan limit with an opportunity to have an individualized review to increase the amount. The Dean met personally with more than 250 students for a individualized assessment. Loan Results from 2011/2012 compared to 2010/2011: The college awarded \$1,763,896 less of combined Direct - subsidized and unsubsidized- Loans, while Pell awards increased by \$2,925,621.

**Short samplings from all reporting departments:**

<b>Program</b>	<b>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.</b>
Admission & Records	By providing priority registration to San Francisco Unified School District (SFUSD) graduating seniors CCSF has seen an increase in average units enrolled, course completion and retention rates each semester.
Advocacy Rights & Responsibilities	All forms have been updated and faculty, staff and students can access them on CCSF (web site) home page.
CalWorks	CalWORKs Staff sent student employee evaluation surveys to placement supervisors for performance review. Based on supervisor feedback, work study participants met with the counselor/coordinator for guidance regarding performance management and career plan development.
Concert and Lecture Series	While it is still true that most Concert & Lecture Series programs take place at the Ocean Campus, there is an ongoing effort to broaden student and faculty access to programs. We have worked to increase the number of programs presented at the centers that have appropriate program space. As each new center has opened, or re-opened after renovations, C/LS has supported programs using the new facility.
Continuing Student Counseling	Informational comprehensive e-mails were sent by the Transfer Center to 628 UC applicants in April 2010. Total number of IGETC certifications increased 34% over the 2009 cycle (2009: 200 completed compared to 2010: 268 completed). The number of "After Transfer" certifications was reduced from 50 in Fall 2009 to 22 during Fall 2010, as students had this service completed before they left CCSF.
Dean of Student Support Services	The counseling intern program continues to be a major training arena for San Francisco State second-year graduate students. Supervised counseling sessions are combined with regular didactic sessions taught by counseling faculty.
EOPS	In Fall 2012 under the direction of the new EOPS Director, the Orientation SLO Cycle for Fall 2012 has been successfully closed which includes the collection of pre-orientation survey and post-orientation survey, analysis of data, discussion among faculty and staff related to process and outcome, and improvements to the orientation will be made for orientation of Fall 2013.
Financial Aid	In summer 2011, the financial aid office began a Loan Default program which included assessment of student understanding of loan limits and reasons for denial. Workshop schedules were expanded. More directed emails were sent out. Loan Results from 2011/2012 compared to 2010/2011: The college awarded \$1,763,896 less of combined Direct - subsidized and unsubsidized- Loans, while Pell awards increased by \$2,925,621.
Harts	We have made it standard procedure to check midterm grades and meet with individual students to assess their status and discuss appropriate actions. Faculty input is essential to student success, and we do everything we can to involve faculty.
Learning Assistance	Changes resulting from SLOs of LERN 10 and LERN 1000: Tutors have developed a better understanding of integrating multicultural concepts into their tutoring.

Matriculation	In the area of placement assessment, two validation studies seeking renewal have been completed and submitted to the State Chancellor's Office, one for the CCSF English Placement Test and another for the CCSF ESL Writing Test. The approved status for the CCSF English Placement Testing is valid through June 2018. We await a reply from the State Chancellor's Office for the ESL Writing Test.
Multicultural Retention Services	Each retention program created SLOs and assessed the results through Pre and Post tests/surveys. Results confirm effectiveness of current counseling processes. In an attempt to improve overall college-wide access to our services, we plan to become more proactive in providing information about the MRSD, in general, and our department's services in more venues on campus, as well as during student activities on campus.
New Student Counseling	Through our caseload management system, counselors continue to send email invitations to probation students with less than 2.0 GPA, to meet with their counselor as well as attend a Student Success Seminar (AAPS 104) course. In addition to inviting students on probationary status to participate in the class, students are required to see a counselor during a follow-up counseling session to complete a comprehensive Action Plan and an educational goal writing assignment.
OMSL	The Office of Mentoring and Service Learning plans to couple faculty, mentor, and mentee evaluations with student outcome data from the Research Office to re-tool our programming for continuous ongoing program improvement.
Outreach and Recruitment Services	All SLOs are at continuous quality improvement phase and are evidence-based. Sample SLO: As a result of participation in the Campus Tour Program, prospective students will demonstrate knowledge of how to apply to CCSF; an understanding that community college is the most affordable option between the college systems; and an increased understanding of the programs and services offered at CCSF.
PUENTE Program	We plan to identify from student focus groups which aspects of the program were most helpful in their successful transfer so that we can continue to implement and strengthen those critical program aspects. In addition, we plan to identify areas that students felt they could have received further support to facilitate their transfer preparation. We can use these data and feedback to enhance the services students gain from their participation in the Puente Program and to continue to increase the already higher-than-average transfer rates of Puente students. Improvements already completed include priority registration for our students.
Student Activities	During the '11-'12 academic year, SAO worked with students to identify gaps in services provided by SAO. The feedback given by our students centered on: training for clubs, training on events, and training on bylaws, meeting facilitation, and group dynamics. Additionally, SAO staff observed the need for additional support in the areas of civic engagement and community service. In response, so far we have increased training opportunities for student clubs and Associated Student councils, 9 across the district and Increased support and evaluation of SAO student staff.
Student Affairs	Our Office conducted, collected, and analyzed evaluation data from students, faculty, and guests attending the commencement ceremony. Based on these data, we selected more than one student speaker and increased their speech times, reduced the lines of graduates crossing the stage to one single line, implemented and improved a new registration process to confirm student attendance and participation, and implemented a student and faculty graduation newsletter.
Student Health	We continue to make department changes as SLO data are reviewed. We plan to start using our Electronic Medical Record (EMR) to assist with data collection. Our 2012 SLO data review showed students had an adequate understanding of colposcopy referrals, but needed better education about Hepatitis B transmission and prevention.

## Instructional Support Services

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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. Review of ongoing activities across these departments show a wide range of understanding of assessment language and process – from good to nonexistent. Some units are conducting assessments. Common tools include portfolios, surveys, and rubrics. Other units are just beginning to identify SLOs and/or AUOs and develop an assessment process. Improvements are being made and documented but they may or may not be data driven. Instructional Support units have not been included in the preliminary push forward in outcomes assessment across the College. Like many administrative units, they will benefit from improved communication and training in the overall outcomes assessment process.

### 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 Telecourses Program as a result of assessment starting in spring 2012:

- Created a dedicated email address for students enrolled in telecourses.
- Emailed all telecourse students before the start of the semester with reminders about meetings times and locations.
- 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).
- Began the process of training all telecourse faculty in developing a Google site for their telecourse.
- Taught telecourse faculty how to email their entire class with meeting time and location reminders.
- Re-designed the Telecourse section of the website so that it is easier for students to locate instructor, course and meeting information.

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.

### **Evening Div/Faculty Support-Office of Instruction**

To comply with the State Chancellor's Office for Community Colleges requirement of stating the actual start and end times in the class schedule, we made a historical change in how CCSF shows those times in the schedule. This change was put to effect for Spring 2013 semester and makes it easier for students and faculty to manage passing time and schedules by knowing exact start and end times of classes.

The lack of cross-discipline training among the office staff was addressed by asking staff to provide video clips to explain each staff member's daily tasks. Such practice provides audio documentation for future purposes and process assessment as well as serving as real time training tool in case of a staff member's absent. A sub can watch the video clip on the computer monitor while conducting the banner data entry concurrently. There are more than 30 video clips produced in the office since January 2012.

We also introduced an ongoing galley for all chairs from the very beginning accessible via internet as a real time quality control tool. All changes made in Banner could be checked in a shadow schedule only viewable by chairs and coordinators during the schedule development phase. As a result, the class schedule is produced in a shorter timeline, with most of the errors corrected before the class registration begun, while implementing a major change in the time schedule at the same time.

We have changed our schedule-change submission policies to allow coordinators and chairs to submit schedule changes and faculty assignment forms electronically from remote locations via the internet. This provides flexibility for those involved with the schedule to conduct their work during their off campus times. Such change has reduced the paper use, reduced the handwritten errors, and has improved the efficiency on the office operation.

We are also conducting an ongoing experiment with allowing Banner direct data entry access to departments. This started with a couple of specific departments such as Ed Tech and Business with unique schedule attributes. This way, the data entry errors will be reduced and the spreadsheet of schedule will become more accurate and reliable.

**Short samplings from all reporting departments:**

Program	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.
Articulation	C-ID articulation continues to grow and is now up to 37 approvals. There are now three fully approved associate degrees for transfer; two more have been approved via Curriculum Committee but still require State Chancellor's Office approval; another six degrees are in the pipeline and should go before Curriculum Committee in Spring 2013.
CA Early Childhood Mentor Program	The Mentor Program implemented a "Pilot Team" last year to discuss and plan for how all Mentor Teachers and Director Mentors statewide can become familiar with – and include in their mentoring – resources that CDD has developed over the past few years including the CA Preschool Learning Foundations and Frameworks, the CA Early Childhood Educator Competencies, etc.
Continuing Education	Continuing Education has successfully worked with departments to transition credit/non-credit classes that can no longer be sustained by general fund to fee-based alternatives. Based on class evaluations and feedback from instructors, we have added more retirement planning and cooking classes. We have partnered with the International Education Program to promote the Wellness Center membership to its program participants who are staying in the State and want access to the fitness center.
Contract Education	Contract Education had partnered with various community-based organizations to deliver customized training program to assist unemployed and under-employed to gain sustainable job skills. While working with these participants, we realized many of them either had never attended or been out from colleges for decades. To increase their success, we added a component of pre/post assessment and counseling services.
Educational Access Television – EATV - Ch 27&75 & Broadcast Media Services-BMS	Staff will establish student learning outcomes and create/implement an assessment process in Spring 13.
Educational Technology	Began to focus training on using educational technology to support SLO assessment (e.g. Adobe Forms for building rubrics, Google Sites for e-portfolios).
Evening Div/Faculty Support-Office of Instruction	We have brought numerous offices together to collectively provide planning instructions to chairs and school deans on the schedule development process using data by the research office. The 320 report is now produced on a daily basis at the very start of the registration process to keep track of the enrollment. The chairs and school deans can monitor the enrollment on a daily basis and decide whether any changes in the schedule is needed weeks in advance of the semester's start date.
Grow Your Own	I have just put the finishing touches on an Intern Portfolio assignment which asks the interns to reflect on their learning as training teachers and to document their growth, challenges and successes in becoming instructors. I plan to use the Portfolios as my assessment tool to document their development so that I can re-calibrate trainings (intern and mentor), facilitation, personal contact with interns and the portfolio itself.
Honors Tenure Review	We have now developed a number of draft administrative unit outcomes and assessment methods. Some of the outcomes can be assessed directly as a part of our regular operations. There are a number of items where we would like to survey faculty that interact with our operations. We plan on doing initial assessments in 2012/13.

International Education	In International Student Services the integration of International A&R is moving the School towards a more cohesive structure of servicing the needs of international students. In the Institute for International Students work continues on the alignment of courses to better prepare the students as they enter academic courses.
Multicultural Infusion Project	Based on ongoing feedback from faculty and students who participate in our programs, we have continued to pursue campus-wide speakers to provide inspiration, diverse viewpoints and intellectual stimulation as well as to develop new research-based workshops about relevant and timely topics.
NSF - Bio-Link	Bio-Link works primarily with faculty development and program support. (BioLink currently has no AUOs.)
Speech & Debate	A database tracking the transfer and job placement of our Forensics graduates is being developed. This will allow us to demonstrate with concrete evidence that the skills students receive in the forensics classroom and during their tenure with the program translate into student retention, success, and placement. To address issues related to student behavior at tournaments (missed rounds) guidelines for tournament behavior have been better established through instruction and then assessed through testing. No rounds have been missed this semester.
Small Business Development Center	At the SBDC our SLO objectives are translated into Economic Impact (EI) Objectives. EI is expressed in jobs created or retained, capital formation (loans or equity injections) and increases in client sales. EI is supported by activity measures of clients served by counseling, counseling hours, seminars offered and seminar attendees. Various data sources on Small Business needs in San Francisco and the Bay Area are used to best serve client needs and allocate SBDC resources.
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 can not take place in person.
WKED1/Office of Workforce and Economic Development	All of outside funding should eventually be reflected in individual departments/units future Program Reviews. The continued participation in the Employment Outcomes Survey for Program Leavers and Completers in our CTE programs will provide valuable data on student success and satisfaction.
WKED10/Automotive Electronic Safety System Maintenance; NSF grant via J. Sargeant Reynolds CC	The course developed by this grant supplements existing courses with one that responds to the increasing electrification and sophistication of today's production autos.
WKED2/Pathway/Academy Dual Enrollment program	Through focus groups and surveys, we have explored students' ability to navigate the college, their familiarity with and use of the resources and tools of the college; their skills in time management techniques in order to be successful in their college courses; college know-how and students' ability and willingness to engage in help seeking behaviors. Subsequent improvements include offering time management workshops during the semester as students are struggling with multiple demands on their time.
WKED3/CityBuild Academy	CityBuild is able to respond quickly to what the construction industry demands of its potential employees. The curriculum is adapted and constantly looked at to make these adjustments each semester. We have added new certifications, and basic skills based on feedback from our funders and construction partners.
WKED4/San Francisco Bay Center of Excellence	Expanded my role providing technical assistance to the Bay Area Community College Consortium in key industry sectors such as Healthcare and ICT, as part of my COE work plan.
WKED9/US Department of Energy Hybrid and EV Maintenance Training Program	To facilitate continued success in student learning in CCSF courses related to Hybrid and EV maintenance training, we expect to continue seeking funding for faculty salaries, occasional equipment purchases, and fee payments.

## Academic Programs

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Some academic programs just began SLO assessment in Fall, and are moving from 0 to 60 in one semester or two. For those departments, the primary directions taken by their department as a result of SLO assessment is to work together to create a sustainable process for review. That has meant increasing faculty dialogue and spending time talking about how well course and program SLOs align with the college and department mission.

The majority of programs have had some kind of SLO process in place for at least a few years. For most CTE programs, that process has been ongoing for almost a decade or more – due to their own accreditation requirements. Yet even most of those have seen increased faculty dialogue and participation as a result of recent college-wide changes in reporting and prioritization of this ongoing effort. Programmatic changes seen across most departments include the development of A.S./A.A. majors as well as transfer majors and the redefinition of existing majors and certificates to better align with overall college and department mission and vision. Some certificates are being deactivated. Some are being replaced with ones that better meet current technology and workforce trends.

Other program changes include review and upgrading of textbooks and readers; use of more current technology in the classroom; 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. The special challenges in assessing noncredit students are being considered by some departments for the first time. Excellent models exist in other departments that have been successfully conducting noncredit assessments for years.

It is clear that we need to continue to develop opportunities to share best practices, through reports, website highlights, and workshops. Departments are learning a lot in a short period of time. And much of that learning is happening through collaborations with each other.

### **HIGHLIGHTS OF DATA-DRIVEN IMPROVEMENTS MADE OR PLANNED**

**Automotive/Motorcycle, Construction, and Building Maintenance** – Careful analysis of student and program learning outcomes has shown us that it has been necessary to completely revise our construction program course offerings to be more in compliance with the academic credit standards of other similar college programs. As a result of this process all outcomes and courses have been reviewed and rewritten for presentation to the curriculum committee. An ensuing task was to then take the completed courses and batch them into appropriate outcome certificates. We have now completed carpentry, plumbing and wiring certificates with more on the way in the next year.

Program analysis of auto body quickly showed us that the course material wasn't connected to a certifying national entity to authenticate our instruction, so we rewrote all our courses to match the ASE (Automotive Service Excellence) national certification for auto body technicians. This directly aligns the ASE program with automotive.

Our Custodial instructors wanted to make their SLOs lead to a more meaningful certificate by creating a dual pathway of course work for VESL (Vocational English As a Second Language) students and native English speakers after they complete the core custodial training course. This led to a new certificate that is before the curriculum committee this December.

**Biological Sciences** – The overall departmental direction is toward applying the Vision and Change document from the American Association for the Advancement of Science by developing and implementing student-centered learning activities. However, there are many financial and resource barriers to achieving this goal. In Ecology courses, student surveys consistently show that labs with live animals or with real-world application are more engaging, and that learning gains in these activities are greater. The resources to maintain live specimens are the limiting factor. The BIO 9 (Human Biology) program has developed successful pilot of a new laboratory exercise that uses live specimens, including sea urchins and zebra fish. To pilot and evaluate the success of this laboratory, BIO 9 instructors have depended on small grants, several hundred dollars of their own money, and donations of equipment such as fish tanks and filters. Unfortunately, long term, this type of funding is not reliable or sustainable. To successfully complete the assessment cycle and implement this laboratory across 16-18 sections of BIO 9, some institutional funding will become necessary.

**Earth Sciences** – We made many changes to the resources available to students based on our assessment of their needs for successful transfer including developing an alumni website and email list to help us gather information on alumni successes and challenges -- and including highlights from alumni in our yearly newsletter. Sample course changes made based on in-class evaluation and assessment data:

- Oceanography Lab is modeling a new lab procedure whereby students are quizzed weekly -- goals are to motivate mid-week studying and review of previous lab skills (instead of get it, forget it), and focus students during lab on acquiring new skills and understanding (instead of get it done, leave, forget it).
- Environmental Geology is developing a learning community with English 1A for Spring 2013. Preliminary testing helped develop initial plans and content expertise (one of the English instructors is taking the Geol 30 class).
- The Geography program is improving its accessibility through more study halls especially devoted to labs and embedding more in-class quizzing, qualitative assessments, and video clips and animations.

**Engineering:** -- Examples of department and program changes made as a result of SLO assessments:

Improvements to accessibility of department website including a clear section on “How To Get Certificates” to increase certificate applications and increase successful petitioning of certificates. AS Program changes have been made to better align transfer pathways with AS degree requirements. We have established Engineering Tutor and Study Sessions. These sessions have targeted students in courses ranging from very introductory to our more advanced engineering courses. The Electronics program is being evaluated and some structural changes are being made in the overall approach, faculty assignments, as well as course content. While the learning outcomes themselves are not changing, the methodology is looking to be more exciting and engaging for students such that their interest may be maintained, retention increased, and learning outcomes better achieved. Biotech has engaged a focused and dedicated counselor for the Bridge to Biosciences program and Biotech in general. Under-represented students typically need greater support in order to navigate CCSF and succeed. Utilizing grant funds, Biotechnology has been able to retain dedicated counseling support. This has already led to increased petitions for certificates and degrees and better enrollment in some biotechnology programs.

**English as a Second Language** – Noncredit ESL offers 43 Career Development and College Preparation (CDCP) certificates of completion, approved by the State Chancellor’s Office. Though there has been verbal interest in collecting evidence to show the large number of noncredit certificate completion, little progress has been made to include these important data into any CCSF report to indicate noncredit student success. According to our records, for the academic year of Fall 2011 – Spring 2012, there could have been 11,546 ESL Noncredit Certificates of Completion awarded.

We also believe that ESL exhibits a sensitivity to student achievement of SLOs with its policies regarding credit student placement. If students feel they can succeed at a higher level, there is a clear process by which they may do so, involving their instructor, the ESL Coordinator and a multiple measures assessment. Noncredit students may skip levels with ease simply by consulting their instructor.

**Graphic Communications** -- We began our programmatic assessment in Spring 12, using the GRPH 149 Portfolio Preparation class, to assess outcomes for graphic design and production art programs. The assessment identified problems with copyright issues. Based on these findings, we clarified the department policy regarding image copyright and fair use for all students in Fall 2012. This action addresses Board of Trustees Planning Priority #3 for 2012/13.

The overall direction of our program has been guided by the results of a Student/ Alumni Survey conducted in Spring 2011 to assess program perceptions and outcomes. We learned that students were confused by our program design with a division between the Graphic Communications Department and Multimedia Studies Program. The data and suggestions directed us to make changes in our curriculum to address redundancies in content across programs, issues in course sequencing, and to more fully integrate Graphic Communications and Multimedia Studies. We are “closing the loop” by making changes to our program based on these findings. Current Work underway in Fall 2012: shorter stackable certificate programs, merging GRPH 23/MMSP110, course rewrites to integrate web/interactive content and update SLO’s to match workplace competencies.

**Library & Learning Resources** – As a result of the assessment of our learning outcomes, we are embarking on an initiative to more effectively reach a greater number of students. Since our department supports the entire curriculum of the college, including degree, certificate, CTE, basic skills, credit, and non-credit courses, our information competency mission is truly an institutional learning objective, consistent with the Governor Schwarzenegger’s Executive Order S-06-09 which sought to increase digital literacy in the State of California to support a 21st Century workforce by calling on higher education to provide education and training in the acquisition of digital literacy skills that include information literacy and competency <<http://gov.ca.gov/news.php?id=12393>>.

Our assessments such as that of CAHS 100 students taking LIS1000P show the potential learning outcomes that partnerships between LLR faculty and instructors in other departments can produce. We hope to build on this successful implementation of embedded librarianship to more thoroughly fulfill the Library's role in achieving information competency outcomes throughout the college.

In Fall of 2011 we conducted a peer review assessment based on the process outlined by the Association of College and Research Libraries (ACRL) in the Standards for Library of Higher Education. The results of our ACRL Peer Review Comparison pointed out that we are underfunded and overburdened with an ineffective administrative structure and led us to compare our Library to the Standards of Practice for California Community College Library Faculty and Programs as adopted in Fall 2010 by the Academic Senate of the California Community Colleges.

**Mathematics** – SLO assessment has spurred the first thorough evaluation of our Basic Mathematics program since the Koret-funded study in 2005. Basic Mathematics (MATH E1 and MATH E3) is taught in various styles from self-paced to group-focused to traditional lecture style. We hope that our SLO assessment will reveal the strengths and weaknesses of these various styles so that we can evolve into a more efficient and successful Basic Mathematics program. A crucial component of the MATH E1/E3 assessment is student success in the following course, MATH 40 Elementary Algebra. This assessment will tie into the work of our Student Equity Committee that is developing a new pre-algebra curriculum that may eventually replace MATH E1/E3.

Our assessment report for MATH 45 Preparation for Statistics will help the department decide where we stand on the Statistics pathway vs. Algebra Pathway debate currently drawing much attention in community college mathematics departments around the country.

The writing of our department-wide PSLOs raised the question of the role of a student's ability to critique mathematics in our courses at all levels. How often do we ask our students to look for mistakes in mathematical arguments? In the Spring we will consider PSLO assessment as well as the value of splitting the department's offerings into three subprograms: developmental and Associate Degree preparation, transfer for non-STEM majors, and STEM major preparation.

#### **Radiologic Sciences - Diagnostic Medical Imaging Program**

Though not a learning outcome, the DMI Program's climbing attrition rate remains a concern. Multiple procedures have been put in place to ensure a more informed prospective student population, such as informational meetings, and attempted presentations to the counseling department.

At times it is felt that the program's quest to decrease attrition, as well as provide a competent pool of graduates to provide safe and competent diagnostic radiologic examinations to the public is at odds with the mission of the counseling department. Presentations made by DMI and RTT faculty to the counseling department often end in arguments and philosophical discussions with certain counselors. What is perceived by the DMI Program as assuring that the student/graduate population meets the stringent standards of the profession is often perceived by the counseling department as hindering the possibility of educational and career opportunities to prospective students.

Though the impact of a DMI instructor upon a student is greatest at CCSF, it also has far reaching consequences that reach beyond the classroom, and into the very medical institutions at which CCSF graduates will become employed. The issue is that too much attention is given to entry into the DMI Program. Not enough attention is paid to being successful once students are in 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.

Research into simulation in nursing practice has overwhelmingly supported its efficacy as a learning modality. With the increase in the use of computer/Internet as well as the increase in use of the CHPS for simulation, technical support is vitally needed to fully use the technology available in this department. We had a full time computer/simulation technician for 6 years (via grant funding) and are currently seeking ways to restore IT services. Currently, there are no funds to support this position. Without this support the faculty have not been able to make full use of the simulation

experience. It has proven extremely difficult for faculty to run the simulation, provide the vocal cues, do the live streaming and manage the technical issues that arise. More importantly, this support is needed to maintain and provide upgrades for the equipment. Since there has been no support, we have had problems with the equipment failure, causing a delay or cancellation of scheduled simulation experiences.

In recognition of the benefits of using standardized patients in unfolding case studies and simulation experiences to promote student success in meeting the outcomes, the department plans to submit a proposal for Perkins-CTE grant funding for the purchase of iSimulate ipad software, faculty training and evaluation of the software. This software was developed to turn a low fidelity experience into a high fidelity engagement and allows for real time patient vital signs to be displayed for standardized (live) patients. This will accommodate for the portable needs associated with the unfolding case studies.

**One-line samplings from all reporting departments:**

<b>Program or Department</b>	<b>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.</b>
Administration of Justice & Fire Science Technology	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.
African American Studies	Based on analysis of data from SLO assessments in History 48 in the Spring of 2012, we decided to change the course textbook to meet these student needs: current, concise, accessible, inexpensive, and covering the entire time range of the course. 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.
Aircraft Maintenance Technology	The work done to develop our SLO assessments helped to clarify the updating of our Avionics Maintenance Technology Major. The Department Chair and Faculty collaborated on which classes needed to be added to or removed from the Major and which classes needed to be revised. The conversation between the Aeronautics Department Chair and Faculty expanded to reaching out to the Engineering Department. We are currently in the process of finding ways to integrate the much needed electronics classes into our Avionic Maintenance Technology Major.
Apprenticeship	All programs within Apprenticeship started assessment of learning outcomes this semester.
Architecture	We developed a new department Mission statement to better align with the College Mission statement and the BOT 2012-2013 Priorities. Full time faculty met with each part-time faculty to coordinate their SLO assessment activities.
Art	A a result of the assessment of learning outcomes, the Art department courses will make these improvements: repeated integration of course material from the first half of the semester more fully into the second half of the semester and procurement and installation of a digital projector in A103 in order to provide students the consistent quality imagery that is essential in understanding the principles, processes, practices and professional works related to the studio subjects taught in the room.
Asian American Studies	Asian American 20 will be submitted to the Curriculum Committee in Spring 2013 and we hope to roll an online edition of this popular course in the 2013-2014 Academic Year.
Asian Studies	All Asian Study faculty members have been working on reviewing and updating our courses. A comprehensive assessment program to indicate student learning has become our top priority. During our mid semester faculty meeting, all faculty have agreed to circulate the same assessment form to all students over the course of the semester. The assessment document is targeted towards the program SLO. Student responses are kept at the Asian Studies Office.
Astronomy	The Astronomy Department will discuss the SLO Assessment results on December 19, 2012. Afterwards, we will begin to revise all course outline of records, this process will be completed by the end of 2012-2013 academic year.

Automotive, Motorcycle, Construction, and Building Maintenance	Program analysis of auto body quickly showed us that the course material wasn't connected to a certifying national entity to authenticate our instruction, so we rewrote all our courses to match the ASE (Automotive Service Excellence) national certification for auto body technicians. This directly aligns the ASE program with automotive.
Behavioral Sciences	We drafted PSLOs and met with the Articulation officer to discuss potential courses to include in Transfer Majors in Anthropology and Sociology.
Biological Sciences	The overall departmental direction is toward applying the Vision and Change document from the American Association for the Advancement of Science by developing and implementing student centered learning activities. However, there are many financial and resource barriers to achieving this goal.
Broadcast Electronic Media Arts (BEMA, BMS, EATV)	Faculty coordinated efforts in multiple sections of BCST 119. Consequently, not only were outcomes assessed for student learning, but also sectional parity was tested and ensured, and a conversation about the overall direction and effective of the course was begun. Similarly, early assessments in the Audio Production (BCST 120) course showed students didn't comprehend certain foundational concepts. The instructors created a hands-on lab project that illustrated these concepts and comprehension rose to excellent levels.
Business	Using both the August Flex Day and the September Flex Day, faculty engaged in discussing Program Student Learning Outcomes (PSLOs). As a result, fifty (50) courses and their mappings were submitted to and passed by the Curriculum Committee. Dialogue is occurring at a higher level among colleagues, which should help to improve student success.
Chemistry	All the faculty in the chemistry department are engaged in collaborative data gathering, data analysis, and data-driven decision making designed to improve student learning in a measureable fashion. The chemistry department's documentation of course improvements made as a result of the analysis of demonstrable student learning is available on the college web site.
Child Development and Family Studies	Since Summer 2012, the department has shifted focus to implementing an approach to assessment that is more transparent and consistently documented and in line with college wide practices. We convened a team of teachers to coordinate efforts across the department.
Cinema	Assessment of SLO "B" in CINE 124A, to, "Develop a short screenplay or treatment," through an assignment to write a short screenplay and present it in class, showed that approximately one-third of the class needed guidance on correct formatting. The instructor's response was to create a reader for the class and include updated screenplay examples. We have had increased faculty dialog and collaboration on the assessment process in both structured (department flex and college flex activities) and informal (over coffee, etc.) meetings.
Computer Networking and Information Technology	It has been the practice in CNIT to constantly revise and create new courses and certificates due to the ever-changing nature of IT. As a consequence, CNIT's culture has been of collaboration and team-teaching. The recent more structured SLO process further strengthens our prior SLO work and gives us additional opportunities to continue to improve our courses, programs and services. It has fostered even greater collaboration between the faculty members. We are usually too busy to toot our own horn. The SLO process makes us stop and reflect upon our accomplishments. It made us realize that we do so many great things for our students, the institution and community.
Computer Science	We are revising our CS 110B course outline to more closely align it with the topics covered in CS 111B. This was inspired by discussions surrounding the creation of our iPhone App Programming certificate, and what courses need to be included. Based on advice from our Industry Advisory Committee, we are considering revising LAMP Admin into two certificates: one with programming and JavaScript, one without, but to include topics re: Cloud/Scalability. We deleted our CIS Major because we found that it didn't help students transfer to Bachelor's Degree programs, and didn't prepare them adequately for jobs.
Consumer Education	We have been successful in involving part time teachers in the assessment process by scheduling topics for the flex day department meeting.
Culinary Arts and Hospitality Studies	The department has been fully engaged in the SLO process for the past three years as a requirement of ACF accreditation standards and as a result of moving from AA's to Majors. To prepare for this shift, the department had to update all curriculum to reflect SLO's / content / assessment/ evaluation methods.

Dental Assisting	We keep our curriculum up-to-date due to the changes in our accreditation requirements, changes in the field, trends in technologies, and the needs in the market to give our graduates an advantage when competing for employment. Our course outlines/SLO must be updated regularly and reported on yearly to the American Dental Association (ADA). In addition our program undergoes a seven-year site visit from ADA.
Disabled Students Programs, Services	Recommendations for future course revisions based on ongoing SLO assessment include: identification of areas already in the curriculum that need to be given more emphasis; new subjects/technology to cover; new or alternative teaching methods to consider such as peer teams, use of volunteers, and more visual materials; strengthening underpinning skills such as keyboarding.
Earth Sciences	To facilitate improved transfer rates, job skills, and modern technology, all lab classes are working to embed more online computing and data/satellite photo access, including Google Earth, to prepare for our new laptop integration into our lab rooms for Spring 2013.
Engineering and Technology (Weld)	CAD, GIS, and Engineering students have continued to ask for increased lab time opportunities. These opportunities serve to (1) increase student interaction and collaborative learning (2) provide a communal space for students to interact (3) provide increased access to expensive hardware and software that are required for learning of subject matter (4) improve student learning. In response, we have increased Cloud 213 open-lab hours and staffed it with students who can act as tutors in addition to lab monitors.
English	The English Curriculum Committee (ECC) has been working to develop a more streamlined set of course SLOs and a more robust assessment process. Curriculum Coordinators have narrowed down each respective course SLO to six key outcomes, along with rewriting each outcome so there is greater clarity to students. In addition, the ECC has been working to create a chart that shows a progression in SLOs per course, based on a set of six domains: Composition and Rhetoric, Writing Process, Research Process, Reading Process, Sentence Skills and Grammar, and Self-Efficacy.
English As A Second Language	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 tasks. This information informed the outline revisions at several levels.
Environmental Horticulture, Floristry	All assessment reporting is a cooperative exercise on the part of faculty, and the Chair is currently acting department SLO Coordinator.
Fashion	Some of the changes that were made in our department based on the results of our SLO assessments and analysis were: The inclusion of 6 new 15-16 unit fashion design certificates instead of two new 36 unit certificates that were being considered. Students will have a much higher success rate of attaining these smaller certificates. 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.
Foreign Languages	Changes made to courses based on assessment include adoption of new materials (French, Chinese, Spanish, German, Italian, etc.), wider use of common exams to make assessment more feasible, and discussion of differences between major and certificate outcomes. We have pioneered the use of the European Language Format (a very direct and user-friendly format for judging language ability, agreed to by the 28 members of the European Union) in the outcomes for our language certificates.
Graphic Communications	Current Work underway in Fall 2012: Shorter stackable certificate programs; Merging GRPH 23/MMSP110; Course rewrites to integrate web/interactive content and update SLO's to match workplace competencies.
Health Care Technology	The EMTP Program used the CAAHEP Standards and Guidelines, the results of the Program Resource Surveys, Graduate Surveys, and Employer feedback through the Advisory Committee to guide the evaluation of program goals and student learning outcomes. The emphasis since the past program review was on the implementation of the psychomotor competencies and the National Registry Pilot Psychomotor competency package is now used in the skills lab. The Program anticipates full implementation (pending WiFi, computer access, and FISDAP licenses) to take place next year.

Health Education	Health Education faculty have actively participated in the SLO assessment process with the goal of improving student achievement. The SLO assessment process encouraged faculty to collaborate more closely than ever on the development of curricula resources including pedagogical approaches, assignments and grading rubrics. Faculty are also increasingly engaging their students in explicit discussions about SLOs- how and why they are established, how they reflect standards of knowledge and practice in the fields of public health, medicine and mental health, and how to assess learning and mastery of core academic competencies.
Institute for Int'l Students	Revision of the curriculum has been delayed due to the lack of time and available human resources. An initial meeting to form a curriculum committee and develop a timeline for the review and revision of the curriculum is scheduled for the next Faculty Meeting in January 2013.
Inter-disciplinary Studies	All faculty are communicating more frequently to design, develop, and discuss assessment of Student Learning Outcomes. This allows them to share best practice and to address common challenges. In response to SLO assessment and input and collaboration from the Advisory Board, a Service Learning component to the Trauma Prevention and Recovery program was added to Health 38. Ideally, we would like to add more skills-based courses or internships, but with limited resources, we have offered Service Learning instead.
Journalism	SLO assessments were conducted Fall 2012 after the faculty discussed possible tools to assess outcomes including a student survey on the strengths and weaknesses of the course in relation to SLOs, an open discussion with students on SLOs, gauging SLOs based on responses to embedded questions in the final exam, reviewing and assessing student answers on course quizzes to determine a pattern that a SLO is not being achieved, etc.
Labor and Community Studies	We have assessed our teaching and our students' learning outcomes for many years. As popular educators we believe in student empowerment. This includes soliciting student opinions about our classes, discussing these opinions among our faculty and making appropriate changes to our courses in response to them. Our future assessment measures will include core competency test questions, observation of student work and student surveys and discussions. Faculty will then engage in collaborative discussion and determine needed improvements, much as we've done for some time in the CityBuild program. The cohort faculty process has contributed substantially to retention and equity in CityBuild.
Latin American and Latino/a Studies	The major learning outcomes for each class are reviewed at the beginning of every academic year in department meetings. Based on the information gathered, updates to course outlines are planned. Each instructor evaluates each of the sections they are teaching through a variety of different testing methods including quizzes, multiple choice tests, written exams, essays, papers and projects. The results are evaluated and used to assess whether or not a student learning outcome is being met. These data are the basis for revising pedagogy, including any course materials and testing modalities.
Lesbian, Gay, Bi-Sexual & Transgender Studies (LGBT Studies)	LGBT Faculty have met six times over the past year and a half at workshop-style meetings to map out program goals and the ways that each of our courses has student learning outcomes that are in line with department learning outcomes. We have also focused on strategies to close student achievement gaps for our very large population of underrepresented groups and have looked to ways to strengthen our teaching and support to our students.
Library & Learning Resources	In Fall of 2011 we conducted a peer review assessment based on the process outlined by the Association of College and Research Libraries (ACRL) in the Standards for Library of Higher Education. The results of our ACRL Peer Review Comparison pointed out that we are underfunded and overburdened with an ineffective administrative structure and led us to compare our Library to the Standards of Practice for California Community College Library Faculty and Programs as adopted in Fall 2010 by the Academic Senate of the California Community Colleges.
Library Information Technology and Archives	This is the first semester undertaking outcomes assessment. All courses offered in this semester will undergo some assessment of course and program outcomes. This will be conducted at the end of the semester, Fall 2012, and the results will be compiled to inform discussion and change in January 2013.
Mathematics	The writing of our department-wide PSLOs raised the question of the role of a student's ability to critique mathematics in our courses at all levels. How often do we ask our students to look for mistakes in mathematical arguments? In the Spring we will consider PSLO assessment as well as the value of splitting the department's offerings into three subprograms: developmental and Associate Degree preparation, transfer for non-STEM majors, and STEM major preparation.

Music	In order to keep up with the increasing demand for access to digital representations of such a large archive of material, music theory courses are being updated to incorporate iTunes-U accounts and YouTube channels in addition to several online learning resources and texts. These resources also help us better meet the needs of the consistently large number of students in music survey classes.
Older Adults	Departmental flex day meetings dedicated to SLOs have fostered much conversation among the entire department about how to do evaluation and assessment in a noncredit program like OLAD where students may not consistently attend and there are no exams to measure progress. Methods such as direct observation, student evaluations, and use of rubrics were discussed as the most successful. Small discipline-related group discussions also resulted in more agreement about the course's intended outcomes and successful methods to achieve these outcomes.
Philippine Studies	In the 1990's the entire Philippine Studies faculty participated in the multi-unit application of SCANS under the leadership of then Dean Sandra Handler. This provided us with skills-focused learning outcomes that prepared students for the global challenges of the 21st century. These SCANS skills had to be applicable to the modern workplace. We also had initial practice in skills assessment. We believe this has served well as preparation for the SLO approaches we have now undertaken. There is logical and progressive continuity.
Photography	By approaching SLO assessment first by evaluating programmatic outcomes, it is hoped that our course SLO efforts will be better targeted and sequenced. The Department also concluded that we must add a digital photography course to keep pace with industry standards and student interest. In addition to course and course outline changes, we have also been addressing lab access and departmental open lab options. Updates in our biannual Lab Orientations as well as chain-of-command procedures re: both student and staff management have had a positive affect on efficiency and have resulted in a generally more positive work environment for all involved.
Physical Education & Dance	The SLO process has enhanced our department via collective input and has strengthened our personal and professional relationships with our peers and students.
Physics	Applied to the State of California for approval of an Associate in Science in Physics.
Radiologic Sciences - Diagnostic Medical Imaging Program	Though not a learning outcome, the DMI Program's climbing attrition rate remains a concern. Multiple procedures have been put in place to ensure a more informed prospective student population, such as informational meetings, and attempted presentations to the counseling department.
Registered Nursing	Since early 2009 the faculty members have succeeded in implementing the online course management system (Moodle "Insight") in all of the courses. Lecture outlines and power point presentations, use of forums as part of the "class participation," submission of required assignments, quizzes and examinations, and posting of grades are just a few of the instructional methodologies used with Insight. To support this we have a smart classroom that is a desktop computer lab and is shared with the Diagnostic Medical Imaging Department. These computers were purchased with grant funds almost 5 years ago. There are currently no funds designated in the annual budget for maintenance, software upgrade, or replacement.
Social Sciences	In the creation of program/ discipline SLOs, some disciplines have been inspired to move to the creation of a major. The Political Science major is underway and will soon be ready for submission to the College-wide Curriculum Committee. Economics and Philosophy majors are in discussion. Faculty discussions during the SLO process have led to a major interdisciplinary conversation and dialogue on the topic of globalization. All faculty in the department, but especially the Economics and Political Science faculty, have been holding conversations in person and via e-mail, reading and responding to articles, and having a robust interaction on the issue of globalization.
Speech Communication Department	Students largely meet the expectations set forth in the course outlines but our assessment data highlighted some specific learning objectives that were lacking in the sample population. Faculty discussed revamping our custom textbook to address these areas of concern. For the next year, our faculty will use our program review student success data to guide assessment choices. Questions that will drive our assessment process are: Why are certain groups underperforming in our classrooms? How can we increase student success and close the achievement gap for underperforming groups of students? What pedagogical practices will meet these goals?

Theatre Arts	Due to our Department-wide assessment of both program SLOs and course SLOs for several classes, the Theatre Department has a sharper focus on the pedagogy necessary for successful student learning and a more cohesive programmatic experience. Several classes which are taught by different instructors have found the process of discussion and measurement to be a way to enhance their students' experiences through the importance placed on clearly stated Department expectations. Ultimately, the process and its conclusions have brought clarity to the program through faculty involvement, which will substantially to benefit our students.
Transitional Studies Department	Instructors have formed teams of teachers who share a course outline and will collectively assess the courses. The Major Learning Outcomes (MLOs) incorporated in the TRST high school, adult basic education and vocational courses were guided by the California State Board of Education Standards or the Department of Labor 2000 report, What Work Requires of Schools: A SCANS Report for America 2000, which outlines the foundation skills and workplace competencies that "enable students to develop those high performance skills needed to succeed in the high performance workplace." <a href="http://wdr.doleta.gov/opr/fulltext/document.cfm?docn=6140">http://wdr.doleta.gov/opr/fulltext/document.cfm?docn=6140</a>
Vocational Nursing Program	Faculty have implemented a variety of learning modalities for students taking into consideration students' different learning styles. Grant funding for the use of Northstar Learning software, a NCLEX-PN study aide for our students, has lapsed. Student surveys indicate that this software product helped them integrate what they were learning in class and prepared them for the State Board NCLEX examination. In our recent State Board pass rate, students who graduated May 2012 have a 92.6% first attempt pass rate. In collaboration with Lippincott Company, instructors in the are testing another software program similar to the Northstar learning software. This software Prep U will come with their textbook and will be integrated with the students' course work.
Women Studies	Implemented changes based upon assessments for WOMN 25: I have allotted more time for discussion and analysis of the different strands of feminist movements. I am updating my course surveys. I am rewriting some of my midterm questions on key concepts.