

Budget & Planning Notes on Strategic Plan Recommendations
October 5, 2005

Academic Environment Recommendations	Addressed	<i>Explanation</i>	Notes/Discussion	Comment
<p>1. College Standards Rigorous academic standards should be the norm and institutionally encouraged. Writing and research should be the rule and pedagogical discussions should be frequent. Our library should fully support these goals</p>			<ul style="list-style-type: none"> • SLO work • Academic Integrity developed after Strategic Planning recommendations – listed in College Catalog. Ongoing as the other half of academic integrity needs to be completed • Pedagogical (referring to faculty) discussions have begun in Division/ Department meetings - many one-person departments • Writing – intent of SP Committee that students are not doing enough writing 	
<p>2. College Offerings Expand the core transfer offerings</p>	<p>Yes</p>	<p><i>New curriculum has been developed in music, Spanish, literature, chemistry, English</i></p>	<ul style="list-style-type: none"> • Recommendation defined by SP Committee as to provide greater access to core transfer requirements. • Defining Core and making sure available (not enough slots to move in and out) • Needs to include Priority Enrichment • Is academic life for all students challenging enough? • Back to values/vision <p><u>TO DO LIST</u></p> <ul style="list-style-type: none"> • Define Core – what is Core for us – what are we offering • Define Student Population –are we serving our student population? – look at evening class schedule - try to develop more choices • Accelerated Program–honors–not enough students 	

<p>3. Academic Resources</p> <p>Transfer, workforce development and basic skill courses should be offered, and class schedules should be built, with an emphasis on the maximum utilization of our resources</p>		<p><i>Transfer, workforce development and basic skills courses have always been offered.</i></p>	<ul style="list-style-type: none"> • Look at how we can expand Core – consider scheduling • What is Core and what is compromise • Perception is that students do not move out in a timely manner • Develop efficient schedule – look at when students will need Core courses and at classes of interest to students – develop a class rotation plan – publish class rotation plan in advance for counselors • Meet with faculty and define academic core 	
<p>4. Athletics</p> <p>Expand College Athletics Programs; attempt to be compliant Title IX</p>	<p>Partially</p>	<p><i>Women’s Volleyball was added, but both men’s and women’s tennis were deleted. There are currently three men’s sports and two women’s sports.</i></p>	<ul style="list-style-type: none"> • Audit four years ago showed College did not comply with Title IX • Fees • Program Review showed program teetering on extinction • Cost benefit analysis • Recruitment 	
<p>5. Partnerships</p> <p>Continue to build upon the current partnerships as well as actively seek new ways to partner with private and public entities. To the extent that these partnerships may give rise to competing claims on scarce college resources (i.e. facilities, additional hires, general fund dollars, etc.) dialog amongst the affected parties should be timely and complete.</p>	<p>Yes</p>	<p><i>New partnerships with:</i></p> <ol style="list-style-type: none"> 1. <i>SFSU BSN and Sequoia Health Care District (University Center)</i> 2. <i>Stanford University and EPAHS</i> <p><i>Continuing partnerships:</i></p> <ol style="list-style-type: none"> 1. <i>Carlmont HS</i> 2. <i>First Five</i> 3. <i>Various hospitals</i> 4. <i>Sequoia Union HS</i> 	<ul style="list-style-type: none"> • Where have partnerships come from • Where is balance • Effective? • Community/jobs SFSU BSN – offer opportunities - Goal to serve students who live and work in community – Enrollments up in Science • Analyze UC data for all programs – look at how many resources there are and what the cost would be to general fund \$\$\$ • EPA high school partnerships/community – getting paid by grant Middle College high school experience. More than half graduating student enrolled at Cañada 	

		<i>District (Middle College)</i> 5. <i>UCtr with SFSU</i> 6. <i>UCtr with CSU East Bay</i> 7. <i>UCtr with CSUMB</i>		
6. Retention Continue to support, within the limits of present fiscal constraint, the academic support services that have demonstrable benefits in retaining students. Existing programs such as MESA should be maintained. Grant research and writing should be undertaken so that additional academic support services may be established.	In Progress	1. <i>VTEA (federal Grant)</i> 2. <i>MESA (state) Grant</i> 3. <i>Middle College (state)</i> 4. <i>First Five Grant</i> 5. <i>Title V (federal) HIS – Transforming Institutions Grant</i> 6. <i>CBET (state Grant)</i> 7. <i>Gateway (local & private)</i> 8. <i>Upward Bound (federal) Grant</i> 9. <i>Hewlett-Packard (industry) Grant</i> 10. <i>Student Support Services (federal) Grant</i>	<ul style="list-style-type: none"> • Title V Grant closes 9/30 – allowed to spend through December 05. Will be writing for new Title V Grant in March with funding in October 06 if approved. • Upward Bound Grant – 3 years left. Looking at moving UB grant from Humanities to Academic Support Services. • Student Support Services Grant funding begins 10/1 – in process of staffing • Fiscal response to College when grants end. 	