





## **I. Statement on Report Preparation**

This report was prepared by the senior staff of City College of San Francisco including the following individuals:

Chancellor	Don Q. Griffin
Vice Chancellor for Finance and Administration	Peter Goldstein
Vice Chancellor for Academic Affairs & Accreditation Liaison Officer	Alice Murillo
Vice Chancellor for Student Development	Mark D. Robinson

Drafts of this progress report were discussed with the Planning and Budgeting budgeting; the Academic Senate and members of the Board of Trustees at both their February and March 2009 work sessions.

Dr. Don Q. Griffin, Chancellor

## **II. Background**

City College completed its comprehensive self-study for re-accreditation in January, 2006, and submitted it to the Western Association of Schools and Colleges. An appointed team of peers visited the campus, March 20-23 2006, and their recommendations were forwarded to WASC. Re-affirmation of accreditation was awarded at a meeting of WASC, June 7-9 2006, and the college was notified, on June 29, 2006, of the approval along with a set of formal recommendations by the Association.

The WASC visiting team made ten recommendations to the College, and three of the recommendations were noted as having special emphasis. This mid-term report will address all of the WASC recommendations with a special emphasis on Recommendations 2, 3 and 4 which are:

### **Recommendation 2: Planning and Assessment**

The team recommends that the college build upon its continuing planning and assessment efforts and develop an integrated process of institutional planning and assessment that combines strategic planning, educational planning, facilities planning, technology planning, and personnel planning in a manner that links these planning processes to annual budgets. Planning should be based upon the findings of instructional and non-instructional program review, which should include clear criteria for resource reallocation and/or program and service development, expansion, or termination. (Standards I.B, II.A.2.e, and II.A.2.f).

### **Recommendation 3: Student Learning Outcomes**

The team recommends that the college ensure that student learning outcomes are fully institutionalized as a core element of college operations, with specific focus on curriculum and program development. (Standards I.B.1, II.A.1.c, II.A.2, II.A.3, and II.A.6).

### **Recommendation 4: Financial Planning and Stability**

The team recommends that the college develop a financial strategy that will: match ongoing expenditures with ongoing revenue; maintain the minimum prudent reserve



. The annual plan, therefore, consists of a series of objectives that are organized into the eight priorities of the College Strategic Plan. These priorities are:

1. Basic Skills
2. Academic Success
3. Student Development
4. Outreach and Recruitment
5. Workforce Development
6. Resources and Facilities
7. Technology
8. Organizational Climate

### **Development of a New Program Review System**

The **second stage** of our annual planning and budgeting process relies upon our new annual program review system which is inclusive for all units in the college. This new process is being piloted in 2008/9 and will be evaluated and modified for 2010/11 and beyond. The program review system is completely integrated into the annual planning and budgeting system.

The system begins when each unit receives an electronic template that includes five years of data on enrollment, personnel, budget expenditures, student and/or employee satisfaction, and a productivity measure depending upon whether it is an instructional, student service or administrative unit. The annual report form also includes text boxes to be filled out by the unit leader in consultation with the faculty and staff of the unit. These text boxes ask the unit:

- a. To provide reflections on data trends
- b. To summarize progress on prior year planning objectives
- c. To identify major planning objectives for next fiscal year
- d. To discuss the status of learning assessment for courses and programs
- e. To describe resources needed to meet planning objectives

We are planning to use the annual program review report forms to identify unit needs for new programming, staffing, equipment, supplies and facilities as well as budget augmentation proposals during the February to May budget development process. The annual report forms may also be used in the future by other College resource committees including the Faculty Position Allocation Committee, the Classified Vacancy Review Workgroup and the instructional block grant workgroup.

Programs or services showing significant challenges with either operations or productivity levels will be identified and recommended for a special comprehensive program review. Special comprehensive program reviews can use the old standard CCSF program review framework

The Program Review Committee (PRC) comprises four faculty, two classified staff and two student representatives. The PRC is the overseer review system, and, in effect, the first filter for reviewing all annual planning objectives, and budget requests.

The PRC will review all annual program review reports and make recommendations directly to the Planning and Budgeting Council (PBC) for budget modifications. The PRC will also review program review reports for alignment of cost center unit planning objectives with College planning objectives; the PRC will also review the status of student learning outcomes assessment within each unit.

The PRC will also be responsible for the periodic evaluation of the college program review system and submit final report with recommendations for improvements to the Chancellor. The PRC will review special program review reports and evaluations in cases where the Chancellor requests a special review.

During the **third stage** of the College planning and budgeting process, the Planning and Budgeting Council reviews the recommendations from the Program Review Committee and develops a set of budget recommendations for the Chancellor and the Board of Trustees. The Board reviews and adopts a tentative budget in June of each year and a final budget in the fall of each year.

The

-specific organizations.

In May 2008 the Vice Chancellor of Academic Affairs submitted a request to the Planning and Budget Council to fund a Student L



### **General Education SLO Progress**

Also in 2008-09 we have taken steps that will lead to a full SLO process for our General Education coursework. Our Bipartite Committee on Graduation Requirements, a joint committee of the Academic Senate and the Administration, has formed a workgroup to identify learning outcomes for each of our eight General Education areas. These outcomes were presented to and approved by the Bipartite Committee in late February 2009 for publication in the 2009-10 College Catalog.

One of the challenges we have in establishing the SLO process for our General Education coursework is the scope of work involved. We have several hundred courses spread across the eight General Education areas. The workgroup that is identifying the learning outcomes for each of the General Education areas is using the inclusion criteria as a starting point for these learning outcomes. Our goal is to create a unified process that can be used to review courses for inclusion into a General Education area while simultaneously mapping the learning outcomes for that area to specific aspects of the course.

### **Student Development SLO Progress**

The Student Development Division has made substantial progress in the area of Student

semester, the Student Development Division had a SLO work group that met regularly to , initiated several SLO pilot studies, and began developing

Starting in the summer of 2008, in an effort to move the Student DevelopmC0051>8 2800t to m 005.95 Tm2

plans for each SLO.

The result of the diligent work of the many units within the Student Development Division is substantial. In seven months, the Division has grown from only one-two units with SLO pilot projects, to each of the 10 major units, and many of their sub-units, with and experience different levels of comfort unified in the collective approach to make significant impacts on student learning through

Goals for the spring semester include:

standards.

Response to WASC Recommendation #4 on Financial Planning and Stability

---

*The team recommends that the college develop a financial strategy that will: match ongoing expenditures with ongoing revenue; maintain the minimum prudent reserve level; reduce the percentage of its annual budget that is utilized for salaries and benefits; and address funding for retiree health benefits costs. (Standards III.D.1.b, III.D.2.c, and III.D.2.d)*

---

Prior to the visit of the WASC team, the college had identified the need to restructure its financial resources in order to

both this division as well as Student Services had streamlined some business processes through greater use of technology. The following fiscal year, 2006-07, provided community colleges with a large Cost of Living Adjustment (COLA) of more than 5% as well as a long-awaited improvement in funding for noncredit education. These two items combined, provided the college with a major increase in resources. These funds were significant enough to allow the college to further enhance its financial stability by transferring \$2.1 million into the Board Designated Reserve, bringing it to a total of more than \$6.6 million on June 30, 2007.

During both fiscal year 2007-08 as well as fiscal year 2008-09, individual administrative units undertook specific projects designed to achieve greater effectiveness and cost efficiency. The Office of Admissions and Registration, building upon a re-engineering effort, participated in a comprehensive review of its services conducted by a consulting team appointed by the American Association of College Registrars and Admissions Officers (AACRAO). The visiting team produced a report containing specific recommendations which have been fully implemented.

The division of Finance and Administration developed plans for re-engineering and engaged a specialist in business process assessment under contract with the Strata Information Group. This process was particularly helpful in showing key managers the need to re-examine their business processes. As a result of this process, the Payroll Office developed and implemented automated procedures resulting in a significant reduction through attrition in the amount of resources dedicated to payroll production. In addition the Office of Human Resources acquired and implemented software for on-line application tracking and processing, also leading to increased efficiency.

As previously stated, effort succeeded in achieving real increases in financial support for noncredit education and for basic skills programs during fiscal year 2006-07. The increase in support for non-credit education provided during 2006-07 has gone into base funding and is now permanent. While the College originally expected that additional increases in funding for non-credit education would be provided over the next three fiscal years, thereby raising the non-credit funding rate to nearly 90% of the credit rate, economic conditions during 2008 have extended that horizon significantly.

As mentioned above, key parts of the College have shown a clear movement in the direction of effectiveness and efficiency in the management of fiscal resources. The college's budget review process represents a good start in a long term effort to identify ongoing savings. The budget review and recommendations process will be revisited during the spring 2009 semester as part of an ongoing effort to identify additional cost reductions needed to address the increasingly challenging financial parameters facing all administration has already announced plans to reorganize its Information Technology resources during 2009-10, and to take advantage of cost saving opportunities related to anticipated retirements by administrators in June 2010, by reducing the number of

Finally, it shou

While information for the 2009-10 fiscal year is still preliminary, the College is making conservative assumptions for 2009-10 with respect to key items, including the assumption that the College is not obligated to provide its workforce with any salary increases during 2009-10. Furthermore, it is assumed that statewide deficit factors caused by property tax and sales tax income will drop severely and will not recover until after 2009-10. The 2009-10 requires funded enrollment growth of \$1.7 million and spending reductions of approximately \$3.0 million beyond those achieved in the prior year. The latter will be achieved by a continuation of the reduced summer session in 2010 (\$700,000), a decrease in overtime expenditures (\$800,000), additional administrative savings (\$450,000), fewer consultants (\$100,000), attrition and non-replacement of some IT personnel (\$250,000) and further reductions in supplies, travel, and other operating expenditures (\$200,000). Even with the additional growth revenue and planned reductions, to achieve a balanced budget, the College may need to reconsider

During the next several weeks, the PBC will be evaluating the recommended plan for addressing budget shortfalls during both fiscal years 2008-09 and 2009-10. As part of this deliberation specific items will be identified for ongoing spending reductions during 2009-10. After the Council reaches a consensus the Board of Trustees will be asked to provide their input and eventually will be asked for their approval. The college will also need to work closely with the representative labor organizations whose cooperation will be critical to the success of this effort.

#### **Maintain Minimum Prudent Reserve Level**

The College achieved the goal of restoring the Board Designated Reserve to the level of \$6.65 million at the end of fiscal year 2006-07, as stated in the previous subsection. It should be noted that the \$6.65 million reserve does not include the \$2.85 million the College generated as part of the overall fund balance at the end of fiscal year 2007-08, which includes both of these amounts as well as other financial elements, was in excess of the five per cent guideline Office uses to monitor the fiscal well-

08, and the College expects the same to be true for fiscal year 2008-09.

#### **Reduce Percentage of Annual Budget Utilized for Salaries/Benefits**

The College is located in one of the highest cost areas in the country and this is reflected in the cost of the current salary and benefits structure. The ratio of personnel to non-personnel costs remains at a high level with more than 90 per cent of unrestricted general fund expenditures going towards employee compensation. Non-personnel costs have

as documented by the annual independent audit report. The College did join the investment consortium sponsored by the Community College League for this issue but has not deposited any money into the fund. San Francisco voters recently enacted a measure that would modify post retirement health benefits for new hires, lengthening the years needed to qualify for the benefit and allowing the college to charge new hires a percentage of their salary to prefund the future liability. The College cannot implement the charges to new employees without union agreement. The College continues to discuss all aspects of post retirement health benefits with our collective bargaining units in an attempt to address this financial challenge..

#### **IV. Response to WASC General Recommendations**

##### Response to Recommendation on Mission Statement

*The team recommends that the college regularly review and approve the mission statement in a discrete process to ensure that it is clearly addressed. (Standards I.A.3 and I.A.4).*

---

statements open to the entire student body and all the employees of the institution. An electronic survey containing both the mission and vision statements along with a series of questions was disseminated to approximately 30,000 students and 3,000 employees during the month of October and November 2008. The lead college shared governance organizations, the Planning and Budgeting Council (PBC) and the College Advisory Council (CAC), shared governance organizations, are responsible for reviewing the data and drafting revisions to the mission and vision statements. The revised statements will be circulated for shared governance feedback and to build a shared understanding and consensus. The PBC, CAC and Academic Senate will make final recommendations to the Board of Trustees in spring 2009.

##### Response to Recommendation on Technology Planning

*The team recommends that all unit technology plans be brought up-to-date, and that a unified college-wide technology plan be developed. This plan should be integrated with facilities and budget plans. Funds for technology acquisition and maintenance, including regular replacement of outdated hardware, should be integrated into the institution's budget. (Standards I.B.4, I.B.6, III.C.1, and III.C.2).*

---

A new technology plan, developed in 2007/8 by a cross-college team from Academic Affairs, Student Development, Institutional Advancement and Information Technology Services, is being reviewed in spring 2009 by the College shared governance organizations. Once finalized through shared governance, the plan will go to the Board

of Trustees for a final review and adoption in late spring 2009. The new technology plan is a unified planning document that integrates technology objectives from all parts of the College including instruction, student development, library, and Information Technology Services. It also identifies funding sources for each planning objective including the replacement of outdated hardware and timelines for seeking resources and implementation. The Plan calls strongly for bringing routine technology expenditures, such as systematic replacement of hardware, under the General Fund.

#### Response to Recommendation on Board Self-Evaluation

*The team recommends that the Board of Trustees establish a method of self evaluation, determine the schedule for this process, and complete self evaluations on a regular basis. (Standard IV.B.1.g).*

---

The Board of Trustees at its November 20, 2008 meeting adopted a comprehensive policy on self-evaluation and a survey instrument. The policy will be implemented in April and May 2009 covering the period July 1, 2008 through March 2009. The Board policy includes a provision for each of the major College constituent organizations to participate in the evaluation. The Board will discuss the results of the evaluation from the college organizations and the self-evaluation of its members in May 2009. This self evaluation will be repeated annually every spring.

related to bathrooms, classrooms, and laboratories is now under construction throughout the district and will be completed by the end of 2009. These improvements will support



To maximize the effectiveness of reporting for all safety and lighting matters, the Director of Buildings and Grounds as well as Vice Chancellor of Finance and Administration requests the campus police, the custodial staff as well as all Buildings and Grounds personnel to check lighting and all other facility matters on a regular basis and report and/or repair in an expeditious manner.

Lastly, the College updated its Illness and Injury Prevention Plan IIPP in 2008.

## Response to Recommendation on the Academic Freedom Statement

*The team noted that while publicizing its policies, the college should take steps to ensure that an Academic Freedom statement is included in the college catalog as well as any other appropriate publications (Standard II.B.2.a).*

---

The Academic Senate approved the college academic freedom statement on November 29, 2006. It is an excerpt from Board Policy 6.06. It first appeared in the 2007-08 college catalog and is also available on the City College of San Francisco website at <http://www.ccsf.edu/Board>.

## Response to Recommendation on BMS and AV

*The two support units, audiovisual and broadcast media services, are physically situated at different locations and operationally managed by different administrators. This separation of the two units has not promoted adequate operational integration of these two units, which the college should address along with appropriate levels of staffing.*

---

The BMS and AV departments consistently and successfully collaborate on collegewide projects. Together they have coordinated 12 teleconference activities including national and international events. They broadcast the presidential debates and inauguration at six campus sites across San Francisco. They successfully set up library and media services for the brand new Mission Campus<sup>20( su)-10(c)4(c)4(e)4(ss)-1</sup>hysis aas taken the lead to broadly promote events jointly sponsored and BMS leads the technical and multimedia application<sup>20( su)-10(c)4(c)4(e)4(ss)4</sup>

2 smaller campus sites.  
Traditionally, the Ocean campus has been served by staff supervised by the Dean of

Library and Learning Resources, while the smaller campus sites have been maintained by a shared staff member who reports to the Director of College Services.

In consultation with the library dean, campus deans, director of college services, and classified AV staff, a year long pilot project was designed in fall 08 whereby the functions of the shared campus AV staff would be integrated into the larger operations of the Ocean campus. The goal was to provide improved and consistent services to the

## Response to Recommendation on Student Records

*On a practical note, the college still needs to address the issue of permanent maintenance of all student records.*

---

The issue of permanent maintenance of student records is still being resolved. Although document imaging of all student records continues to take place in Admissions and Records, no formal District policy has been set in place outlining procedures for the purging of files. Each time the department or Division wishes to destroy old student records, a resolution must be presented to the Board of Trustees. Further streamlining of this process is still being pursued.

## Response to Recommendation on Administrative Staffing

*The team also encourages the college to incorporate examination of appropriate administrative staffing levels in its planning processes as it continues to expand programs and services.*

---

## **V. Response to CCSF Recommendations**

### Response to CCSF Recommendation #2

*Increase efforts to develop an integrated College curriculum: a. Support the integration of multicultural perspectives into College courses. (S.II.B) b. Promote cross-disciplinary and integrative learning communities. (T.3)*

---

a) In response to recommendations formalized in the CCSF Student Equity Plan, the Multicultural Infusion Project was developed in 2003. This is a faculty led, year long staff development program with the goal of introducing culturally relevant teaching and learning strategies into the classroom and counseling practices. Each year faculty are selected to participate in a series of workshops and seminars, including a poster session that disseminates those strategies. The success of this project has translated into its inclusion as a priority in our Basic Skills Initiative Plan along with associated funding.

The College has

Lesbian and Bisexual Studies. Since 2006, 12 new courses have been approved by the

The curriculum of the MHA contextualizes compelling issues in urban health into required general education courses (math, writing, critical thinking, communication). Students learn by working with real issues in community health. MHA faculty works together in an interdisciplinary learning community. The linked courses share common learning objectives and integrated assignments.

Elementary Algebra, Math 840, studies class that integrates into the standard Elementary Algebra curriculum discussions of gender bias and its intersection with culture, class, race, age, and disability. The course was developed to meet the challenges women continue to experience in mathematics classrooms. Issues of math anxiety, learning styles, and learning differences are addressed through the completion of a math study skills workbook. Students complete a math autobiography which challenges them to examine stereotype threat and to explore the origins of their personal attitudes towards math. In addition, students discover the accomplishments of female mathematicians through a short research paper.

Response to CCSF Recommendation #3

*Expand the College's professional development program by establishing a teaching and*

exchange on student learning. In fall 08 fourteen SI groups served approximately 136 students in the disciplines of chemistry and psychology. This term, fourteen SI groups are serving approximately 324 students in the disciplines of chemistry, biology, math, physics, psychology, and Latin American and Latino Studies.

Through the Basic Skills Initiative, college faculty have been able to participate in several

The Student Development Division plans to upload new videos and existing college media to the I-Tunes University site. Students, staff and community members will be able to access information available through I-Tunes.

Digital display screens will be installed in public spaces to expand the use of technologies for the delivery of student services within the college. The first screen has been installed and provides information about college services, programs, classes, upcoming events, news coverage and other announcements of interest to students. Additional screens are scheduled to be installed as appropriate locations are identified.

The implementation of a new photo ID card began in fall 2008. Students are now receiving photo ID cards, which come with enhanced services both on and off campus, at many of the 11 CCSF campuses. The implementation process will continue throughout the spring and summer semesters.

The Student Development Division has also increased communication with students through technological formats. Text messages updates are sent to students, email communication has replaced paper mailings, and all-student phone messages regarding important CCSF dates and deadlines have been implemented.

## Response to CCSF Recommendation #10

*Continue to promote participation by the classified staff, faculty, administrators, and students within the College's Shared Governance System. (S.IV)*

---

CCSF has an on-going policy of involving all constituents of the college (classified staff, faculty, administrators, and students) to the greatest extent possible in shared governance activities. The Office of Shared Governance advertises continuously in City Currents for committee members, publishes the Annual Report, Handbook, committee reports and minutes, maintains a Shared Governance website, and has a well-respected Shared Governance Coordinator (who is a classified staff member).

There is a concerted effort to review committee memberships for as balanced a representation as possible. One of the major shared governance pipelines, the College Advisory Council, chaired by the Chancellor, has equal membership from all of the above-mentioned groups.

The Academic Senate promotes Shared Governance participation by publishing calls for volunteers in the weekly campus newsletter and by actively soliciting participation on an individual basis. In addition and in an attempt to raise awareness and increase communication, the Senate President and other Senate officers publish a regular column in the newsletter and attend department meetings and other college events.

Administrative shared governance committee assignments are reviewed by the Executive Committee of the Administrator's Association and submitted to the Chancellor for final approval. Data provided by the Office of Shared Governance reflects the following percentage of positions filled on shared governance committees by constituent groups; administrators - **98%**, classified - **94%**, faculty - **80%**, students **68%**. This reflects an overall increase in the classified staff and student participation in shared governance compared to prior years. The overall percentage of positions filled on shared governance committees is **85%**.

The participation of students in the Shared Governance System is currently encouraged and supported through the Student Activities Department. There is a position for a Shared Governance Coordinator on the Associated Student Council who is responsible for recruiting and encouraging student attendance at Shared Governance meetings. Stipends for student attendees are also provided.

Response to CCSF Recommendation #12

*Expand efforts to improve communication and coordination of information among counseling, library/learning resources, and instructional programs. (S.II.C)*

---

The library dean is a participant in the academic deans- monthly convening. At this forum, instructional and library presentations are made to keep all informed of new technologies4(ult)-13(y)20( ) c90.024 439.27 Tm[ ] (S.I



, and different department publications.

Three retention programs in the Academic Affairs Division (Asian Pacific American Student Success , Latino Services Network, African American Scholastic Program), are structured to offer comprehensive services to students enrolled in the programs. Students enroll in designated course sections that have been designed to incorporate a required counseling component. Throughout the year, content faculty work closely with the program directors and counselors in selecting the courses to be offered, the faculty assigned to teach the courses and the content emphasized, as appropriate.

Likewise, science, math, engineering, learning assistance and counseling faculty are working on a two-year project to address student outreach, curriculum alignment and instructional support in an attempt to increase the pipeline and success of students pursuing math based careers. This activity is funded by a Department of Education grant and is integrated with the development of a MESA (Math, Engineering Science Achievement) program under Academic Affairs.

Also, in response to the self assessment conducted under the auspices of the Statewide Basic Skills Initiative, the Academic Senate approved the newly created Basic Skills Ad Hoc Coordinating Committee instruction and support services for students in basic skills courses.

The Office of the Dean of Counseling and Student Support Services, within the Student Development Division has made, and is currently making, many efforts to improve communication and coordination of information among counseling, library/learning resources, and instructional programs. Initiatives include:

- Professional Development seminars offered throughout the year;

- Recently re-instated all-counselor meeting once a semester;

- Currently seeking a CTE and Student Services grant to fund integration of counseling and tutoring services with specific CTE instructional programs and services;

- Through the BSI, plans are in motion to pair ENGL 91 with student services integration (curriculum will reflect requirements to meet with counselor, develop Ed Plan, etc.);

- The Career Center has paired with LERN 50 courses to integrate career counseling into course curriculum;

In the n



track job announcements as they move through the approval process. Moreover, with this system applicants are provided automated notification both online and via email regarding application status. To date, we have had:

- 1704 number of applicants that have applied to a job posting/announcement
- 67 job postings/announcements posted
- 34,080 -- average # of sheets of paper saved (on average application is 20 pages x 1704 applicants)

The Classified Unit is currently working to - spring  
2009 semester.

## **VI. Progress on Substantive Change Applications**

In fall 08, the College submitted a Substantive Change application to the ACCJC for Distance Education programs. On February 27, 2009 the application was approved for General Education for the Associate Degree, Business, Computer Networking and Information Technology, Computer Science and Spanish in the Foreign Languages Department.

## **Appendices**

A: Program Review System

B: Student Learning Outcomes Templates

C: Additional courses meeting Area H requirement

## Appendix A

### ***C. Review of Courses, Programs and Learning Assessment Plans***

---

1. The review of all courses, programs and plans for learning assessment is integrated into the program review system.
2. Each department shall develop a plan submitted to the Dean of Curriculum for the comprehensive review of all courses and programs to assess student demand, currency and relevance, and, where appropriate, identify new courses and/or new programs. The plan must show that all courses and programs will be reviewed in a six year cycle.
3. Departments will submit course and program changes, where appropriate, to the Dean of Curriculum and/or the Curriculum Committee for review and approval.
4. Each department will report on the status of the course and program review each year within the annual program review form.
5. Each department will report on the status of learning assessment plans within the annual program review form.

### ***D. Role of Program Review Committee***

---

1. The Program 5HMEPPWVHH35DORMUVHWHKFR00HJHVSURJUDP review system.
2. The PRC will annually collect and review all program review forms and make recommendations directly to the Planning and Budgeting Council (PBC) for budget modifications based upon thH35UHMZIWUHSRUWV
3. The PRC will also review program review forms for alignment of cost center planning objectives with College planning objectives and the status of student learning outcomes assessment.
4. The PRC will oversee the periodic evaluation of the CCSF Program Review System (PRS) and submit in consultation with appropriate shared governance bodies a final report to the Chancellor with recommendations for improvements.
5. The PRC will review enhanced program reviews and evaluations in cases where

### ***E. Annual Cycle for Program Review***

---

1. The annual cycle for program review begins each summer with the collection of data by the Office of Research for the review forms.
2. Forms containing data assembled by the Office of Research will be distributed to all college cost centers for review and validation by cost center managers each fall.
3. By **January 15**, a review form will be made available to all heads of college cost centers for presentation and discussion among faculty and staff within the cost center units.
4. By **March 1<sup>st</sup> of each year**, college cost centers will complete a review form. Each unit will complete the information requested in the forms including plans for the coming year and proposed budget augmentations for staff, equipment and supplies as well as facilities improvements. The completed forms will be forwarded to deans and ultimately to Vice Chancellors by March 1<sup>st</sup>.
5. By **April 1<sup>st</sup> of each year**, the completed forms will be reviewed by the appropriate subcommittee of the PRC (**except in 2008/9 where the Vice Chancellors will conduct the review and report directly to the standing**

## **Appendix B**

### **Student Learning Outcomes Introduction and Templates Academic Affairs**

#### **Introduction**

Part of the program review process includes comments about student learning outcome activities in each department (refer to Program Review template questions #5 and #9). It is important that each department discuss, define and clarify student learning outcomes and then identify ways to assess and measure student mastery of the learning outcomes on both the course and program levels.

For the PILOT program review this year, departments are asked to select and discuss a minimum of one class or one program in their discipline. After discussion, please complete the attached template with the answers to the questions.

If you who have been working on students learning outcomes for a while, you may be able to select a course or program that allows you to complete the responses to all five questions in the template. If you are just starting the conversation, you may only be able to complete the first three columns. Data collection and evaluation will come later.

Finally, summarize your discussion/findings on the Program Review template, questions #5 and #9.



**CITY COLLEGE OF SAN FRANCISCO  
STUDENT LEARNING OUTCOMES PLAN  
ACADEMIC AFFAIRS**

DIVISION: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

COURSE: \_\_\_\_\_

CONTACT: \_\_\_\_\_

EXTENSION: \_\_\_\_\_

COURSE GOAL STATEMENT:  
\_\_\_\_\_

<b>Expected Student Learning Outcome:</b>  Students completing the course should be able to:	<b>Methods of Assessment:</b>  Students completing the course will be assessed by these assessment methods:	<b>Measurement Criteria:</b>  Students completing the course will be measured based on these measurement criteria:	<b>Summary &amp; Analysis of Data:</b>  (Specify date completed.)	<b>Plan of Action: Use of results and modifications.</b>  (Specify start date.)
1.				
2.				
3.				



CCSF Student Development

Student Learning Outcomes -DRAFT

Fall 2008

STUDENT  
DEVELOPMENT UNIT

STUDENT LEARNING OUTCOME

ACTIVITIES TO SUPPORT OUTCOME

ASSESSMENT MEASURE

## **Appendix C:**

### **Additional Courses Meeting Area H Requirement**

#### **2008**

ADMJ 67 Terrorism and Counterterrorism  
IDST 30 Demystifying the Middle East  
SUPV 236 Women Leaders at Work  
GLST 77 Queer Creative Process

#### **2007**

WOMN 25

#### **2006**

ASAM 6 Asian American Issues through Literature  
ASAM 10 Asian American Culture  
LALS 1 Latino/a Diaspora: The Impact of Latinos Living in the United States  
LBCS 100 Racial Conflict and Class Solidarity in America  
GLST 15 From Greece to Stonewall: Queer Writers, Lives, and Worlds  
HLTH 95 Transgender Health: Working with Clients and Communities  
HLTH 96 Transgender Health: Public Health Strategies