

CITY CURRENTS



A NEWSLETTER FOR THE CITY COLLEGE COMMUNITY

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FEBRUARY 24–MARCH 2, 2003

The challenge of the new accreditation standards: next steps

By Dr. Philip R. Day, Jr.
Chancellor

As a follow up to my address on Flex Day in January in which I discussed some of the broad implications for the College of the new accreditation standards focusing on student learning outcomes, I want to share with you in more detail my thoughts on the next steps that City College should take. This paper proposes a framework to address student learning outcomes and the accreditation self-study that CCSF will need for re-accreditation in Spring 2006.

I welcome your feedback and I plan to meet with the leadership of the college organizations to discuss this paper in depth.

The new standards

In June 2002, the Accrediting Commission approved new accreditation standards for the California community colleges that will become effective as of Fall 2004. The most significant change is the integration of student learning outcomes into four new standards in an effort to promote more interaction among different campus constituencies and service areas. Standard One focuses on institutional mission and effectiveness; Standard Two is on student learning programs and services including instruction, student services and library services; Standard Three is on resources including fiscal, physical and human resources; and Standard Four focuses on leadership and governance. Taken together, the four

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Dr. Anita Grier takes oath of office as Board President Lawrence Wong sworn in as VP

San Francisco Mayor Willie L. Brown, Jr. (left) administers the oath of office to Dr. Anita Grier (center) and Lawrence Wong, Esq., as President and Vice President, respectively, of the Board of Trustees of the San Francisco Community College District.

Photos by Monica Davey



Dr. Philip R. Day, Jr., Chancellor of City College of San Francisco, at podium above, welcomes guests to the inaugural ceremony for Dr. Anita Grier as President and Lawrence Wong as Vice President of the College's Board of Trustees. The ceremony was held February 19 in the Pierre Coste Room on the Ocean Avenue Campus. Pictured left to right are Matt Gonzalez, President, San Francisco Board of Supervisors; San Francisco Mayor Willie L. Brown, Jr., Dr. Grier and Wong. The food was catered by the Culinary Arts and Hospitality Studies Department, under the direction of Ed Hamilton, Chair, and Professor Tannis Reinhertz. The floral arrangements were made by the Environmental Horticulture and Floristry Department under the direction of Professor Steven Brown. Background music was provided by the CCSF Jazz Trio, coordinated by CCSF Music Professor David Hardiman. Singing of *The Star Spangled Banner* was led by Music Professor Dr. Helen Dilworth.

CITY CURRENTS

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**Please note that the deadline is 10 AM
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Accreditation: the next steps

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standards move outcomes to the center of the accreditation process for all colleges, requiring that each institution provide evidence of how it supports and fosters student learning.

The new accreditation standards should be viewed as a welcome and significant opportunity for City College of San Francisco because student learning is at the heart of what we do. The new standards are a challenge that has the potential to enrich us; one that will require a concerted effort during a time when resources are stretched thin. I have no doubt, given the able leadership within our faculty and staff, that City College will be a model for the rest of the state to emulate.

The outcomes and assessment movement

Over the past two decades, the outcomes movement in higher education has sought to redefine the nature of postsecondary education by focusing more on the quality of student learning and development than on the breadth and depth of institutional resources and course offerings as a measure of institutional effectiveness. Traditional outcomes measures like graduation, certificate completion, and transfer rates have been augmented with assessments of the specific skills, knowledge, and abilities students develop in courses, programs, and their college experience as a whole. At the same time, forces outside of higher education (e.g., state and national legislators, other elected leaders, the media, etc.), have begun to exert pressure on colleges and universities to produce outcomes measures and, in many states, this has resulted in mandated reforms connected to funding. Colleges and universities across the nation have come to understand the sea change that is underway and have recognized that they can improve their outcomes while maintaining control over their future development by creating the

ways and means for outcomes assessment initiatives within their institutions. Likewise, external governing bodies and accrediting agencies have begun to see the inherent value in the outcomes movement and have provided direction to institutions as they engage in the assessment initiative.

Assessment is not simply an activity; it is an ongoing process aimed at understanding and improving student learning. To that end, the assessment process generally involves making faculty expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and the bringing faculty together to reflect upon the resulting information to document, explain, and improve performance. Assessment activities help faculty focus their collective attention, examine assumptions, and support a shared academic culture dedicated to assuring and improving the quality of higher education.

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Generally, institutions focusing on student learning outcomes align their efforts with their mission and center their deliberations on four key questions:

- What do we expect our students to know and be able to do by the time they graduate? What do our curricula and educational experiences “add up to?”
- What do we do in our classes and programs to promote the kinds of learning and development that support our mission?
- How do we know we are succeeding? How do we assess what students learned in their classes and programs?
- And how do we use what we learn from assessments to refine our expectations and educational activities?

Through an evolutionary and continuous process, such institutions have begun to develop more comprehensive, systematic, and integrative approaches to student learning outcomes at the course, program, and college levels. By keeping the primary focus on the learning experience, teaching and counseling faculty have focused their learning outcomes on essential skills, knowledge and understanding, as well as on higher order thinking and values development. Using instructionally related strategies to assess the quality of student learning such as portfolios, performances, capstone courses and self-assessments as well as instructor, departmental, standardized, and external professional assessments (e.g., professional program accreditation), faculty have documented and improved the quality of student learning and development through multiple venues college wide.

City College is well positioned to initiate the process of developing student learning outcomes. Over the past two years the College has been focused on an intensive effort to increase student success through the Enhanced Self-Study’s five comprehensive Ad Hoc Committees, one of

which was focused specifically on Student Outcomes. As a result, many of the recommendations addressed student learning and assessment, with two specifically focused on this issue. The first of these recommendations addressed the development of a plan for the implementation of an ongoing program focused on student learning outcomes, and the second of which addressed the design of a professional development program focused on the assessment of student learning outcomes within the context of the classroom. Moreover, a third and separate recommendation promulgated by the College Level Learning Ad Hoc Committee encouraged the development of a Center for Teaching Excellence. Much of the work proposed in this paper builds on the foundation established in these recommendations.

Two major tasks for CCSF

The new WASC accreditation standards will require that we address two major tasks. First, the College must plan and implement a College-wide system for assessing student learning outcomes and responding to the results of those assessments. Second, the College must plan and implement the accreditation self-study under the new WASC standards, completing it in time for the accrediting team visit scheduled for Spring 2006.

To address the first task, CCSF faculty, administrators, and classified staff will need to develop an understanding of the new standards, the various processes for assessing student learning outcomes, and the implications for modifying and revising courses, programs, and services. The College will not have to fully develop an entire College-wide student learning outcomes system prior to the next accreditation visit, but it will need to document that a process that is well under way.

To address the second task, completing the self-study, CCSF will need to modify the self-study process to increase interac-

tion between the four standards committees. And the timetable will require that the college anticipate the self-study now — three years before anticipated delivery.

I. A CCSF System for Assessing Student Learning Outcomes

I am proposing that the College establish a broad participatory effort to learn about the new standards, especially what the standards say about identifying and assessing student learning outcomes.

Establish a Short Term Working Group.

To address the requirement for broad participation focusing on the new standards, a working group, comprising faculty, administrators, classified staff and students, should be established as soon as possible with a set of specific activities to be completed in no more than two semesters. During the Spring and Fall semesters of 2003, the working group would undertake the following activities:

A. Coordinate orientations for faculty, administrators, students and classified staff on new WASC standards and assessment of student learning outcomes during the Spring and Fall 2003.

B. Coordinate and oversee an inventory of current practices related to the identification and assessment of student learning outcomes within courses, programs and departments by departmental faculty, department chairs, and deans. The initial inventory to be completed by the end of Fall 2003.

C. Make recommendations for a College process to develop and implement a student learning outcomes assessment system based on the current practices and governance structures within the College. A description of these activities follows.

A description of these activities follows.

A. Orientations on Student Learning Outcomes.

A combination of workshops and discussions could be the vehicle for orienting

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the College community to the new accreditation standards and models of assessing of student learning outcomes,

1. Special All-Day Workshop and Follow-up Discussions (Spring 2003).

A special all-day workshop is now being planned for **Friday, February 28, 2003**, sponsored by the Research and Planning Group of the California Community Colleges. This workshop consists of three concurrent sessions that address building a College-wide student learning outcomes system, assessing student learning at the course and program level, and sharing practitioners' experiences with developing faculty assessment of student learning at the course level. Up to 80 CCSF faculty, classified staff and administrators will participate in the all-day workshop sessions.

During the Spring 2003 semester, the CCSF working group will organize a follow-up to the workshop to review and discuss how the information can be applied to CCSF.

2. Professional Development Activities (Fall 2003/Spring 2004).

Based upon the findings from the inventory of assessment practices, the working group will plan a series of professional development activities for the Fall 2003 and Spring 2004 focused around the theme of Assessment of Student Learning Outcomes. Professional activities provide an opportunity to involve the entire college community in learning about the new accreditation standards, understanding the scope of what the College is already doing, and developing additional steps to be taken to improve upon current practice. Workshops would be devoted to presentations by faculty on student learning outcomes as well as providing significant time for instructional departments, student development departments, and the library/learning resource programs to initiate work on student learning outcomes inventories and plans. In addition, under the terms of the new AFT agreement, faculty will be able to opt for individual study plans that could include activities on assessment of learning.

B. Inventory of Student Learning Outcome Practices.

The College needs to know what we are already doing to assess student learning. In the Spring and Fall 2002, a small group of administrators and faculty held conversations with chairs and faculty from seven departments and found that faculty members are already doing a great deal of work assessing student learning outcomes.

The inventory consisted of three major questions:

1. How do faculty in your department identify desired learning outcomes/skills or competencies for courses and programs?
2. What kind of assessment tools do faculty in your department/program utilize to measure whether students have learned the desired learning outcomes and/or competency/skill?
3. What process do faculty use to analyze the results/data from learning assessment tools? Do faculty work together or do they work individually to assess student learning outcomes? How do faculty use assessment data to modify and improve their courses and programs?

We need to expand this initial work with a collegewide initiative that will provide us with a full picture of what we are already doing that meets the new stan-

dards. I suggest that the working group develop a process for expanding the pilot inventory to all departments and programs, a procedure for documenting the inventory, and a format for designing assessment plans at the department and program level. This inventory of practices should begin now this semester and continue through the Fall semester as well.

C. Development of a Student Learning Outcomes Assessment System.

Once the working group completes the inventory of student learning assessment practices and examines how current practices can be integrated into the requirements of the new accreditation standards, the group will propose an implementation process for the college including,

1. Establishment of College-level committees to identify College-level student learning outcomes for GE/Transfer, Student Development, Library/Learning Resources, Basic Skills, and Occupational/Technical degree programs;
2. Establishment of department-level processes to develop and implement plans to assess student learning outcomes at the program/certificate, course and class levels;
3. Modifications, if needed, to the College's shared governance system to ensure that CCSF meets the accreditation standards related to continuous program improvement and accountability.

The working group will complete its work by the end of the Fall 2003 semester and the implementation of the recommendations will begin during Spring 2004, as outlined below.

1. College-Level Activities (Spring 2004/Fall 2004).

Beginning in Spring 2004, College-level committees will identify broad general student learning outcomes in five major areas: GE/Transfer, Student Development, Library/Learning Resources, Basic Skills, and Occupational/Technical degree programs. Once completed, the College-level committees will identify the assessment tools to be used and a timetable for implementing the assessment processes.

2. Department-Level Activities (Fall 2003/continuing).

Beginning in Fall 2003, departments will develop and initiate the implementation of plans to identify

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tify and assess student learning outcomes at the course and program/certificate level. Each department will develop a plan that best meets the needs of students within the context of the department's resources and staff.

3. Integrating Student Learning

Outcomes into the College Operations (Fall 2004-Fall 2006). The new accreditation standards require that we build additional college capacity to accommodate a reporting and review system within the College. The College will have to find cost-effective strategies to increase our capacity without putting an undue burden on the college's budget. During the academic years of 2004/5 and 2005/6, the College will need to modify and change our college organization to accommodate the new standards. The working group should provide recommendations to the college on how to increase our capacity.

a. Professional Development. We have to rethink and re-engineer our professional development activities to provide continuous support to the faculty and staff. There are at least two recommendations from the Enhanced Self Study that can help us do that. One calls for the establishment of a Center for Teaching Excellence; another supports the design of new professional development program to support student learning. We can revitalize and redefine professional development at the College with the support of grants and other alternative funding sources, to enable the college to stimulate and generate new approaches to identifying, assessing, and improving learning outcomes.

b. Program Review. The College program review system will need to be changed to align it with the new standards. Currently, program review focuses on departments rather than programs; the review emphasizes alignment with the college's strategic plan rather than learning outcomes. The new standards raise the possibility of refocusing program

review on the extent to which programs achieve their student learning objectives. Use of the DACUM process for program review should also be considered. Some modifications of the curriculum approval and revision processes also may be needed.

Role of the Board of Trustees

The Board of Trustees must also play a key role in the development of our response to the new standards. Our new strategic plan clearly delineates as one of the five imperatives that permeate the implementation of our institutional planning, the vital role of the CCSF Board of Trustees in adopting programs and policies supporting the vision, mission, goals and priorities of the college. Furthermore, the new accreditation Standard Four states that the governing board "is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services" of the college. Consequently, we will include members of the Board in our orientations and educational workshops; we will also bring regular reports to the Education Committee of the Board on our progress and achievements in addressing the new standards; and Board members will participate in the self-study as participants in each of the four standard self-study committees.

Accreditation Self-Study

The approach to the self-study will also require discussion and recommendations from the working group because the new standards require dialogues among faculty members, classified staff and administrators across the traditional college boundaries of instruction, student development, library/learning resources and administration/finance. The working group will also need to address the role of the Board of Trustees in the development of the accreditation self-study.

In Fall 2003, the working group will make recommendations as to how the College will organize and implement the self-study, including a call for membership for the study committees, staffing and office needs. A proposed timetable for these activities appears below.

Initial Organization

The initial effort to assemble membership for the self-study committees, and identify staff and other organizational needs will take place in Spring 2004 and staff will begin preliminary work on the study during Summer 2004.

WASC Training and Report Preparation

The Steering Committee will hold an organizational meeting and attend a WASC Training Workshop in Fall 2004. Standard committees will prepare a first draft and the Steering Committee will review it. First draft responses to Major Recommendations of the accrediting team's 2000 visit will be prepared and reviewed by the Steering Committee.

Report Revision

Standards Committees will prepare responses to Minor Recommendations and the Steering Committee will review them. Standard Committees will submit second drafts. Steering Committee will review second drafts. Introductory section will be prepared, including history, demographic presentation, graph/charts, and standard summaries. Standard Committees will submit final drafts during Spring 2005.

Report Edit

Final Standard Committee drafts edited. Introductory section to the Self Study will be reviewed and completed. Draft will be submitted for duplicating Summer 2005.

Collegewide Dissemination

Self Study featured during Fall Flex Day activities. Draft distributed to College community. Steering Committee will review and incorporate community input. Signature page will be completed. Final document submitted for printing. Mailing list will be completed in the Fall 2005.

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Accreditation Team Visit

Self-Study will be mailed to WASC team. Self Study will be available to the college community. Accreditation Team Visit in Spring 2006.

WASC Recommendations

WASC report will be received and distributed. Begin implementation of WASC recommendations in Fall 2006

Conclusion

This paper provides the College with a framework for addressing the new requirements related to assessment of student learning outcomes and the process of building an exemplary self-study for the accreditation visit in Spring 2006. It is intended to provoke thinking and discussion among all members of the college community so that we can produce a student learning outcomes system and an accreditation self-study that will be a model for others to follow in California. During the coming weeks, I plan to meet with the leadership of the college organizations and members of the Board to discuss our next steps. I am hoping to see us start our process by the middle of March.

City College has faced many challenges over the years; its faculty, classified staff, administrators and students have worked together to find the exemplary ways to respond to these challenges. I am confident that the College will once again rise to the occasion and seize this opportunity to pursue the highest standards of educational excellence.

The "Timeline to Address CCSF Student Learning Outcomes and Accreditation Self-Study" can be found at the following URL: <http://www.ccsf.edu/Offices/Chancellor/wasc.pdf>

If you would like the printer friendly version of this email please go to: <http://www.ccsf.edu/Office/Chancellor/wasc.pdf>

Editor's Note: The above is a transcript of Chancellor day's email of February 12 sent to all email account holders at CCSF.

Shared Governance Update

LGBT Issues Subcommittee Report

By Rick Kappa

Chair, LGBT Issues Subcommittee

The LGBT Issues Subcommittee has gotten off to a slow start. We have had a few meetings, but everyone is so busy, we are now trying to see if we can work as a virtual committee. So far, we have been dealing with issues of complaints of harassment by students and how they are handled. While the majority of the complaints we discussed were by transgender students, the focus of our work was not only on transgender complaints, but complaints based on any of the protected categories; race, sexual orientation, gender identity, sex, religion, disability, national origin, etc.

Last Spring, **Sarah Thompson** brought this issue to the Diversity Committee, which is our parent committee. A small working group was appointed to look at the student complaint process. The working group met last summer and decided that the solution would be to develop a way of handling complaints which were related to discrimination based on protected status, but according to the law (after investigation by the Office of Affirmative Action), did not rise to the bar of discrimination, yet constituted inappropriate conduct. We thought that some sort of conflict mediation procedure might work. This proposal was brought back to the Diversity Committee and it was approved. Another working group from the Diversity Committee will be moving forward with this.

Along with this proposal are some other components: Training of conflict mediation advisors who will act as intermediaries in these types of complaints; Advertising in the catalog, schedule and through brochures of the existence of this complaint procedure and the advisors; Sensitivity training on what constitutes inappropriate behavior to hopefully alleviate the need for these advisors and to reduce the number of complaints; Developing a set of standards as to what constitutes inappropriate conduct which may in some cases be more inclusive than California and Federal laws.

While it seemed as if we were focusing on transgender issues, we were actually dealing with a much larger issue of how students find advocates in this huge City College system when the Office of Affirmative Action is unable to help them any further (or they don't even know that that road exists). The committee was actually able to act as an advocate for one student who was having problems with her financial aid records. We do have some recommendations, especially regarding transgender issues, but I can deal with these myself and we can move on to another issue if there is one.

For many, the feeling is that we are in San Francisco and we really don't need this type of committee. But if you listen to our students, and even some faculty who are afraid to teach at Ocean Avenue, you will realize that while it is in San Francisco, CCSF does not reflect the tolerance for diversity (especially when it comes to queers) that San Francisco is famous for.

If you would like to join this committee and either meet with us in person, or participate in online discussions, you can join the list-serv by sending an e-mail to majordomo@ccsf.edu in the body of the message type "subscribe queerlist" (no quotes). If you have problems getting on the list, please e-mail me at kappa@earthlink.net.

Grade and File Committee has two openings for faculty

Two of the three faculty positions on the Student Grade and File Committee are available. If you would like to apply for appointment to the committee, telephone, write or email the Academic Senate office, Conlan Hall E202, telephone (415) 239-3611 or email **Jane Sneed** at jsneed@ccsf.edu.

Sacramento rally set March 17th

The California Community Colleges have been asked to shoulder more than their fair share of the budget reductions for both fiscal years 2002-2003 and 2003-2004. These proposed cuts total nearly \$1 billion over an 18-month period. To protest this disproportionate hit on our budgets, the community colleges have organized a statewide rally. The "March in March" will take place on **March 17** from 11 A.M. to 2 P.M. on the West Steps of the State Capitol in Sacramento. To that end, a "March in March" advocacy advisory group made up of all constituent groups has been established to locally coordinate the event which is sponsored by almost every community college group or organization.

Save the date. Should students, faculty, classified or administrators wish to march please watch future issues of *City Currents* for guidelines. Use the form on Page 9 of this issue of *City Currents* to show your interest in attending the rally. A fact sheet detailing how the cuts will affect CCSF is on Page 8 of this issue of *City Currents*.

A press conference held at DeAnza College to draw attention to the plight of community colleges in the state fiscal crisis was videotaped and will be presented **Wednesday, February 26** at 2 P.M. on Educational Access TV Channel 27.

For further information about the March 17 rally in Sacramento, contact **Leslie Smith**, CCSF Office of Governmental Relations, (415) 452-5132.

Catalog proofs available for viewing

The galley proofs for the 2003-04 edition of the CCSF catalog will be available for viewing **February 24-26** from 8 A.M. to 2 P.M. in Cloud Hall, Room 308E, on the Ocean Avenue Campus. "Interested parties are reminded that this is not an opportunity to make content changes, but merely a chance to check for errors," says **Kim Nacion**, editor. For further information, telephone Nacion at (415) 239-3391 or email him at enacion@ccsf.edu.

Students: register early for Summer

Robert P. Balestreri, Dean, Admissions and Records, asks you to remind your students to register as early as possible for Summer Session 2003. This will help to ensure that they get into the classes they want.

He also notes that as of February 19, the Office of Admissions and Records is open Monday through Thursday from 8 A.M. to 6 P.M. and Fridays from 8 A.M. to 4 P.M. during peak registration and add/drop periods, normally the first three weeks of instruction, the office hours will be modified to Monday through Thursday, 8 A.M. to 7 P.M. and Fridays 8 A.M. to 4 P.M.

Graduation petition deadline extended

Rodney Santos, Associate Dean, Student Advocacy, Rights and Responsibilities, requests that you remind your students that **Friday, March 7** is the extended deadline to file a petition to receive the Associate of Arts or Associate of Science degree. CCSF graduation exercises will be held Friday, May 23 at 5:30 P.M. in Davies Symphony Hall.

For further information, students should visit Santos' office in Conlan Hall Room 106 or telephone (415) 239-3146.

African American Scholastic Programs Open House

African American Scholastic Programs will hold an Open House on **Wednesday, March 5** from 9 A.M. to 12:30 P.M. in Bungalow 500 on the Ocean Avenue Campus. Faculty, classified and administrators planning to attend should RSVP by March 1 to **Debra Stewart** at (415) 239-3057.

Dr. Anita Grier honored for her career in politics

Dr. Anita Grier, President of the Board of Trustees of City College of San Francisco, was honored by a coalition of women's organizations at a special reception for "Honoring Women in Politics" held February 12 at the Women's Building in San Francisco. Dr. Grier was one of the Election Year 2002 Honorees. She was elected to the City College board in 1998 and reelected in 2002.

Among the groups sponsoring the gathering were The Feminist Issues Group of the San Francisco Green Party, The San Francisco Women's Political Committee, San Francisco National Organization for Women, National Women Political Caucus—San Francisco Chapter, and the Board of The Women's Building.

Lawrence Wong, Esq. in New Year's parade

Lawrence Wong, Esq., Vice President of the Board of Trustees of City College of San Francisco, represented CCSF in the Chinese New Year's Parade held February 15. Wong was elected to the Board in 1994 and re-elected in 1998 and 2002.

Dr. Helen Dilworth solos on new CD

The CCSF Music Department announces the release of a new CD recording called *Ramillet*, "a garland of songs," with solos by CCSF instructor Dr. **Helen Dilworth** in concert with the splendid Coro Hispanic De San Francisco, directed by **Juan Pedro Gaffney**. CDs may be obtained from Instituto Pro Musica De California, 295 Sanchez St., San Francisco, CA 94114, telephone (415) 431-4234.



FACT SHEET

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Impact of Governor's Proposed Budget Cuts on City College of San Francisco

CCSF Mid Year Cuts
(FY 2002-03)
\$4 million
Additional Cuts:
\$1million
Total Cuts This Year for CCSF
\$5 million

CCSF Budget Cuts
(FY 2003-04)
\$8 million

Total Cuts for 18 month period
\$13 million

Impact on Faculty and Staff
over the next 18 months

- Loss of 30 full-time faculty positions
- Loss of 250 part-time faculty
- Loss of 15 classified positions
- Reduction in classified temporary personnel
- Loss of at least 4 administrative positions
- Increased class sizes
- Freeze on all new hiring and travel

Impact on Students
over the next 18 months

- 50% reduction in summer session 2003 and 2004
 - Loss of 1,000 classes
 - 16,000 students not served
- 4% reduction in Fall/Spring 03-04 course offerings
 - Loss of 400 classes
 - An additional 8,000 to 10,000 students not served
- Loss of ability to complete graduation/transfer requirements
- Significant reduction in student support services
- Reduction in week-day Library hours at all campuses

February 2003

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KEEP THE DOORS OPEN!



"MARCH IN MARCH"

Rally in Sacramento for community colleges

Monday, March 17
11 a.m. - 2 p.m.
State Capitol
Sacramento



Don't slam the doors on 200,000 students.

Supported or Endorsed by:
Academic Senate for California Community Colleges
American Federation of Teachers #1493 (San Mateo)
American Federation of Teachers #2121 (San Francisco)
American Federation of Teachers #4400 (Cabrillo)
Association of Community and Continuing Education
California Part-time Faculty Association
California School Employees Association
California Student Association of Community Colleges
Community College League of California
Communication Workers of America Local 9414
Faculty Association of California Community Colleges
Service Employees International Union
partial list



If you would like to march on March 17, please sign-up in advance. Please fill out the following information and send by campus mail to Bungalow 307 (Classified); Academic Senate, E-202 (Faculty); Office of Government Relations, E-208 (Administrators); or Associated Students, SU205 (Students).

Name _____ Department _____

Address/email _____ Phone _____

'The Laramie Project' is first play in Spring semester

City College of San Francisco's Theatre Arts Department will present *The Laramie Project* **February 28, March 1, 7 and 8** at 8 P.M. and **Sunday, March 9** at 2 P.M. in the Diego Rivera Theatre on the Ocean Avenue Campus. CCSF instructor **John Wilk** will direct the deeply moving play by **Moises Kaufman** and the Tectonic Theatre Project.

City College, with its uniquely diverse student body, will use 28 actors to portray the 68 characters in the play. The Diego Rivera Theatre on the campus of City College of San Francisco.

11th year of free tax help at Southeast campus

Free income tax assistance for those with a gross income of \$34,000 or less will be available **March 1, 22 and 29** from 10 A.M. to 2 P.M. in the Alex Pitcher Community Room at the Southeast Campus, 1800 Oakdale Avenue. Bilingual volunteers will be available on site. This is the 11th year for the tax aid program sponsored by the Southeast Campus Josephine Cole Library and KPMG accounting firm.

Trained tax aid volunteers will help you fill out these forms: Federal 1040A, 1040EZ, 1040 schedules B, R, EIC and Business Tax Forms; and State 540, 540A, 540EZ.

No appointment is necessary, but you can sign up at the Josephine Cole Library or call (415) 550-4353.

Scholarships for Classified

The deadline is **March 7** to apply for the **Teresa Lowther** or the **Joan McClain** scholarships for CCSF classified staff.

The Teresa Lowther Scholarship offers one \$200 scholarship to a classified staff who is a single parent and a CCSF student. The Joan McClain Scholarship offers up to three \$500 scholarships to classified staff who work at least 20 hours per week are enrolled in six units at CCSF. Call the Scholarship Office at (415) 239-3339.

Ayush Dashdava to talk about Mongolia

Jill Heffron, Study Abroad Programs Coordinator, announces **Ayush Dashdava**, a lecturer on gender issues at the University of the Humanities of Mongolia, will be at CCSF **March 3–14**.

Tuesday, March 4, 12:30–3 P.M., Room 305, Rosenberg Library, Mongolian Film with commentary. Sponsored by the Asian Studies Department.

Tuesday, March 4, 6:45 P.M., Conlan Hall, Room 101, Lecture and Slide Presentation on Mongolia. Sponsored by Concert and Lecture Series.

Wednesday, March 5, Lecture and Slide Presentation on Mongolia, 12 NOON–1 P.M., Diego Rivera Theatre. Sponsored by Concert and Lecture Series.

Wednesday, March 12, Lecture on Mongolia, 12 NOON–1:30 P.M., 4th Floor Auditorium, John Adams Campus, 1860 Hayes St. Sponsored by JAD Associated Students.

Call Heffron at (415) 239-3778 for details.

Susan Jackson and CCSF alums perform in *Wit*

Susan Jackson, Chair of the Theatre Arts Department, will be performing the lead role of Dr. Vivian Bearing, an English Scholar facing the end of her life in the poignant and engaging play, *Wit*, at the Dean Leshner Regional Center for the Arts in Walnut Creek. Performance dates are **February 28 through March 22**; Fridays and Saturdays at 8:15 P.M. and Sundays at 2:15 P.M. The cast includes two former City College students, **Cassie Powell** and **Matt Travisano**. Both Cassie and Susan were in the Theatre Arts production of *The Seagull* (portraying rival actresses) at City College last fall. *Wit* is directed by **Jessica Sage**, who also directed Susan Jackson as Martha in *Who's Afraid of Virginia Woolf?* Susan says that "contrary to public opinion, *Wit* is not about the death of the teacher, but the relevance of learning what is really important in the grand scheme of things." For reservations, call (925) 943-SHOW.

'Mural Exchange Project' now at John Adams Campus

By **Mary Marsh**

John Adams Campus Library

John Adams Campus Library is pleased to announce *The Mural Exchange Project*: an exhibition of six collaborative paintings created at community events in California.

The Mural Exchange Project works with community groups to create collaborative murals. Each of the works on display was created with a different community group on a focused theme. Photos of each mural event show the vitality of group collaboration. The goal is to demystify the artmaking process, to make art inviting and accessible. The activity of creating as a group releases inhibition in people who do not think of themselves as artists, and challenges people with art training to new experiences in collaboration.

There will be a public program on Thursday, **March 6**, 11 A.M.–12 NOON, in Room 202 of John Adams Campus, 1860 Hayes Street. The three women that are The Mural Exchange Project will talk about their process of unleashing creative energy, working with communities and the creation of each mural.

Summer textbook deadline

Bruce Lundy, Course Materials Manager of the CCSF Bookstore, reminds all instructors that Summer Session textbook information must be received at the bookstore by **Friday, March 14**. For summer sessions, the bookstore uses blank forms, rather than the form with last term's information. The forms should be available from department chairs, or faculty may drop by the bookstore. There is also a convenient e-mail Text Information Form available at the bookstore's website, textbooks.ccsf.org. Instructors should check with their department chair to see whether he/she will accept the e-mail form.

WANT ADS

HOUSE FOR RENT — 2 bedrooms, one bath. Convenient location in San Bruno. Available as of April. \$1900, utilities included. Call Mo at (415) 239-3427 or (415) 661-4941 eves.

POINT REYES HOUSE FOR RENT — Two bed-room home fully equipped on top of the Inverness Ridge with 20 mile view of the Olema Valley. for rent at \$100 per night. Weekly rate available. Contact Bob Gabriner at (415) 239-3014 (o) or (415) 282-1935 (h).

FOR SALE — emachines 366si; Pentium II, 128 mb ram; WIN 98; 24X CDROM; usb ports; 56K modem; Office 2000 installed. Works perfectly. \$275 obo. Jack: (415) 239-3934.

FOR SALE — NEC MultiSync 700 CRT monitor; ChromaClear; built-in speakers and microphone; \$100 obo Jack: (415) 239-3934.

ROOM/STUDIO NEEDED — A working mature female is looking for a quiet and clean place to rent. Close to CCSF or SFSU, Christian or Catholic family are preferable. Under \$600/mo. for a room or \$800/mo. for a studio. Contact Anna at (415) 724-7930.

TV FOR SALE — Like new, Exc. Cond. GE 25" with black cabinet. Commercial skip, sleep timer, v-chip. Call Fawn (415) 563-2397 between 5-7 P.M. for appt. \$150 or best offer

MOVIES FOR SALE — \$5 each. Recent movies as well as old ones. Volume sets, series, romance, classics, dramas, westerns, action. All must go. Call (415) 334-9636 or email rmcgee@ccsf.edu to inquire.

KENMORE WASHER AND DRYER — Very good condition. About 4 yrs old. Orig. \$900; asking \$350 or best offer. Items can be picked up in San Francisco. Call Aurora (415) 239-3176.

B&B — Bed and Breakfast in Napa Valley, discount to CCSF faculty and staff, Angels Inn in Calistoga. A heavenly bed and breakfast, quiet, romantic getaway, Jacuzzi and garden. Within walking distance of town center. Call (707) 942-1008, www.angelsinn.com

CAR FOR SALE — '97 Mazda Miata. Shiny red, 5sp, a/c, p/w, with new brakes, shocks, tires and top w/glass window. Incl. bra. 64k mi. excellent condition. \$9k b/o. (925) 691-9493.

MOTORCYCLE FOR SALE — 1976 BMW motorcycle R60/6. 78,639 miles. Black/silver chrome. Looks good, runs well. \$1700 or b.o. Call (415) 433-0990 or 378-4830.

FOR SALE — Computer monitor stand with slide-out keyboard tray. Save desk space! \$20. top of monitor shelf-adjustable. \$15. Call 415-239-3934.

ROOM FOR RENT — One bedroom in private home in Excelsior District (not far from Balboa BART). Share kitchen and bathroom with homeowner. All utilities included. \$650/month with laundry privileges, \$625/month without. Will rent furnished or unfurnished. Deck and Yard. No smoking, drinking, drugs or pets. Prefer mature male or female. Call Zelma at 415-333-5952.

ROOM FOR RENT — One furnished room in private home in San Mateo -- near CSM -- all utilities included. NS/D. \$600/month. Call 650-573-5691.

CAR FOR SALE — Mercedes Benz 1988. Black. Fully loaded. Looks great. \$5000 or best offer. 650-591-1781.

NORDICTRAC SKI/EXERCISER W/MONITOR FOR SALE — Good condition. Will deliver. \$50. Call 415-239-3934.

MENUS — WEEK OF FEBRUARY 24–28, 2003

BREAKFAST – TASTE BUDS — 7:30–9:50 A.M.

Eggs • Breakfast Meats • Pancakes • Waffles • French Toast • Cereals • Pastries • Juices • Coffee • Tea

LUNCH — PIERRE COSTÉ ROOM (PCR) — 11:15 A.M.–12:30 P.M.

LUNCH — CAFETERIA — 11 A.M.–1:15 P.M.

Please check out the freshly prepared specials at the A la Minute Station

Monday, February 24

Breaded Veal Parmigiana • Rotelle with Basil • Squash Medley • Succotash
Mandarin Style Beef Stir Fry • Chinese Fried Rice • Soup: Ten Bean

Tuesday, February 25

Quiche Florentine • Grilled Tomato • Broccoli au Beurre • Carrots with Mint
Scandinavian Stuffed Cabbage • Bulgur Rice with Lentils • Soup: Potato Cheddar

Wednesday, February 26

Fried Chicken • Roasted Herb Potatoes • Braised Swiss Chard
Breaded Fried Eggplant • Seafood Jambalaya • Jalapeño Corn Bread • Soup: Old Fashioned Lentil and Potato

Thursday, February 27

Beef Enchiladas • Spanish Rice • Frijoles Negro • Brussels Sprouts Saute
Grilled Smoked Pork Chop • Lyonnaise Potatoes • Soup: Tortilla

Friday, February 28

Alaskan King Cod Doria • Parsley Potatoes • English Leaf Spinach • Green Beans Amantine
Lamb Curry • Rice Pilaf • Soup: Boston Clam Chowder

DINNER — CAFETERIA — 5:45–7 P.M.

A la Carte Salad Bar available Monday through Thursday evening

Monday, February 24

Chicken Parmesan • Mushroom Risotto • Zucchini Provençale • Soup: Ten Bean

Tuesday, February 25

Chinese Style Steamed Fish with Scallion Ginger Sauce • Jasmine Rice • Stir-Fried Baby Mustard Greens • Soup: Potato Cheddar

Wednesday, February 26

Roasted Stuffed Veal Breast/Jus Lie • Rissolle Potatoes • Buttered Root Vegetables • Soup: Old Fashioned Lentil and Potato

Thursday, February 27

Grilled Smoked Pork Chop with Warm Chipotle Salsa • Sweet Potato Puree • String Beans with Sautéed Onions • Soup: Tortilla

LUNCH AND DINNER ALSO ARE SERVED IN THE EDUCATED PALATE DINING ROOM AT THE CCSF DOWNTOWN CAMPUS, 800 MISSION ST. (CORNER FOURTH STREET). TELEPHONE (415) 267-6509 FOR DETAILS.

Master Calendar

February 24 - March 21, 2003

Rev. 2/18/2003 (Subject to change without prior notice)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>24</p>	<p>25</p> <p style="text-align: center;"><i>CURRICULUM COMMITTEE Proposal Submission for the March 12, meeting</i></p>	<p>26</p> <p>1:30 - 3:00 p.m. Curriculum Comm. (C-334)</p> <p>3:00 - 4:30 p.m. Staff Development (R-206)</p> <p>3:00 - 5:00 p.m. Student Success (Loc TBA)</p> <p>FACULTY: Last day to Submit Removal of Incomplete for the Fall 2002 School Term</p> <p style="text-align: center;"><i>8:30 p.m. Cable casting of the Board Meeting (EATV 27)</i></p>	<p>27</p> <p>3:00 - 4:00 p.m. Rivera Steering Com (R206)</p> <p>5:00 p.m. Board of Trustees Closed Session (SEC)</p> <p>6:00 p.m. Board of Trustees Open Session (SEC)</p>	<p>28</p> <p>12:30 - 2:00 p.m. ITPC (E-200)</p> <p style="text-align: center;"><i>Last day to request Web Grading option</i></p>
<p>3</p> <p>2:00 - 4:00p.m. TLTR (R-505)</p> <p style="text-align: center;"><i>Print Mid-Term Grade Sheet</i></p> <p style="text-align: center;"><i>Board Resolutions due to the Vice-Chancellors</i></p>	<p>4</p> <p>3:00 - 5:00p.m. Diversity Committee (E-200)</p>	<p>5</p> <p>2:30 - 5:00 p.m. Academic Senate (R-518)</p> <p style="text-align: center;"><i>8:30 p.m. Cable casting of the Board Meeting (EATV 27)</i></p>	<p>6</p> <p>3:00 - 4:00 p.m. CAC (E-200)</p>	<p>7</p>
<p>10</p> <p>1:10 - 2:00p.m. Graduation Committee/206</p> <p>2:00 - 4:00 p.m. Program Review (C-334)</p>	<p>11</p> <p>11:30 - 1:00 p.m. Communication (Pierre Coste)</p> <p>2:30 - 4:30 p.m. Parking and Trans (R-206)</p>	<p>12</p> <p>1:30 - 3:00 p.m. Curriculum Comm. (C-334)</p> <p style="text-align: center;"><i>8:30 p.m. Cable casting of the Board Meeting (EATV 27)</i></p>	<p>13</p> <p>2:00 - 4:00 p.m. DCC (S-100)</p> <p>3:00 - 5:00 p.m. Student Success (Loc TBA)</p>	<p>14</p> <p>1:00 - 3:00 p.m. Works of Arts (R-206)</p> <p>2:00 - 4:00 p.m. PBC (R-518)</p> <p style="text-align: center;"><i>End of Mid-Term Period</i></p>
<p>17</p> <p>2:30 p.m. College Agenda Review (E-200)</p>	<p>18</p> <p>3:00 - 5:00 p.m. Classified Senate (B-307)</p>	<p>19</p> <p>2:30 - 5:00 p.m. Academic Senate (MIS)</p> <p style="text-align: center;"><i>8:30 p.m. Cable casting of the Board Meeting (EATV 27)</i></p>	<p>20</p> <p>2:30 - 4:00 p.m. College Council (PCR)</p>	<p>21</p> <p style="text-align: center;"><i>Mid-Term Grade Sheets Due</i></p>

Calendar is regularly updated by the Office of Shared Governance. To submit meeting notices call Attila Gabor at 239.3812
The Master Planning Calendar is available via Internet at http://www.ccsf.org/Offices/Shared_Governance