Appendix A to Academic Senate Executive Council Minutes of September 7, 2011

CITY COLLEGE OF SAN FRANCISCO
THE TRUTH SHALL MAKE YOU FREE

Strategic Plan

2011 – 2016

<mark>COPY MARKED BEFORE AND DURING ACADEMIC SENATE EXECUTIVE COUNCIL DISCUSSION ON SEPTEMBER 7TH WITH SUGGESTED EDITS FROM MULTIPLE SOURCES</mark>

Note: Strategic Priorities & Major Objectives on Pages 8 – 13 have been approved by the College Planning & Budgeting Council (CPBC)

Preface

Dear Colleagues, Community Partners, and Friends,

As described by our Vision statement, City College strives to provide superior and affordable educational experiences for all students within a supportive, caring, inclusive, and diverse College culture that fosters student success.   The new Strategic Plan for 2011-2016 identifies six Strategic Priorities which will move the College closer to this vision of excellence. These six Strategic Priorities follow:

A. **EXCELLENCE IN TEACHING, LEARNING, AND SUPPORT SERVICES.**
    Strengthen and improve academic and student development programs to enhance student learning outcomes and promote access, progress, and success for all students.

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

C. **CAMPUS FACILITIES AND COMMUNITIES**
    Respond to the changing academic, CTE, student service, cultural and personal goals and needs of students and communities throughout San Francisco.

D. **DIVERSITY AND INCLUSIVENESS**
    Promote diversity and inclusiveness at all levels of the College.

E. **TECHNOLOGY**
    Update technology infrastructure, hardware, and software to support the College's vision and mission.

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

We are grateful to the San Francisco community for entrusting us with their education to the members of our Board of Trustees who support us in fulfilling these goals. We look forward to continuing to strengthen our relationships with our community and educational partners--these strong partnerships are essential if we are to fully realize our vision. Most of all, we look forward to working with each and every student. While the current economic climate is particularly challenging, our students inspire us to anticipate changes, to adapt, and to improve as an institution and as individuals so that we can provide the educational environment they deserve.

Best regards,

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City College of San Francisco

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Acknowledgements

Throughout its development, this plan was strengthened by the contributions of countless members of the City College community, as well as our education, workforce, and community partners.

Particular acknowledgement goes to the members of the Strategic Planning Team who facilitated the process:

John Carrese, Director, SF Bay Center for Excellence

Ophelia Clark, Chair-elect, Business Department

Raymond J. Gamba, Behavioral Sciences Department Chair

Omar Kudsi, Honors Program Coordinator

Pamela Mery, Research and Planning

Karen Saginor, Academic Senate President and Librarian

Griselle Schmidt-Fonseca, Counselor

Kathleen Wong, ESL Instructor

David Yee, Dean of Math and Sciences

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STRATEGIC PRIORITIES AND MAJOR OBJECTIVES

APPENDICES

AVAILABLE VIA THE STRATEGIC PLANNING WEBSITE:

http://www.ccsf.edu/Offices/Research_Planning/StrategicPlanning2010.htm

Full Internal and External Environmental Scans

Summaries of Listening Sessions and Equity Hearings

Summary of Accomplishments Since 2003

Summary of Gaps Remaining As of 2010

Our Vision

City College of San Francisco values and fosters superior levels of educational participation and academic success among all students. Reaching out to and including all populations, we strive to provide an affordable and unparalleled learning experience in a supportive and caring environment that leads students to successfully complete their goals.

A Teaching and Learning Community

Our principal distinction will be the high quality of instruction. The educational experience will feature successful learning in areas as varied as basic skills, academic courses, advanced honors, career and technical courses, retooling of job skills, and preparation for transfer to other educational institutions. Learning opportunities will extend to a broad array of courses and programs to offer any student a pathway to educational and career success.

An Inclusive Community

We will continue to reach out to all people, especially to those communities that encounter barriers to education; develop sustainable campuses and sites to better serve students and neighborhoods; diversify and improve programs and services for the benefit of the community; build partnerships with public, private, and community-based agencies to better respond to educational, economic, environmental, and societal needs; foster the participation of our students and employees in community life; and welcome students from around the world. Committed to lifelong educational opportunities for all, we will exchange expertise and innovation with colleagues in the state, the nation and the world.

A Diverse Community

In our community, respect and trust are common virtues, and all people are enriched by diversity and multicultural understanding. We will maintain a supportive, positive, and productive working environment for our diverse faculty and staff, as well as a responsive environment in which student needs are met in a friendly, timely, and caring manner.

Mission Statement

CCSF provides educational programs and services to meet the following needs of our diverse community:

- Preparation for transfer to baccalaureate institutions
- Active engagement in the civic and social fabric of the community, citizenship preparation, and English as a Second Language

- Achievement of Associate Degrees in Arts and Science
- Completion of requirements for the Adult High School Diploma and GED

- Acquisition of certificates and career skills needed for success in the workplace
- Promotion of economic development and job growth

- Lifelong learning, life skills, and cultural enrichment

To enhance student success, the college provides an array of academic and student development services that support students' intellectual, cultural, and civic achievements. City College of San Francisco belongs to the community and continually strives to provide an accessible and affordable education as a part of its commitment to serve as a sustainable community resource.

Overview: The Role of Strategic Planning

Volumes have been devoted to the subject of strategic planning, so this section does not pretend to be definitive. However, it does provide a sense of the important role of strategic planning within the planning, budgeting, and assessment system at City College of San Francisco.

The Strategic Plan focuses on the future. By definition, strategic planning is designed to examine opportunities and challenges related to our Mission (what we do) and facilitate the orderly allocation of resources to anticipate and respond to the changes in both the internal and external environments. The time period addressed within strategic planning can range from three to ten years. In this case, a six year horizon was selected.

The Strategic Plan emphasizes developmental activities for improvement. With our Mission as the foundation, the plan moves us toward our Vision (what we want to become), in consonance with the core values articulated therein. Through the planning process, we build consensus for the broad themes and statements of intent (Strategic Priorities) and various methods (Major Objectives) to move the College forward toward our Vision. Broad input and discussion are critical to creating a living document which will be embraced and ultimately implemented at every level of the institution.

The Strategic Plan acts as a linchpin within the College's planning, budgeting, and assessment framework. The plan sets forth Strategic Priorities and Major Objectives which are informed by and inform other college-wide plans and improvement processes, including the Education Master Plan, Facilities Master Plan, Technology Plan, Sustainability Plans, and Student Equity Plan. These additional plans provide more detailed objectives and implementation activities corresponding with the six Strategic Priorities and 72 Major Objectives herein.

The Strategic Plan touches every aspect of the institution through explicit references within our annual planning, budgeting, and assessment processes. Implementation is centrally advanced through the College's Annual Plan and unit-level program reviews. Assessment occurs though Program Review as well as regular college-wide reports and key performance indicators. The Strategic Plan itself is reviewed and evaluated every two to three years. During this mid-term review, it may become apparent that the Strategic Plan requires modification or updating to reflect changes in the institution or the environment.

The Strategic Plan is a communication tool. As such, it is not an operations plan detailing in hundreds of pages every aspect of and every function at the College. Rather, the plan distinctly signals to internal and external constituencies our priorities and objectives for improvement and change within the next period of time. Each Major Objective provides an important method for improving upon a given Strategic Priority area within the next six years. To assist with clarity, objectives are presented in a logical order, not necessarily the order of absolute importance or greatest feasibility. This logical order more readily allows the reader to see how the Major Objectives cluster and interrelate.

The Strategic Plan is in many ways a public contract. By delineating and approving it, we pledge to do our utmost to make it a reality. Some say that the process of planning is as important as the plan itself. While the consensus-building process is incredibly important, implementation is our primary intention. Providing a system within which implementation can occur, as well as monitoring and assessing implementation, are just as critical if we are to improve. _

and change efforts

The Strategic Planning Process and Timeline

The usefulness of a Strategic Plan is in direct proportion to the quality of the methods used to craft it, the comprehensiveness of the research conducted, and the expertise of the individuals involved. It is for this reason that City College's Strategic Plan is the result of an exhaustive review of relevant documents and extensive participation from a wide variety of highly informed individuals. The Appendices include several documents which supplement this section, including a strategic planning flowchart.

Review of Our Mission and Vision. A thorough re-examination of City College's Mission and Vision statements set the stage for strategic planning. The review and revision process began in Fall 2008, and continued throughout 2009, with extensive input from college constituencies in a process including an initial college-wide survey of students and employees and a follow up survey, as well as shared governance review. The Board of Trustees reviewed and adopted the revised CCSF Mission and Vision statements in spring 2010.

Input from External Partners. In December 2009 and February 2010, the College organized a series of listening sessions at which educational and community partners provided thoughtful perspectives on imminent and future needs. The main themes were compiled into a reference document which was used throughout the strategic planning process.

Early Student Input. In February 2010, the Board of Trustees held five Student Equity hearings to elicit directly from students where City College was failing to meet their educational needs. Notes taken at the hearings and drawn later from video recordings were arrayed according to the priorities from the 2003-2008 Strategic Plan for the purpose of identifying gaps to be addressed in the new plan. Subsequently the Chancellor created a Task Force that brought the issues to a wider college community.

Faculty Leadership. In February 2010, the Strategic Planning Team was assembled by the Chancellor to intensify work on the Strategic Plan. The team was comprised of eight faculty members from various areas of the college and facilitated by Pamela Mery from the Office of Research and Planning.

Review of Accomplishments. The Strategic Planning Team facilitated two all-day retreats at the CCSF Mission Campus in March and April 2010. More than 60 members of the College community, including faculty, students, classified staff, administrators, the Chancellor, and some members of the Board of Trustees participated. The focus of the first retreat was to amend and validate summaries of the College's accomplishments as measured against the previous Strategic Plan.

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Identification of Gaps. The second retreat identified gaps between what CCSF set out to do with the 2003-08 Plan and what had actually been accomplished. The gap-identification process relied on many materials, including Internal and External Environmental Scans produced by the Office of Research and Planning. Environmental Scans consider the factors that will influence the future direction of an organization, thereby providing a foundation for strategic planning. The External Environmental Scan includes external data for areas important to the college, such as regional demographic and economic trends. The Internal Environmental Scan includes data, internal to the college, such as enrollment trends, demand for classes, success and completion rates for classes and graduation and transfer rates.

In order to maintain the integration of planning processes at the College, remaining gaps were also identified based upon current plans such as the Sustainability and Technology Plans. Additional data sources utilized during the retreats included highlights from the External Listening Sessions and Student Equity hearings described earlier. A list of all the materials used is provided at the end of this section.

Facilitation techniques used during the retreats included large group brainstorming sessions, breakout discussions, and small group presentations. Input was recorded via quantitative and qualitative questionnaires, large note pads used by recorders, and personal notes taken by the Strategic Planning Team. Results of the retreats were compiled and sent to all participants.

The First Draft. During late spring and early summer of 2010, the Strategic Planning Team thoroughly analyzed various relevant documents for additional items that should be added to the gap assessment conducted during the retreats. The team re-read all the materials used during the retreats. In addition, team members analyzed more than one hundred Program Reviews for important topics or issues which were commonly indicated. Finally, Strategic Plans from similar community colleges in California and other states were reviewed. As relevant items were discovered, they were integrated into the analysis. Based on these analyses, the draft Strategic Plan began to take shape late in the summer of 2010.

Transparency at Every Stage. From the beginning, strategic planning events were widely publicized through the College's newsletter, college-wide emails, announcements at shared governance meetings, and a dedicated website containing all related materials and a listing of upcoming dates. As the fall 2010 semester began, the Strategic Planning Team made a concerted effort to conduct meetings with the college community to inform everyone of the process and to gather feedback to inform the draft Strategic Priorities and Major Objectives. A Flex Day presentation was made in August 2010, and over 30 presentations were made to a wide range of college groups, shared governance committees, the Associated Students, the Classified Senate, and the Board of Trustees during the fall. Through meetings, through the web, and through word of mouth, input was solicited from individuals, from shared governance committees, from all college constituencies, community partners and the public.

A second draft of the Strategic Priorities and Major Objectives was created and also widely circulated. In November 2010, two public meetings were held to gather input on this second draft. In addition, a broadly publicized College Planning and Budgeting Council (CPBC) meeting and a Board-sponsored Student Equity Hearing focused on the draft. Thoroughly vetted, the College community was encouraged at every step of the process to suggest additions, deletions, and reframings.

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Approval and Adoption. The final stages of the strategic planning process focused on formal approval from the three main bodies within the three systems of Shared Governance at City College, in the order listed below, followed by a recommendation from the Chancellor to the Board of Trustees:

> Executive Council of the Academic Senate *(Collegial Governance System)*
>
> College Advisory Council *(College Advisory Governance System)*
>
> College Planning and Budgeting Council *(Budget and Planning Governance System)*

After countless hours of building consensus and sharing ideas, and approval by the Board of Trustees, our new Strategic Plan will provide focus for our future direction.

[This note will be removed upon approval of the full document. In April 2011, the CPBC approved the Strategic Priorities and Major Objectives as shown on pages 8-16. The Shared Governance bodies listed above will engage in a final review of the full draft in August/September 2011. The focus of this final review will be on the additional "front matter" as well as any substantive changes to the Strategic Priorities and Major Objectives. The front matter includes pages 2-7 and 17-18.]

A Living Document with Evolving Details. While the six Strategic Priorities remained intact from the first draft in August 2010 to this final document, the level of detail and refinement has been continually debated. Ultimately it was decided for these following reasons to take a broader approach: maintaining the strategic focus of the plan, creating a plan which will retain currency and

reasonable flexibility for several years, strengthening and clarifying the linkages of the plan to other college plans, and encouraging relevant unit-level innovation.

Maintaining a more selective, strategic focus required that the College community discuss Major Objectives rather than delineating discrete activities. This selectivity also meant that decisions had to be made; the plan could not include "everything." This was particularly important since the wide-ranging and detailed 2003 Strategic Plan (with nearly 200 items delineated) assumed the future would be characterized by a profusion of additional funding. Given the changes since 2003 in our fiscal and political climate, this current document does not make such assumptions.

Even more importantly, in order to have a deep effect throughout the College, the Strategic Plan cannot stand alone. Yet our system of planning has become somewhat cumbersome and occasionally redundant. The new Strategic Plan needs to move the College into a more transparent and self-evident planning, budgeting, and assessment system. This is particularly important given the recent implementation of biennual program review. As the entire College community is asked to engage in the program review process, it is imperative that the college-wide plans the community is asked to reference and draw from are not unnecessarily confusing. Thus, the level of detail within this plan is designed to guide new efforts and/or reflect the broad goals of existing College plans, rather than preempt or conflict with them. This also results in a system which provides guidance without being overly prescriptive—fostering relevant and appropriate innovation at the unit level. Further, as each program review, and each Annual Plan, is developed and ultimately measured, the College will continue to engage its community in regularly reviewing and assessing our priorities.

Summary. As the result of extensive participation in the planning process, the Strategic Plan has become the embodiment of a college-wide dialog on future directions in an era of constant change. It is a plan that is *strategic* in nature. In a perfect world we might seek to solve every problem and grow every program without a need for focus. Yet in this very real world where resources and time are finite we must focus, lest we find ourselves spread too thin. This new Strategic Plan includes only the elements that were in the most immediate need of attention, thus serving to focus the college's efforts to create real change.

It is certain to be a document that will guide us through troubled times and ensure that we maximize all of the opportunities that are available to our institution during good times. Most importantly, the Strategic Plan will guide us as we strive to fulfill our mission to better serve the students of City College of San Francisco.

Document List. City College documents consulted or compiled in the preparation of the new Strategic Plan—and made accessible via the strategic planning website--include the following:

- Mission and Vision Statements (adopted April 2010)
- Strategic Plan (2003) including Original Plan, Accomplishments analysis, Gap analysis
- Listening Session Impressions - External Partners (December 2009 and February 2010)
- Equity Hearing Notes – Student Concerns (February 2010)
- Chancellor's Progress Reports on Student Equity and the Achievement Gap (2010)
- Environmental Scans (2010) including Education Policy Issues, External and Internal Data Trends

Additional documents used during the process and available via the Research & Planning website:

- College Performance Indicators through 2008-09
- CCSF Annual Plans for 2008-09, 2009-10, and 2010-11
- Education Master Plan (2006)
- Facilities Master Plan (2004)
- Sustainability Plan, Part 1 (2009) and Sustainability Plan, Part 2 (Rough Draft)
- Technology Plan (2009 with updates in 2010)
- All 2010 Program Reviews (N = 124)

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Our Changing Environment: Six Major Themes

The Strategic Plan is grouped into six thematic areas, each with an associated Strategic Priority. These six themes reflect key areas identified through the strategic planning processes. The strong level of agreement about these six themes results from a shared understanding of the importance of certain social, political, educational, and economic trends shaping City College's environment. This section provides a brief background on and rationale for each of the six priorities.

Excellence in Teaching, Learning, and Support Services

Excellence in teaching and learning remains at the core of the College's Mission and Vision statements. We are also conscious of the type of learning environment that we provide. Academic freedom and professionalism create a foundational environment of inquiry, discussion, and critical analysis. Academic Freedom allows the faculty to be bold and visionary as they deliver instruction. Students are provided with opportunities to learn about and try out different perspectives and to take reasoned exception to the data or views offered in any course of study. The process of examining and assessing different perspectives encourages students to contextualize and synthesize what they learn. Freedom of inquiry is essential to City College's goal of providing not just acquisition of skills and credentials, but a full education of the whole person.

Our commitment to these principles brings forth many challenges that continuously evolve. For example, over half of all new students enrolling at City College need some basic skills coursework to be prepared to successfully complete most programs of study at City College. While an increasing number of students are progressing through the pre-collegiate/basic skills sequences, too many students fail to fulfill their education goals. As a College, we seek improvement in a variety of areas related to student success, basic skills, support services, career and technical education, and faculty professional development. Some objectives in this area represent relatively new ideas (e.g., sustainability in the classroom) while some reinforce previous goals (e.g., workforce development).

Communication and Information

The new Strategic Plan highlights the importance of improving the coordination and dissemination of information to all College constituencies. In some ways this is the most elusive of the six thematic areas because it is difficult to quantify, yet we can all think of examples. This concern is expressed by students when they receive conflicting or incomplete information and by community partners who too often find that we are uninformed about areas of the College beyond our own. It is reflected in the comments of employees unfamiliar with and disconnected from shared governance processes at the College. While these problems may be typical of organizations as large as City College, we can do better. This theme rose to the level of a Strategic Priority because it was felt that nothing short of a concerted effort to improve the quality and flow of communication and information would produce adequate results. Moreover, as difficult decisions need to be made and programs refined, the importance of having adequate information becomes increasingly essential. This information comes in many forms, including not only data but also documentation of College processes.

Campus Facilities and Communities

As indicated in our Vision statement, City College strives to serve not only individual students, but neighborhoods and communities throughout San Francisco. Since the inclusion of noncredit in 1970, the San Francisco Community College District has provided education to students within their geographic communities. In 1990, the noncredit and credit divisions combined into a single college, altering the administrative structure and merging some academic departments. These dates signify major steps in an evolutionary process which continues to this day. Given changing enrollment patterns and fiscal constraints, the College is increasingly challenged with questions about how many

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"full-service" campuses it can support and about the array of course offerings which can be made available at various locations. In addition to acknowledging these questions, this plan recognizes that even though a number of new campus facilities have been constructed, remodeled, or upgraded significantly since 2003, other campuses need attention so that the communities they serve have the most modern services and facilities possible. Further, our campuses are not our only connection to communities. Thus, this thematic area also underscores the importance of fostering community partnerships and collaborations.

Diversity and Inclusiveness

This Strategic Plan mirrors the Vision statement in emphasizing both Diversity and Inclusiveness as critical priorities for the College. This is not intended in any way to disassociate diversity with the other five priorities. Indeed, all six of the Strategic Priorities overlap and interrelate in countless ways. Rather, this pointed emphasis seeks to underscore the need to make improvements in this area. The College seeks to ensure equal educational opportunity and success for all students regardless of ethnicity, gender, age, sexual orientation, gender identity, disability economic status, etc. [or list all]. Measurable standards or "indicators" - including student access, course completion, ESL and Basic Education completion, degree and certificate completion, and transfer - are being utilized to better understand how the College is serving various groups. When a group's access or success rates are not in accord with its proportion within the College population, the group is identified as "underrepresented". The College seeks to close and ultimately eliminate all achievement gaps. This theme frames the issues as multi-faceted, including educational equity, access to resources, commitment to comply with the Americans with Disabilities Act of 1990, and sensitivity to the changing needs of an very diverse student population.

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Technology

The College has made significant strides since 2003, when the last Strategic Plan was adopted, in applying technology to improve the delivery of educational services and the College's operations. The College adopted a new Technology Plan in 2009 (with revisions in 2010) to guide improvements in this area. As stated in that plan, Information Technology Services (ITS) improves institutional effectiveness and efficiencies through the deployment and application of appropriate technology and enhances the image and reputation of the College through technological excellence and leadership. Several prominent threads were drawn from the 2009 Technology Plan and 2010 Update: technology costs and obsolescence, classroom upgrades, staffing and support, business practices, security, and training. The technology section of the Strategic Plan places these threads in a strategic context as the College strives to stay current in this important area.

Staffing and Resources

Appropriate levels of staffing and resources are essential for the College to be able to meet its goals related to student learning. In addition, the College must continue to strive for diversity when hiring staff, especially within the confines of a limited budget. The new Strategic Plan outlines objectives for dedicating resources to support student needs and professional development. The objectives also address the need to assess staffing levels and workload cycles so that human resources can be directed to the departments that need them most at the time they are needed.

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A. EXCELLENCE IN TEACHING, LEARNING, AND SUPPORT SERVICES

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

I. Recognize academic freedom and collegial professionalism as central to the college.

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

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

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

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

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

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

VIII. Assess the College curriculum with analytical writing, numeracy, critical thinking, communication skills, and information competencies among the criteria for excellence in order to better prepare students for careers and transfer.

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

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

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

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

XIII. Support faculty and staff in the use of effective practices in teaching and learning and develop ongoing professional learning programs that promote such strategies.

XIV. Encourage out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities.

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

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

B. COMMUNICATION AND INFORMATION

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

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

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

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

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

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

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

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

VIII. Implement strategies to preserve institutional knowledge.

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

X.   Ensure appropriate levels of privacy and security for electronic and other communications.

C. CAMPUS FACILITIES AND COMMUNITIES

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

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

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

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

IV. Complete building projects currently in progress, and assess future needs for facilities planning, funding, construction, utilization and consolidation, always adhering to College standards for sustainability.

V. Improve the availability of facilities at all campuses as feasible, including classrooms, tutoring spaces, group study rooms, and labs.

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

VII. Collaborate with community partners in promoting sustainability.

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

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

X. Maintain clean and functional facilities that support student learning.

D. DIVERSITY AND INCLUSIVENESS

Promote diversity and inclusiveness at all levels of the College.

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

II.   Implement strategies to close student achievement gaps for identified underrepresented groups.

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

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

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

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

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

VIII.   Expand distance education offerings where possible and appropriate in order to accommodate students who are unable to attend classes where they are offered, including exploring methods to document attendance for noncredit online classes.

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

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

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

XII.   Improve and promote greater access to financial aid and other support resources for all credit and noncredit students.

XIII.   Create structures that encourage and support student participation from diverse segments of the CCSF community in the college's sustainability efforts.

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

E. TECHNOLOGY

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

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

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

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

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

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

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

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

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

IX.   Ensure equitable access to library resources for distance learning and other outside□the□classroom learning modalities by providing adequate levels of online library resources.

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

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

F. RESOURCES AND STAFFING

Support workforce practices that put students first and that are economically, socially, and environmentally sustainable for the College and its employees.

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

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

III. Review and improve efficient use of resources, including reorganizing and re-engineering College operations and systems as needed to maximize efficient use of resources and maintain solvency.

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

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

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

VII. Address cyclical workloads through College-wide cooperation and sharing professional expertise.

VIII. Support critical collaborations between and among counseling faculty, instructional faculty, librarians, administrators, and classified staff.

IX.   Provide support for the College's sustainability/green efforts.

X.   Conduct periodic assessments of professional development needs including input from key college constituencies.

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

Accountability: A Shared and Integrated Approach to Implementation

In order to have a deep effect throughout the College, the Strategic Plan cannot stand alone. Currently the College's various plans are loosely related and not always aligned. The new Strategic Plan moves the College toward a more integrated system within which each "level" of planning and implementation serves a clear purpose.

The Strategic Plan exists at the most conceptual level of all the College's plans. Designed to serve as an "umbrella" for college-wide improvements and changes, it provides broad focus and direction.

At the next level, other college-wide plans enumerate in greater detail how these changes and improvements will be made (as shown in the Strategic Planning Flowchart on page 16). In this way, the other college-wide plans do not compete with the Strategic Plan; instead, they reinforce it and elaborate on it. Moreover, as each college-wide plan is updated or revised, greater transparency can be created by making the linkages to the Strategic Priorities and Major Objectives more explicit. These other college-wide plans include the Education Master Plan (currently being revised), Facilities Master Plan, Technology Plan, Sustainability Plans, and Student Equity Plan.

The next level is effectuated through the Annual Planning process. Each year the College identifies a number of objectives to implement during a given year. As the Strategic Planning Flowchart shows, these objectives are drawn from—and can be explicitly linked to—other college-wide plans as well as the Strategic Plan. Over the years, the number of developmental objectives included in the Annual Plan has grown. In 2000, there were 20 developmental objectives. By 2003, the number grew to 40, and by 2010, the Annual Plan included 55 developmental objectives. As a result, we often do "a little bit of everything" and then find it hard to assess what we have implemented. Just as the new Strategic Plan provides overarching focus for all of the College's planning efforts, similarly the Annual Plan can be used to focus the College's immediate (annual) implementation efforts. Through our collective and focused efforts, we can make measurable differences in key areas directly related to our Strategic Priorities.

Finally, the ground level of planning and assessment occurs through the Program Review process, whereby each unit in the College identifies its planning objectives for the following year (or two)—and explicitly links these objectives to college-wide plans, especially the Annual Plan. This planning system fosters relevant and appropriate innovation at the unit level. It also supports synergy and can be used to promote collaboration and the sharing of ideas and resources between and among the College's departments and offices.

Program Review is not only a planning mechanism – it also requires each unit to assess its progress. Through this integrated system, College units are in many ways individually and collectively accountable for realizing the vision reflected in this Strategic Plan. The program review documents reflect every corner of the institution. The annual program review process is now in its third year of implementation. The program reviews show a range of thoughtful approaches to unit-level planning and assessment, and each year the process grows more robust.

A thematic analysis of the program review reports--delineated by the categories of commendations, challenges, concerns, and resource needs--informs the subsequent Annual Plan. The outcome of this analysis in the form of Key Performance Indicator Reports replaces the End of Year Assessment (EYA) Reports, which have been in place since the inception of the annual planning process but no longer meet the needs of Board and community members. Comprised of dense qualitative information with quantitative data interspersed throughout, the annual EYA reports have ranged from 40 to 266 pages. While the EYA reports have provided a wealth of detail, each year the volume of information proves too difficult to absorb. Moreover, the level of detail in effect replicates what is now available via the completed program review documents. Members of the Board, the public, and

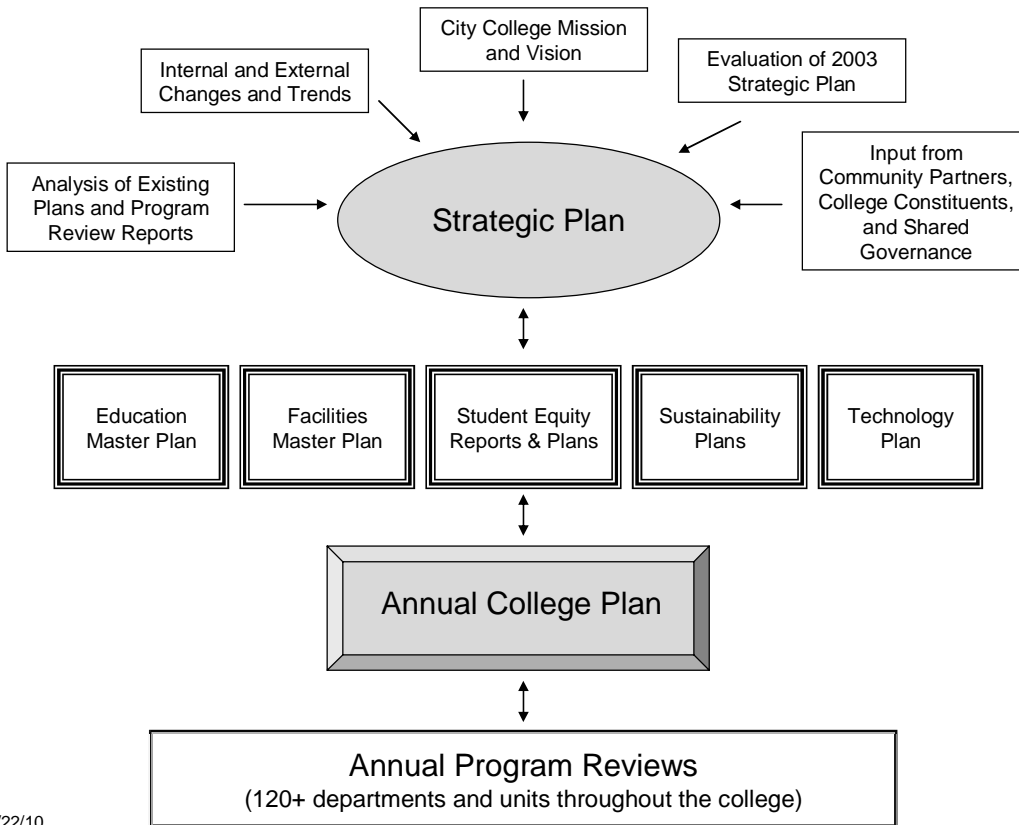everyone from within the College community can easily access roughly 120 program reviews which are posted online each cycle.

While the old End of Year Assessment approach has essentially been subsumed within program review, the College still must provide a regular accounting of its progress. The Office of Research and Planning, in consultation with the College's Planning and Budgeting Council, is developing a new template which will be refined through Shared Governance and Board review. The suggested approach is similar to approaches currently in use at many other community colleges throughout California and nationally. Called performance dashboards, institutional effectiveness reports, key performance indicator reports, or balanced scorecards, these documents are short (one to four pages) and provide a ready summary of the College's progress. These overviews can, obviously, be supplemented by more detailed information. Undoubtedly developing just the right tool with just the right level of detail will take time and discussion. In the meantime, reports such as the annual Accountability Reporting for the Community Colleges (ARCC)--locally supplemented with additional data--provide regular feedback on how the institution is performing.

Ultimately, within this integrated system, each program review, each Annual Plan, each Key Performance Indicator Report provides the College with opportunities to continually engage its community in reviewing and assessing our priorities and our progress toward achieving our vision.

Strategic Planning Flowchart

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  ┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
  │ Internal and     │      │ City College     │      │ Evaluation of    │
  │ External Changes │      │ Mission and      │      │ 2003 Strategic   │
  │ and Trends       │      │ Vision           │      │ Plan             │
  └──────────────────┘      └──────────────────┘      └──────────────────┘
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Internal and External Changes and Trends	City College Mission and Vision	Evaluation of 2003 Strategic Plan

Analysis of Existing Plans and Program Review Reports	Strategic Plan	Input from Community Partners, College Constituents, and Shared Governance

Education Master Plan	Facilities Master Plan	Student Equity Reports & Plans	Sustainability Plans	Technology Plan

Annual College Plan

Annual Program Reviews
(120+ departments and units throughout the college)

ver 8/22/10

Explicit direct link of Strategic Plan to Annual Plan needed as well as arrows to all plans.

Glossary of Key Terms[2]

Guiding Statements:

Mission – what we provide, the fundamental reasons the College exists.

Vision – future ideal state envisioned to collectively inspire the College community and framed within the context of the mission; what the College would like to be as it grows, develops, and responds to its constantly changing environment; includes references to our collective values.

Elements of Strategic Planning:

Environmental Scan – an assemblage of longitudinal and forecast data determined to have implications for an organization's future; internal and external scans provide the basis for ascertaining Strengths, Weaknesses, Opportunities, and Threats (SWOT).

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Gap Analysis – a technique used to determine what is needed to move from a current state to a desired future-state; relies upon an assessment of "what is" compared to "what should be".

Listening Session – a technique for learning from internal or external constituencies and partners; often guided by a set of questions to which participants are asked to prepare responses. (Interactive Listening Sessions are a variant of this concept.)

Strategic Plan – a broadly-defined plan intended to move the institution toward a desired future.

Strategic Priorities – broad statements of intent; thematic areas which, when achieved or improved upon, move the College closer its vision.

Strategic Priorities are supported by **Major Objectives**, which are a set of approaches or methods identified as likely to assist in achieving strategic priorities. Note, objectives are the primary building block for other college-wide plans as well as unit-level program reviews.

Elements of Evaluation Processes:

Assessment – quantitative or qualitative measures which evaluate the degree to which objectives have been obtained.

Key Performance Indicators – broad quantitative measures designed to document the degree to which the College is attaining its vision *(also called Key Success Indicators or Key Indicators of Performance).*

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[2] *While concepts are similar, preferred terminology varies among organizations.*

Strategic Plan Shared Governance and Community Review Process   *8/19/10*

[document used during the review process]

An essential part of the process of creating the Strategic Plan for City College is Shared Governance, College community and public review. Scrutiny of the plan from all constituent groups within the College, the Board of Trustees, and the community will help us produce the best possible plan for City College students and the communities we serve.

There will be three avenues for your input:

1. Updated drafts of the full Plan will be available online beginning in September, with an email address for questions and feedback. A college-wide email will announce when the Plan is posted and available for viewing.

2. There will be one or more public hearings conducted in October and/or November. Board members, community partners, students, and the general public will be invited to attend.

3. The Plan will be reviewed through many Shared Governance committees and other college organizations. These meetings are listed in City Currents and open to any college member to attend.

Council and Committee review details:

Formal approval for the Strategic Plan will be sought from the three main bodies within the three systems of Shared Governance at City College:

- Planning and Budgeting Council *(Budget and Planning Governance System)*
- College Advisory Council[3] *(College Advisory Governance System)*
- Executive Council of the Academic Senate *(Collegial Governance System)*

A draft of the Plan will be submitted to these bodies for a first review in late August or early September. A revised Plan will be taken back to these bodies in November and/or December. Final Shared Governance review will be provided by the Planning and Budgeting Council.

In addition, any College committee or group will be welcome to consider the Plan and provide input. If invited, members of the Strategic Plan working group will make presentations at meetings. Committees will be encouraged to complete their examination of the plan by November 1. Such groups may include (but are not limited) to the following:

- Academic Policies
- Associated Students
- Classified Senate
- College Diversity
- Department Chairs Council
- Information Technologies Policies
- Noncredit Issues
- Sustainability
- Student Preparation and Student Success

Key milestones for the Board of Trustees:

A draft Plan will be shared with the Board for their input in late August or early September when the PBC, CAC, and AS Executive Council begin their reviews. In October or November, the Board will co-sponsor public hearings regarding the plan. Finally, when Shared Governance and community review is complete, the Plan will be submitted to the Chancellor and the Board of Trustees for adoption.

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[3] *Note, the College Advisory Council is comprised of senior administrators and presidents of the major student, faculty and classified organizations.*

Strategic Planning Presentations and Discussions of
Strategic Priorities and Major Objectives, Draft 1

Group	Day	Date	Time	Location
Flex Presentation	Fri	13-Aug	3:00-4:00	SH206
College Planning & Budgeting Council	Tue	17-Aug	3:00-5:00	PCR
Academic Senate	Wed	25-Aug	3:45 PM	ART 303
Classified Senate	Wed	25-Aug	3:00-5:00	B 307
College Advisory Council	Thu	2-Sep	3:00-4:30	E200
Assoc. Students - Ocean	Wed	8-Sep	3:30 PM	Student Union
Academic Senate	Wed	8-Sep	2:30 PM	CIV-103
Student Development Deans	Fri	10-Sep	8:30 AM	E200
TLTR	Mon	13-Sep	2:00-3:30	MU 388
Student Prep & Success	Mon	13-Sep	2:30-4:30	HC213
Administrators Meeting	Tue	14-Sep	8:30-10:30	MU 140
Works of Art	Tue	14-Sep	10:20 AM	R510
College Diversity	Tue	14-Sep	3:00 PM	E200
College Council	Thu	16-Sep	2:30-3:30	PCR
Sustainability	Mon	20-Sep	3:00-4:30	B 704
Academic Policies	Mon	20-Sep	1:30 PM	ART 307
Noncredit Issues	Tue	21-Sep	3:00 PM	C334
Academic Senate	Wed	22-Sep	2:30 PM	MU 160
Board Meeting	Thu	23-Sep	6:00 PM	MU 140
Student Development Deans	Fri	24-Sep	8:30-11:00	E200
Information Technologies Policies	Fri	24-Sep	12N-2:00	C334
Basic Skills Ad Hoc Coordinating	Mon	27-Sep	n/a	n/a
Counseling Faculty	Tue	28-Sep	9:40-10:00	MU 140
Assoc. Students - Ocean (2nd time)	Wed	29-Sep	after 2:00	Student Union
Facilities Review	Wed	29-Sep	2:00-4:00	R518
TLTR (2nd time)	Mon	4-Oct	2:00-3:30	MU 388
Communications	Tue	5-Oct	12N-1:30	ArtX-170
Academic Senate (4th time)	Wed	6-Oct	2:30-5:00	EVANS
Department Chairs Council	Thu	14-Oct	2:45	S-100
ASC Executive Council Meeting	Thu	21-Oct	12:50-3:00	Gough

Strategic Planning Presentations and Discussions of
Strategic Priorities and Major Objectives, Draft 2

Group	Day	Date	Time	Location
College Diversity	Tue	26-Oct	3:00 PM	E200
Interactive Listening Session (1) *	Mon	8-Nov	3:30-5:30	John Adams
Interactive Listening Session (2) *	Tue	9-Nov	3:30-5:30	Downtown
Student Equity Hearing *	Mon	15-Nov	1:00-4:00	VART 115
College Planning & Budgeting Council *	Tue	16-Nov	3:00-5:00	MU 140
Academic Senate	Wed	1-Dec	2:30 PM	MU 370
College Advisory Council	Fri	2-Dec	3:00-4:30	E200
Associated Students	Wed	8-Dec	2:15-5:00	Student Union
College Council	Thu	9-Dec	3:30-4:30	PCR
Classified Senate	Wed	26-Jan	3:00-5:00	B 307
Academic Senate	Wed	26-Jan	2:30 PM	MU 180
Academic Senate	Wed	9-Mar	2:30 PM	Downtown
Classified Senate	Wed	23-Mar	3:00-5:00	B 307
Academic Senate	Wed	23-Mar	2:30 PM	MU 180
College Advisory Council	Thu	7-Apr	3:00-4:30	E200
College Planning & Budgeting Council	Tue	19-Apr	3:00-5:00	R518

 * *Received additional publicity encouraging student and public comment, and Board involvement.*

As shown above, the Draft 2 of the Strategic Priorities and Major Objectives began circulation mid fall 2010. Draft 2 was further modified according to input from the College community and Board members, as well as shared governance.

Formal approval was sought from the three main bodies within the three systems of Shared Governance at City College, listed below. Each body unanimously approved the draft.

- College Planning and Budgeting Council *(Budget and Planning Governance System)*
- College Advisory Council *(College Advisory Governance System)*
- Executive Council of the Academic Senate *(Collegial Governance System)*

In addition, the Classified Senate unanimously approved the draft, along with SEIU leadership.

A detailed trajectory of Draft 2 showing the edits at each stage can be found at the Strategic Planning website: http://www.ccsf.edu/Offices/Research_Planning/StrategicPlanning2010.htm