# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section I: Collegenwide Initiatives</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II: School Plans</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School of Applied Science and Technology</td>
<td>7</td>
</tr>
<tr>
<td>2. School of Business</td>
<td>19</td>
</tr>
<tr>
<td>3. School of Health and Physical Education</td>
<td>31</td>
</tr>
<tr>
<td>4. School of International Education and ESL</td>
<td>47</td>
</tr>
<tr>
<td>5. School of Liberal Arts</td>
<td>61</td>
</tr>
<tr>
<td>6. School of Math and Science</td>
<td>89</td>
</tr>
<tr>
<td>7. School of Social/Behavioral Science</td>
<td>105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section III: Campus Plans</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alemany Campus</td>
<td>121</td>
</tr>
<tr>
<td>2. Castro/Valencia Campus</td>
<td>131</td>
</tr>
<tr>
<td>3. Chinatown/North Beach Campus</td>
<td>147</td>
</tr>
<tr>
<td>4. Downtown Campus</td>
<td>159</td>
</tr>
<tr>
<td>5. Evans Campus</td>
<td>169</td>
</tr>
<tr>
<td>6. John Adams Campus</td>
<td>179</td>
</tr>
<tr>
<td>7. Mission Campus</td>
<td>191</td>
</tr>
<tr>
<td>8. Southeast Campus</td>
<td>205</td>
</tr>
<tr>
<td>9. Joint Evans/Southeast Campus</td>
<td>215</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section IV: Student Development Division</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Development</td>
<td>221</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section V: Library Technology Plan</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>235</td>
</tr>
</tbody>
</table>
Section I:
College-wide Initiatives
**Collegewide Initiatives**

The five collegewide initiatives are derived from key college studies and reports including the Enhanced Self-Study; the Accreditation Self-Study and the Accreditation Report; the school and campus plans; the Student Development plan; the CCSF Strategic Plan; the Listening Sessions Report (1999); and recent remarks from Chancellor Day in his addresses to the faculty and staff.

Based upon these sources, the College will address five major education initiatives that will enable the faculty and staff to promote the highest possible levels of student learning and student success. The five initiatives are:

1. **Expand and strengthen pre-college learning programs**

   Over half of all new students enrolling at City College need some developmental coursework to be prepared to successfully complete a program of study at City College. Currently, the numbers of students needing this assistance outstrip the supply, and for those students who do receive assistance the success rates remain below the college average. Consequently, many students fail to fulfill their education goals. While an increasing number of students are progressing through the pre-collegiate/basic skills sequence, there is a need to strengthen programs to ensure that even greater numbers complete the basic skills sequences.

<table>
<thead>
<tr>
<th>Objectives and Activities</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Increase the number of sections of credit classes in subject areas where demand is greater than supply.</td>
<td>Increases in the number of sections have been realized; additional development is still required.</td>
</tr>
<tr>
<td>1.2. Improve the impact of the academic support programs throughout the college.</td>
<td>Capacity has been expanded through the addition of LSN and APASS.</td>
</tr>
<tr>
<td>1.3. Increase collaboration among departments to promote links between collegiate and developmental programs.</td>
<td>Collaborations with special programs, labs, and basic skills have been established and intensified.</td>
</tr>
<tr>
<td>1.4. Intensify the linkages between credit and non-credit remedial programs.</td>
<td>Linkages between Transitional Studies and the Basic Skills have been established.</td>
</tr>
<tr>
<td>1.5. Increase the impact of pre-collegiate programs based upon models of exemplary practice including those that improve the intensity of basic skills coursework.</td>
<td>The Basic Skills Committee, Title III, Koret, and Carnegie initiatives have each focused on the development of exemplary practices to intensify basic skills coursework and accelerate student progress.</td>
</tr>
<tr>
<td>1.6. Support the Basic Skills Committee in collaborative efforts to improve student success in pre-collegiate programs.</td>
<td>The Basic Skills Committee within the shared governance system focused on the attendant issues.</td>
</tr>
</tbody>
</table>

March 2006
1.7. Assess the current method of delivering pre-collegiate/basic skills instruction and student services to students; explore alternative organizational delivery modes to enhance student success. recommending the development of a collaborative oversight team for pre-collegiate studies.

2. **Review current requirements for degrees and certificates**

CCSF students are facing significant changes in requirements related to transfer to baccalaureate institutions and related to workforce level competencies. In addition, the community colleges will be facing Tidal Wave II students seeking admission to postsecondary institutions as well as accountability requirements from the Partnership for Excellence.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Promote the new associate transfer degree addressing new requirements from the CSU and UC systems.</td>
<td>The associate transfer degree has been developed and implemented with promotion continuing</td>
</tr>
<tr>
<td>2.2 Continue the expansion of general education core required courses to additional campuses to enable more students to access required courses for transfer and certificate completion.</td>
<td>General education core courses have been expanded to three campuses: John Adams, Downtown and Mission to support the transfer and certificate completion.</td>
</tr>
<tr>
<td>2.3 Monitor requirements for certificates through employers to ensure curricular currency.</td>
<td>Review processes are ongoing through the program development and review cycle with attendant modifications implemented as feasible.</td>
</tr>
<tr>
<td>2.4 Monitor the effects of new information competency requirement to ensure library services are sufficient and responsive to faculty teaching needs.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Expand scope of student assessment activities to enhance student learning and teaching excellence**

As the variety of teaching methods increases and student opportunities for learning activities becomes more diverse, there is a growing need to expand the scope of student assessment tools. The College will enlarge the opportunities for faculty to investigate student assessment activities that can be used in the classroom and by the College.
### Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Expand data collection methods with a wider variety of assessment instruments.</td>
<td>Outcomes assessment recommendations of the ESS have defined expanded date collection efforts.</td>
</tr>
<tr>
<td>3.2 Monitor the type and extent of college assessment data collected to broaden and deepen collection efforts where needed.</td>
<td>The development of the Decision Support System has expanded access to and availability of data college-wide.</td>
</tr>
<tr>
<td>3.3 Expand and intensify the array of professional development opportunities on student assessment open to faculty to provide adequate time to learn about and develop new assessment techniques.</td>
<td>Over the past few years multiple presentations have been made on student learning outcomes during Flex Days with follow-up initiatives on outcomes for teaching and counseling faculty.</td>
</tr>
<tr>
<td>3.4 Continue to distribute student assessment reports to a wide range of constituents including students, the general public and employers.</td>
<td>The annual report reflecting institutional effectiveness measures is distributed to all households in San Francisco.</td>
</tr>
<tr>
<td>3.5 Institute regular evaluation of the effectiveness of assessment plans and policies through the Office of Planning and Research.</td>
<td>Assessment plans and policies are reviewed by the Office of Planning Research and Grants; academic plans are evaluated via program review.</td>
</tr>
<tr>
<td>3.6 Involve students in assessment planning and development initiatives.</td>
<td>Students participated in the ESS and provide input to the program review.</td>
</tr>
</tbody>
</table>

### 4. Expand professional/staff development activities for faculty, staff and administrators to promote more innovation within the College

To ensure that City College meets its educational goals in both the academic and student development areas, faculty and staff will need more opportunities for professional development in the areas of teaching and learning, curriculum and program development, and student development.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Increase the availability of discipline and subject matter based professional development activities.</td>
<td>Departmentally-based professional development activities are increasing regarding the disciplines and subjects</td>
</tr>
<tr>
<td>4.2 Provide opportunities for faculty to study workplace-related skills and competencies.</td>
<td>The SCANS project continues to reflect efforts to study workplace-related skills and competencies.</td>
</tr>
<tr>
<td>4.3 Increase the availability of opportunities for faculty and staff to learn more about</td>
<td>The newly created, long awaited Educational Technology Center is</td>
</tr>
</tbody>
</table>

March 2006
the application of the technology to student learning.

4.4 Increase professional development opportunities for faculty and staff within the areas of student development.

4.5 Expand access to information resources, library instructional services and information competency instruction for the distance learning community, faculty and students on campuses without a physical library and those who access the library remotely. Expand training opportunities for faculty and staff related to using the Library’s information resources for teaching, learning and other work-related purposes.

4.6 Increase opportunities for faculty to infuse multicultural perspectives into the curriculum.

4.7 Professional development across the Student Development Division has increased and intensified at all levels.

4.8 A new information system installed in the Library, in combination with the web site, provides increased access to a wide array of information resources, services, and instructional resources for faculty and students regardless of location.

4.9 The Multicultural Infusion Program provides invaluable opportunities for approximately 70 faculty annually.

5. **Expand the College’s capacity to apply technology to teaching, student learning and student development services.**

City College is increasing its technology capacity with the construction of a new technology infrastructure; the College is also installing computers in faculty offices. CCSF surveys indicate that more faculty are using technologies in their classrooms, while their students are increasingly familiar with computer technology and the Internet.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Monitor the applications of technology by instructors, counselors and librarians in programs throughout the college.</td>
<td>A technology inventory was completed by the Educational Technology Office and discussed by the TLTR.</td>
</tr>
<tr>
<td>5.2 Promote exemplary practices using technology among community colleges throughout the country.</td>
<td>The Ed Tech Office, an outgrowth of Title III, provides the opportunity to explore exemplary practice.</td>
</tr>
<tr>
<td>5.3 Expand support for faculty to encourage the development of innovative uses of the Internet for courses.</td>
<td>The Educational Technology Office is devoted to the provision of faculty support to develop on-line instruction.</td>
</tr>
<tr>
<td>5.4 Increase the usage of electronic student support services such as the electronic educational plan; computerized testing; the “smart:” student ID card; and the</td>
<td>An electronic educational planning system has been developed with most counseling faculty trained; the computerized testing center has been</td>
</tr>
</tbody>
</table>

March 2006
| 5.4 | Promote opportunities for staff development in the use of diverse technologies to promote teaching excellence and higher level of student learning. | The Educational Technology Office serves to promote diverse technologies, teaching excellence, and increased student learning via technology. |
| 5.6 | Improve, where feasible, interactive television classrooms to enlarge student access to core college courses. | The expansion of interactive television classes has been studied and the infrastructure developed. |
| 5.7 | Provide technical support within the College to ensure continuous access to technology-supported programs. | Tech support has been maintained; however resources are stretched as the technological demand and sophistication increases. |

### 6. Establish cost management review of College programs and services.

One of the Major Findings from the CCSF Accreditation Self Study calls for a comprehensive plan for fiscal stability by matching ongoing spending with ongoing revenue. To address this finding the College has established a budget review and recommendation process which will assess the status of all academic, career, vocational programs and student support services; review the level of student demand; current and past enrollment patterns; cost factors and outcomes.

| 6.1 | Identify and prioritize areas of study. |
| 6.2 | Establish processes and criteria for Conducting review of functional areas. |
| 6.3 | Conduct review with appropriate recommendations. |
| 6.4 | Implement recommendations for budget priorities and reallocations. |
Section II: School Plans
Section I. Office and School Profile

1. Mission

The Office of Workforce and Economic Development, under the Associate Vice Chancellor, includes the School of Applied Science and Technology, the Office of Contract and Continuing Education, Career and Technical Education departments, programs, and initiatives. The Departments in the School of Applied Science and Technology include Administration of Justice and Fire Science, Aeronautics, Automotive Technology and Trade Skills, Environmental Horticulture and Retail Floristry, Fashion, Labor and Community Studies, and Apprenticeship. Workforce and Economic Development Programs and Initiatives’ activities are developed by the Office of Vocational Education, the Center for Applied Competitive Technology (CACT), Career Link at the San Francisco One Stop, the Advanced Transportation Technology Center (ATT), the California Resource Center (CRC), and the Office of Contract and Continuing Education which includes the Center of Excellence and the Work Place Learning Resource Center. All of these programs and their activities affirm the Mission of the College and, in particular, support City College of San Francisco’s (CCSF) commitment to excellence in teaching, learning, workforce education and economic development.

2. Current Programs and Services

The Administration of Justice and Fire Science Department offers degrees, Awards of Achievement and Certificates in Administration of Justice and Fire Science. Day and evening courses are offered at the Ocean Avenue and Evans Campuses. The Administration of Justice Program offers the Basic Police Academy Training, a 16-unit course, at the San Francisco Police Department Academy. Twenty-six additional courses have been developed in Advanced Officer Training. The Fire Science Department has affiliated with the San Francisco Fire Department as of October 2005 to offer Fire Science 110, a 7 unit Basic Fire Academy course. The School of Health offers Paramedic and EMT (Emergency Medical Technician) Programs. The Administration of Justice and Fire Science Departments 2004/05 enrollment exceeded 2,500. These figures do not include the students from the recent the Academy affiliations. Additional FTES from the Police Academy and Advanced Officer Training Program and the Fire Academy are expected to exceed 300 for the 2005/06 academic year. The development of a regional training center with both the Police and Fire Departments is being considered.

The Aeronautics Department offers credit courses at CCSF’s Airport Campus located at the San Francisco International Airport, as well as the Ocean Avenue Campus. Awards of Achievement are offered in Aircraft-Maintenance Technology with Options in Aircraft Power-Plant, Airframe-Maintenance, and Avionics-Maintenance Technology. The Department enrollments have
steadily decreased over the past several years. The airline industry is struggling and limited local employment opportunities are thought to be a reason for the declining enrollment.

Credit and Non-credit classes are offered by the Automotive Technology and Trade Skills Department at the Evans Campus. The Automotive Technology Program enrolled over 800 students in 2004/05. A Motorcycle Design and Maintenance Program has been developed, and eight new courses were approved by the Curriculum Committee in November 2005. The Department will be introducing the new courses in the Spring 2006 semester and a new Certificate and Award of Achievement are being developed based upon the revised curriculum. The non-credit Trade Skills Program offers over 80 sections a year and enrolls over 3,700 students. Based upon the current labor market demand, these enrollment figures have continued to increase. CCSF was awarded $1.1 million from the Department of Human Services and the Mayor’s Office of Community Development to provide entry level building and construction trades education, training and job placement in partnership with Community Based Organizations for economically disadvantaged San Franciscans. $500,000 went for capital improvements at the Evans Campus for new shop classrooms. CCSF purchased the Evans Campus in 2000 and used funds from the Proposition A Bond to add eight additional shop/classrooms and an outdoor construction training facility.

The Consumer Arts and Sciences Department merged with the Fashion Merchandising Program and became the Fashion Department in Fall 2002. The Department offers credit and non-credit courses at the Downtown, Evans, John Adams, Ocean Avenue and Southeast Campuses, as well as a number of other community locations. Approximately 1,300 students enrolled in credit courses in 2004/05 for approximately 150 FTES. In the non-credit courses, 30 sections a year are offered and approximately 1,100 students enroll for an equivalent of 80 FTES. The Department currently offers Certificates in Fashion Design, Fashion Technology, Image Consulting and Fashion Merchandising, which also offers an Award of Achievement with the Associate of Arts Degree. Many of the Design and Technology classes are held in the Design Studio (formerly Garment 2000) at the Evans Campus.

The Environmental Horticulture and Retail Floristry Department is located at the Ocean Avenue Campus. The Department offers degrees with an Award of Achievement in Commercial Cut-Flower and Greenhouse Production, Landscape Gardening and Landscape Contracting, Nursery and Garden-Center Operation and Floristry. Students can also earn a Certificate of Completion in Environment Horticulture with specializations in Landscape Maintenance, Nursery Operations, Commercial Cut-Flower and Greenhouse Production, and Landscape Design and Landscape Construction. The Department had an enrollment of 1,100 students in 2004/05 for approximately 150 FTES.

The Culinary Arts and Hospitality Studies Department is now part of the School of Business.

The Labor and Community Studies Department changed its name in the Fall of 2004. Credit and non-credit courses, as well as an Award of Achievement and Certificate of Completion in Labor and Community Studies are offered. The Department enrolls approximately 300 students a year. Courses in labor relations focusing on various industry sectors have been developed, with labor relations in the hospitality industry being the most popular offering.
The Apprenticeship Programs are offered in cooperation with the California Division of Apprenticeship Standards and the local Joint Apprenticeship Committees. Apprenticeship programs include Bricklaying, Cook and Pastry, Meat Cutting, Plastering, Plumbing, Refrigeration/Air Conditioning, Steam Fitting, Roofing, and Stationary Engineering. The programs serve over 500 Apprentices a semester. This number has been increasing as a result of the expanding growth in the building and construction industry in the San Francisco/Bay Area.

The Office of Vocational Education manages the $1.4 million Carl D. Perkins VTEA (Vocational and Technical Education Act) Grant awarded to City College of San Francisco. A four-year plan was developed and submitted for 2000/04. Until the Act is reauthorized by Congress, the State Chancellor’s Office will continue following CCSF’s 2000/04 Plan. A committee of occupational, academic, and student service administrators and faculty participated in the planning process. Business, industry, community, and student input was also sought during the development of this plan. The purpose of these funds is to improve the occupational education, training and services provided by CCSF to meet the current and future career and technical education needs of students and industry.

CACT – Center for Applied Competitive Technology is a grant funded economic development initiative serving manufacturing businesses and the community. The Office of Workforce and Economic Development administers this project. Customized training is provided on demand to employers to upgrade the skills of workers in the San Francisco/Bay Area. OSHA Training for the Building and Construction Industry and Portfolio Design workshops are offered. The CACT is hosting a Regional Seminar on Nanotechnology in the Spring of 2006. Currently, 100 Dislocated Garment Workers are being retrained for jobs in Construction, Hospitality, Horticulture, Child Care, Health Care and Construction through the CACT.

Career Link at the San Francisco One Stop provides testing, assessment, and career counseling. Career Link is collocated at 1360 Mission with the Department of Human Services, the Employment Development Department, the Private Industry Council, National Council on Aging, and the Department of Rehabilitation. Career assessment and counseling is provided to CCSF CalWorks participants.

The Advanced Transportation Technology Initiative is an economic development program with a Center housed at the Evans campus of City College of San Francisco. This Center has two major directions: building training partnerships with transit agencies throughout the Bay Area and offering workshops and programs on alternative fuel and renewable energies. The former began with the San Francisco Transit Career Ladder Partnership with MUNI and its unions, and is now extending to a Northern California Regional Transit Training Consortium, modeled on the southern California model. During this coming year CCSF/ATT will be meeting with businesses at the ports of Oakland and San Francisco to offer customized courses and training to the companies and their employees at those sites.

The GIS Education Center: This industry specific GIS Center provides short term classes in GIS focused on various sectors, including transit, crime, homeland security, and business (www.ccsf.edu/gis). The Center is housed at the Evans Campus but will also be providing...
instruction at the Downtown campus through the computer labs of the Business Department. In Spring 2006 the Center will offer classes to City and County employees who work at the Department of Telecommunications and Information Services.

The Center of Excellence (COE) is working with various CCSF Departments and Offices to investigate the feasibility of a Community Worker Certificate or Degree. The COE is also completing Environmental Scans for the Video Gaming and Hospitality Industries.

The Work Place Learning Resource Center (WPLRC) is providing Basic Skills, ESL, and VESL assessment to employers in the San Francisco Bay Area Region. Fee based courses, instruction and workshops are provided by the WPLRC. CCSF telecourses are now available to inmates in State Prisons as a result of the Center’s outreach.

The Office of Contract Education continues to provide customized assessment and training to various departments and employees seeking customized, short term classes. There has been a resurgence of activity at the San Francisco International Airport and CCSF is now closing contracts with a number of consultants who provide the airport with highly specialized security training.

The Office of Continuing Education offers hundreds of year round short term for fee courses in art, cooking, conversational foreign languages, personal interest and growth and more to San Francisco Bay Area residents.

**Section II. Context for the Future**

1. **Issues and Opportunities**
   - Partner with Community Based Organization, Business, Industry, and Organized Labor
   - Develop short-term and fast track education and training programs
   - Develop seminar and modular course offerings
   - Strengthen ties with expanding Retail and Hotel Industries (Bloomingdales and a number of new hotels have opened or are scheduled to open in the next several years)
   - Define roles and opportunities for programs and students at S.F. International Airport (airport expansion)
   - Link with other CCSF programs, particularly ESL, Basic Skills, Math and English
   - Develop internships for occupational programs
   - Provide Job Placement Services for occupational students and graduates
   - Continue to expand Police Academy and Advanced Officer Training
   - Continue to expand Fire Academy and Advanced Officer Training
   - Explore the feasibility of developing an AJ/FS Regional Training Center
   - Assess training needs and develop curriculum for Probation and Security Officers
   - Continue to work cooperatively with the Career Development and Placement Center to ensure a closer working relationship with the Office of Vocational Education’s Career Connection, Occupational Interest Survey and SFBayCareerMap.com projects

March 2006
• Work with local CBO’s and funders to secure grants to provide case management, retention and placement services to students from the community who face multiple barriers to education and employment

2. New Directions

• Development of a Transportation Academy to include Aeronautics, Automotive, Engineering, Global Information and Positioning Systems, Highway, Homeland Security, Maritime, Mass Transit and Rail. Possible acquisition of a simulator in partnership with Goodwill to advance the work of the Transit Academy and expand the truck driving school housed in the Bay View District.

• Develop curriculum and programs based upon input from employers in Mass Transportation in areas including Electronic Technology, Transit Safety and Health based upon CAL/OSHA standards, basic computer instruction, ESL for drivers, including English for non-native speakers and Foreign language aids for drivers, Advanced Transportation Technology, including Intelligent Transportation Systems, Geographic Information Systems, Alternative Energy, Global Position Systems, Security and Customer Service.

• Explore the feasibility of the development of a Public Safety Academy to include Administration of Justice, Fire Science, Emergency Communications/911, EMT, Paramedics and Probation.

• Develop curriculum based upon input from employers in Police, Fire, Emergency Communications, Sheriff, EMT, Paramedic, Port, Airport Security, Probation Departments and Private Security Agencies.

• Develop concurrent enrollment or articulation agreements with San Francisco and Bay Area High Schools and Programs.

• Develop placement services for students in occupational programs.

• Develop follow-up services for graduates of occupational programs.

• Respond to the education and training needs of the growing population of dislocated workers.

• Implement CCSF’s PLA (Project Labor Agreement).

• Respond to the education, training and employment needs of San Francisco residents.

• The Engineering Department’s Welding Program relocated to the Evans Campus in Spring 2005.
### Section III. Objectives and Activities

1. **To continue maintenance of effort for credit and non-credit academic programs at all campuses and sites**

   - Degrees are granted in:
     1. Administration of Justice
     2. Fire Science Technology
     3. Aircraft-Maintenance Technology
     4. Automotive Body & Fender Repair (under revision)
     5. Automotive Mechanics
     6. Custom Motorcycle Technician
     7. Motorcycle Technician
     8. Commercial Cut-Flower & Greenhouse Production
     9. Floristry
     10. Landscape Gardening and Landscape Contracting
     11. Nursery & Garden-Center Operation
     12. Fashion Merchandising
     13. Labor and Community Studies (under revision)

   - Credit Certificates are granted in:
     1. Administration of Justice
     2. Fire Officer
     3. Fire Protection
     4. Forensic Identification
     5. Aircraft-Maintenance Technology
     6. Aircraft Power Plant Maintenance Technology

### Comments/Status

- Automotive Department has completed Phases II and III of DACUM and revised curriculum.
- Labor Studies has changed to Labor and Community Studies and is reviewing curriculum using the Program Review process.
- Fashion is going through Program Review, but now has four certificate options.
- Administration of Justice and Fire Science will start Program Review in Spring 2006 will reconfigure their Advisory Committee.
- New Motorcycle Program, with revised curriculum, will begin in Spring 2006.
| 7. Airframe-Maintenance Technology |
| 8. Automotive Body and Fender Repair (under revision) |
| 9. Automotive Mechanics: Brake and Suspension Specialist; Diagnostician; Engine Repair Specialist; General Technician; Transmission Specialist |
| 10. Custom Motorcycle Technician |
| 11. Motorcycle Technician |
| 12. Commercial Cut-Flower Greenhouse Production |
| 13. Landscape Construction |
| 14. Landscape Design |
| 15. Landscape Gardening and Landscape Contracting |
| 16. Landscape Maintenance |
| 17. Nursery and Garden-Center Operations |
| 18. Fashion Design |
| 19. Fashion Merchandising |
| 20. Fashion Technology |
| 21. Image Consulting |
| 22. Labor and Community Studies (under revision) |

- Non-Credit Certificates are granted in:
  1. Labor and Community Studies (under revision)
  2. Construction (under revision)
  3. Custodial

**2. To develop and offer new credit program options with increased enrollment results**

- Fire Science Department is affiliating with the SFFD
- ATT is continuing to work with Transportation Industry representatives to

Discussion is underway to develop proposals for the AJ/FS Department to grant advanced standing
develop Transportation training programs that will meet the current and future needs of the industry, including GIS

- ATT is working with Caltrans through a grant to develop a certificate in Transportation Planning; this will initially be offered as a professional development opportunity but will eventually become part of a regular certificate program. Partnership with Mineta Institute in San Jose to share curriculum and students, and possibly utilize the online capacity of the Mineta Institute.

Continuing to work with various transportation agencies to access current and future education and training needs.

3. To develop and offer new non-credit programs

- First phase of DACUM process completed for Construction Training
- Continue to develop appropriate curriculum based upon DACUM process and demonstrated industry employment needs

Number of Construction courses has increased to 80 sections a year
CityBuild Academy, a partnership with the City of San Francisco, the San Francisco Building and Construction Trades Council, the Carpenters and the San Francisco Private Industry Council will begin in Spring 2006
A pilot Pre Apprentice Plumbing and Electricians Program in partnership with Lennar, the Bay View Hunters Point Shipyard, Young Community Developers and Chinese for Affirmative Action is schedule to begin in February 2006

4. To modify or enhance existing credit and non-credit program options and courses

- Work with Laguna Honda Hospital, SEIU, the Shirley Ware Center, the San Francisco Information Technology Consortium, and the Business Department has begun to upgrade the skills of incumbent hospital employees

The Office of Workforce and Economic Development secured a two year Industry Driven Regional Collaborative Grant (IDRC) from the State Chancellor’s Office to work with the referenced groups to assess the skills and develop...
appropriate courses for the workers at Laguna Honda

<table>
<thead>
<tr>
<th>5. Special initiative for the improvement of programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CCSF DACUM facilitators have been trained (Developing A Curriculum)</td>
</tr>
<tr>
<td>• California Resource Center for Occupational Program Design and Evaluation established to provide DACUM facilitation</td>
</tr>
<tr>
<td>• Advanced Transportation Partnerships continue to be developed</td>
</tr>
<tr>
<td>• VTEA funds for program improvement – Four Year Plan submitted to the State Chancellor’s Office on 10/31/00, Plan extended until 2006</td>
</tr>
<tr>
<td>• Construction offerings increased and teaching facility at the Evans Campus remodeled</td>
</tr>
</tbody>
</table>

Other CCSF Departments and community college programs have used DACUM Facilitators and CRC. Workshops in BioDiesel and OSHA for Construction Workers offered by ATT and CACT. Evans Campus Phase I retrofit and remodel of shop classrooms completed. New courses in Blueprint Reading, Electrical Applications and Code, Plumbing Applications and Code, and Contractor Licensing are being offered.
6. To provide administrative oversight for the school
   • Developing Director of Advanced Transportation position
   • Developing CACT Director position
   • Need coordinator release time for Trade Skills

   Continuing to explore feasibility of Academy in areas of Transportation and Public Safety

### Section IV. Resource Implications

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section IV. Resource Implications</td>
</tr>
</tbody>
</table>

#### 1. Student Development Resources
- Non-credit career education counseling services
- Coordination time for Trades Skills
- Advisor or Counselor for Non-Credit Trade Skills
- Job Development and Placement
- Financial Aid, DSPS and EOPS services needed at Evans Campus

   Continuing to work with Student Development Departments to meet campus needs.

#### 2. Technological Resources
- New equipment based upon results of DACUM
- Computer Laboratory upgraded

   New GIS Software and Plotter installed. Automotive Department needs new equipment for Motorcycle and updated Automotive Program.

#### 3. Facilities
- Phase II of Evans Campus remodel will move Automotive Paint Booth outside building and create separate building to house Welding Program and provide additional storage space for programs.
- New classroom and greenhouse scheduled for OH/RF Program at Ocean Avenue Campus.

   Fence installed at EH/RF site. New Greenhouse and beds needed. Phase I of Evans Campus remodel complete. Phase II of the Evans Campus remodel is scheduled to begin in 2007.
### 4. Faculty and Classified Staff
- Advisor or Counselor for Trade Skills and Non-credit Students at Evans
- Need a Receptionist at Evans Campus

New Senior Administrative Assistant hired for Office of Workforce and Economic Development

### 5. Organizational Structure
- Coordinators, Directors, Dean for various Occupational, Contract, Campus, Workforce and Economic Development educational initiatives work to meet the needs of community.
- Biotech Programs expanded at Southeast Campus and started at Mission Campus is Fall 2005.

Meetings with various School Deans, Dean of Research Planning and Grants, Contract Education and Coordinators of Economic Development projects continue to be conducted to coordinate efforts, share resources and work more efficiently with business, labor, community groups and public agencies.

Need to continue to work in concert with all of CCSF’s Workforce and Economic Development Initiatives to support their activities and eliminate a duplication of effort.

Chancellor is a member of the Workforce Investment Board (WIB) and serves on their Executive Committee. Other CCSF Administrators serve on WIB Committees.
1. School Mission

The City College of San Francisco School of Business offers educational programs to prepare students to successfully participate in the workforce and to pursue further education at four-year colleges and universities.

2. Current Programs/Services and Status

The School of Business offers the following credit programs:

- Accounting
- Microcomputer Accounting
- Finance (banking, insurance, investments)
- International Business
- Marketing
- Office Information Processing
- Paralegal/Legal Studies
- Real Estate
- Retail Management
- Supervision and Management
- Travel and Tourism
- Culinary Arts and Hospitality Management

Both degree and certificate programs are included in the above and will be identified in the following sections.

The School of Business offers the following noncredit programs:

- Computerized Accounting
- Construction Administrative Assistant
- Microcomputer Business Applications
- Clerical Assistant
- Administrative Assistant
- Small Business
- International Business
- Supervision and Management
- Culinary and Service Skills Training
The School of Business provides the following services to students: work experience, job development and placement, orientation to credit programs for noncredit students, an outreach program to high school students (concurrent enrollment in business classes), and a mentoring program offered by the Paralegal/Legal Studies Program. Students also participate in a Marketing Fair and a Travel and Tourism Day.

**Section II. Context for the Future**

1. **Issues and Opportunities**

Changing technology and new delivery systems demand new ways of doing business, new ideas about the value of work, and new challenges of the School for Business. The School of Business must offer programs and courses that address the educational needs of employers and their employees and ensure that its faculty and staff are prepared for the changes that are taking place in the workforce.

At the same time, the School of Business proposes to develop a General Business degree program that will be articulated with four-year colleges and universities. The new degree program will complement the other programs within the School of Business and offer students a general background in business. A high percentage of City College students who transfer to San Francisco State University identify business as their major even though they may not have completed a degree or certificate program. The new degree program is intended to encourage these and other students to pursue transferable coursework and enroll in business degree applicable courses.

The growth of small business in the Bayview/Hunters Point area is a third area of interest. As part of an initiative to revitalize the southeast small business community, the Small Business Development Center, in cooperation with the School of Business’s Small Business program and the Southeast Campus will target prospective and established small business owners. Counseling and training will be provided to help develop new businesses and jobs. Other opportunities include applying for American Bar Association (ABA) approval of the Paralegal/Legal Studies Program. In addition, the Business Department is planning to offer programs to prepare students for jobs in the fast growing biotechnology industry.

There are numerous opportunities for the Culinary Arts and Hospitality Department. The reopening of the Educated Palate will increase the visibility of the department as well as the Downtown Campus. With an increased emphasis on serving the general public, we will be an asset to the community as well as a realistic experience for our students. The increased exposure will allow the department to merchandise its products and expand the demand for them.

*March 2006*
2. **New Directions**

- Develop General Business degree program that will be articulated with four-year colleges and universities
- Schedule meetings on a regular basis with colleges and universities to articulate courses for transfer
- Increase the number of e-commerce-related courses, design a new E-commerce Certificate
- Develop a multimedia course integrating video, sound, and animation in business presentations
- Develop partnerships with Bay Area high-tech companies
- Work with the Small Business Development Center
- Work with the Real Estate Education Center
- Increase the number of distance learning and online courses
- Extend course offerings to include Friday evening, Saturday, and Sunday
- Create new ways to market the School of Business
- Continue to update computer classrooms and labs with appropriate equipment software and technical support
- Work with the hotel industry to expand the Hotel Management program
- Offer year-round food service at the Ocean and Downtown Campuses
### Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
</table>

1. **To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans.**

1.1. **List current associate degree credit programs offered by departments within school**

The School of Business offers the following degree applicable programs:

- Accounting
- Finance
- International Business
- Marketing
- Office Information Processing
- Paralegal/Legal Studies
- Real Estate
- Supervision and Management
- Travel and Tourism
- Culinary Arts and Hospitality Management

1.2. **List current certificate programs offered by departments with school (use CCSF catalog.Office of Vocational Education List).**

The School of Business offers the following credit certificate programs:

- Accounting
- Finance
- International Business
- Marketing
- Microcomputer Applications
- Office Information Processing  
- Paralegal/Legal Studies  
- Real Estate  
- Travel and Tourism

### 2. To continue maintenance of effort for noncredit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans.

#### 2.1 List current certificate noncredit programs offered by departments with school.
- Computerized Accounting  
- Construction Administrative Assistant  
- Microcomputer Business Applications  
- Clerical Assistant  
- Small Business  
- Supervision and Management  
- Administrative Assistant  
- Culinary and Service Skills Training

#### 2.2 List non-credit courses offered by department within school that are not used for certificate or degree programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSP</td>
<td></td>
</tr>
<tr>
<td>9241</td>
<td>Intro to Computers/ABE</td>
</tr>
<tr>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td>9245</td>
<td>Computer—Introduction to PC’s</td>
</tr>
<tr>
<td>9867</td>
<td>Spreadsheets Level 1</td>
</tr>
<tr>
<td>9868</td>
<td>Computer Lab Orientation</td>
</tr>
<tr>
<td>9888</td>
<td>Spreadsheets Level 3</td>
</tr>
<tr>
<td>9894</td>
<td>Databases Level 1</td>
</tr>
</tbody>
</table>

March 2006

-25-
3. To develop and offer new credit program options with increased enrollment results

### 3.1 List proposed new program(s) for Phelan Campus.

- General Business degree program
- E-Commerce Certificate (see 3.2)
- ABA approved Paralegal/Legal Studies Program
- The Paralegal/Legal Studies Program offers a certificate and a degree program at the Phelan and Downtown campuses. Preparing application for ABA approval.
- Online courses
<table>
<thead>
<tr>
<th>3.2 List proposed new program(s) for other campuses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retail Management Certificate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. To develop and offer new noncredit programs with increased enrollment results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 List proposed new program(s) for Ocean Campus.</td>
</tr>
<tr>
<td>• No noncredit classes at the Ocean Campus.</td>
</tr>
<tr>
<td>4.2 List proposed new program(s) for other campuses.</td>
</tr>
<tr>
<td>• MOUS (Microsoft Office User Specialist) Certification: Specialists will demonstrate in-depth knowledge of at least one Office 2000 application (Access, Excel and Word).</td>
</tr>
</tbody>
</table>

Implemented: The program of study for a Certificate in Retail Management is designed to prepare students for employment as retail managers. This certificate represents a unique collaborative effort statewide to meet industry needs.

Implemented Spring 2003, Downtown Campus
5. **To modify or enhance existing credit and non-credit program options and courses.**

5.1 List the programs and/or courses in **credit** that each department plans to modify and how they plan to reduce or eliminate other courses if appropriate.

- Review certificate programs in the areas of technology, prerequisites, and uniform standards
- Incorporate basic skills classes as part of certificate programs
- Combine WDPR 391A and B
- Review scheduling options, e.g., half semester vs. semester
- Offer day classes in the Paralegal/Legal Studies Program
- Offer advanced topics in International Business

<table>
<thead>
<tr>
<th>Implemented</th>
<th>Implemented</th>
<th>Implemented Spring 2003</th>
</tr>
</thead>
</table>

5.2 List the programs and/or courses in **non-credit** that each department plans to modify and how they plan to reduce or eliminate other courses if appropriate.

- Evaluate computer-related certificate programs
- Update, replace, or eliminate noncredit courses that are not used for certificate programs
- Incorporate basic skills classes as part of certificate programs
- Modify COMP 9905 to focus on the operating system

<table>
<thead>
<tr>
<th>Implemented</th>
<th>Implemented</th>
</tr>
</thead>
</table>
6. To undertake special initiatives for the improvement of the programs offered by the school.

6.1 List the type or research, investigation, studies planned by the department and/or school to improve specific programs.
- Conduct appraisal surveys of students in selected courses and groups of courses to determine:
  1. their educational/employment needs
  2. in what other courses at the college they are enrolled
  3. their evaluation of completed business courses
- Survey other community colleges to identify successful business courses and programs
- Work with the coordinator of the Job Development Group to survey employers, including members of business advisory committees, as to the skills they seek from our students

6.2 List plans to collaborate or establish partnerships with other educational institutions, community-based organizations or industries.
- Provide counseling and training to Bayview/Hunters Point small business owners and prospective owners
- Establish advisory committees in technology-related areas
- Continue to work with the San Francisco Unified School District to concurrently enroll high school students
- Continue to maintain and develop partnerships with local businesses through job development

<table>
<thead>
<tr>
<th>Ongoing</th>
</tr>
</thead>
</table>
7. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership.

7.1 List the needs for additional administrative staff for new and modified programs and collaborations.
   - Need for fulltime support person for the Business Department (with addition of ABA requirements)  
   Implemented

<table>
<thead>
<tr>
<th>Section IV. Resource Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments/Status</td>
</tr>
</tbody>
</table>

1. Student Development Resources

1.1 List the type and scope of student services needed to serve the new modified or expanded programs within the school.
   - Provide academic counseling and other support services for students who are enrolled in business classes, including high school students
   - Schedule more career-oriented presentations, e.g., CDPC
   - Station student lab aides at campus sites to support job development and placement
   - Create job web site and bulletin board

   Implemented

1.2 List the type and scope of student activities needed to serve the new modified or expanded programs within the school.
   - Field trips
   - Guest lecturers
   - Student internships in industry
   - Open labs all day and evenings (coordinate with ITS)
   - Students Clubs (e.g., Accounting Club)

   Ongoing

March 2006
### 2. Technological Resources

**2.1 List the staff needed to support new expanded or modified courses/programs within the school.**

**2.2 Support staff from ITS to maintain computer labs at all campuses. List the equipment needed to support new expanded or modified courses/programs within the school.**

- Up-to-date software and hardware used in today’s workplace
- Labs must be capable of running high-level software programs that require faster processors, increasingly more hard drive space, and more RAM with each new version. In order to increase the offerings of such Internet-related courses as web page design, we must update hardware and software on an ongoing basis.
- TV/video equipment in all classrooms
- New chairs in lecture classrooms
- Computers with Internet access in instructors’ offices

### 3. Facilities

**3.1 List the facilities that require remodeling.**

- Internet access for computer classrooms
- Most classrooms in need of remodeling
- Additional classroom space allocated in Cloud Hall
- Office space for part-time instructors at the Downtown Campus
- Pastry department
- Meat lab
- Cafeteria line
4. Faculty and Classified Staff

4.1 List the number and description of classified staff needed for new modified and expanded courses/programs within the school.
   - Instructional Aides (3598) needed at campuses that offer noncredit business courses
   - Need for part-time clerical staff for noncredit site coordinators for Job Development Group

4.2 List the number and description of faculty needed for new modified and expanded courses/programs within the school.
   - Accounting and Microcomputer Applications instructors (ability to teach Internet-related classes and advanced software applications)
   - Additional part-time instructors to teach in the Paralegal/Legal Studies Program
   - Professional development program for faculty who may need to upgrade their skills

5. Organizational Structure

5.1 Describe changes needed in the organizational structure of the school.
   - During the hiring process and the mentoring period for new faculty, reinforce to new hires that their professional responsibilities include serving on committees, preparing and revising course outlines, and other duties as assigned by the department chair.
1. **School of Health and PE Mission**

   - To provide students with a high quality level of educational opportunity that enables them to acquire the necessary job skills to attain entry-level positions in the health care, public health and fitness industries.

   - To provide programs with majors, awards of achievement and certificates that enable students to compete in the current workforce.

   - To provide students with competences to obtain appropriate certification and/or licensure as required by the profession.

   - To provide continuing education and other short-term programs that address current community health concerns, needs and other issues that can be addressed through health education courses.

   - To provide programs that promote physical fitness, lifelong learning, additional training for workforce education and personal enrichment.

2. **Current Departments**

   - Consumer Education
   - Dental Assisting
   - Diagnostic Medical Imaging
   - Health Care Technology
   - Health Science
   - Nursing, Registered
   - Nursing, Licensed Vocational
   - Physical Education and Dance
   - Radiation Oncology Technology
   - Student Health Services
Section II. Context for the Future

1. Issues and Opportunities

The average age of a nurse in California is 45. The American Association of Colleges of Nurses projects that California will have a shortage of more than 42,000 nurses by 2010. With the certain growth of the state’s elderly and the aging of the current nursing population, this shortage is expected to grow to 78,000 by 2015 and to 120,000 by 2020. The reality of these and similar shortages in most health professions, along with uncertainty in other sectors of the economy, has resulted in an increased enrollment in most School of Health and PE classes and programs. Nursing and other health care jobs continue to be a good career choice particularly since the industry began an increased outreach for gender equity. Demand for health care and public health workers in all aspects of these industries remains high. Students graduating from CCSF School of Health & PE programs have little problem finding positions in their chosen fields.

One of the challenges facing the School of Health & PE is to continue to attract qualified faculty to its programs. A concerted effort is needed to develop a strategic marketing and recruitment plan to attract and retain faculty. To do so, it is imperative that our programs remain current with the industry. The high costs of living, along with the high salaries that the industry pays in the Bay Area, continue to be a deterrent to attracting faculty.

Keeping pace with technological changes presents another challenge in attracting and retaining students and in providing up-to-date skills for the current workplace. For students to succeed, they must have hands on experience using the latest equipment. Funds are not sufficient to purchase all necessary supplies, provide adequate maintenance, or purchase state-of-the-art training tools such as computerized mannequins that simulate actual medical conditions.

Instructors in health care must stay current with changing technologies. To do so, time for staff development opportunities must be available so that faculty can attend outside workshops, conferences, equipment demonstrations, etc. In the past, CCSF staff development funds supported activities to upgrade didactic and clinical skills. Current budgetary cuts in staff development funding and resources remain problematic. Therefore, it is imperative to explore partnerships with health care institutions and technology corporations.

The health care industry remains in a transitional phase from hospital based care to home and community care. The School of Health & PE in recognition of this trend has created a Home Care Provider Program and is offering it in three languages (English, Chinese and Spanish) with a fourth (Russian) ready for implementation. The Health Science Department, in partnership with San Francisco State University, conducts applied research on the shift from clinical to home and community-based health services and the vital role that Community Health Workers play in making services more accessible to hard-to-reach patients and communities.

Because of the present shortage of personnel in the health care industry, there is a need to upgrade skills and cross train incumbent workers and foreign trained individuals. The education of these workers is an opportunity for the School of Health & PE to recruit a new student population. To attract new student groups will require rethinking of how and when we schedule
classes. Weekend programs, fast tracking classes, on-site teaching, accelerated short-term classes and on-line courses are just a few ways the School of Health & PE has taken advantage of this opportunity. Through the Welcome Back Center, CCSF is today a leader in recruiting foreign born health care professionals into health care classes that prepare them for licensing and work in the US health care system. Through a generous grant from the Moore Foundation, CCSF now offers an evening/division division of its registered nursing program. The Nurse Workforce Initiative and Shirley Ware grants have allowed the School of Health and PE to offer a CNA to LVN Bridge class and a LVN Refresher program. The LVN department is collaborating with the RN Department exploring the feasibility of a LVN to RN Bridge program. Based upon their success, the first RN Prep classes were offered in Summer 2005 and the first RN Refresher class opened in Fall 2005. Through the development of health pathways for high school students and the Middle College High School program, students at John O’Connell, Galileo and Mission High Schools are taking classes in medical terminology and emergency medical technology training at their respective high school campuses. Although CCSF’s Middle College High School will not be funded beyond 2005, its success has lead to incorporating health pathway classes into permanent course offerings.

To attract current health care employees into classes and programs that upgrade their existing skills, classes are offered in creative scheduling patterns to maximize opportunities. Classes are held in employer sites after regular work hours, on weekends, and for a short-term duration.

2. New Directions

The success of the new directions that the School of Health and PE are developing will, to a great extent, depend upon the quality of the partnerships that it has already established and its future collaboration with Bay Area hospitals, schools, and community-based organizations. Many of these new directions have passed beyond the development stage and are now, or soon to be, implemented.

The Welcome Back Center is now a national model for the assessment and evaluation of the status of a candidate’s skills and background qualifications with the intent of determining which health pathway is most appropriate. Welcome Back recognized the need, developed and is now implementing fast-track programs for Welcome Back students. Upon completion of the process, the student has the opportunity to be placed in the health care field offering the greatest potential for success. Welcome back is investigating whether or not a dental hygiene program is feasible. In addition, the Welcome Back Center is part of a statewide initiative that is currently working with the California Primary Care Association in Sacramento to initiate administrative and policy changes in the licensure for nurses, dentists, and doctors.

The School of Health and PE continues to work with SFUSD on the development of health pathways from high school to community college to state universities. The goal of the Health Science Pathway is to provide students with an opportunity to explore health care careers pursuant to a course of study and to participate in activities that challenge and engage them while helping them to attain valuable and transferable skills. The Pathway links quality academic programs with workplace experience and college course-work to increase students’ motivation.
and overall high school academic improvement. Students who complete the core academic program may enroll in career-specific courses at CCSF while in high school. Classes are offered at high school sites and CCSF campuses. The admission process for enrolling high school students has been greatly improved with A&R’s cooperation and understanding of the complexities inherent in dealing with the completion and submission of paperwork that the high schools require.

The relationship between the CCSF and San Francisco State University needs to be strengthened so that program articulation is seamless between the two institutions. To achieve this, the model in the Community Health Work (CHW) Program should be expanded to other cooperative endeavors. The ultimate goal is a 2 + 2 + 2 pathway in a variety of the health care programs. CHW provides education, training, applied research and advocacy in community health. CHW is working to influence health policy in California with the goal of increasing recognition of the vital role that community health workers play in providing health services to low-income communities. CHW is advocating for changes to health care financing policies so that hospitals and clinics can be reimbursed for services provided by CHWs and other non-clinical front-line providers.

The Health Science Department is in the process of developing two new vocational certificate programs. The Trauma Studies Certificate will train students in crisis intervention skills and for employment with agencies working to prevent violence and provide services to survivors of violence. The Youth Development Worker Certificate will train front-line staff working in the public health and social services fields with youth and young adults ages 14-21. The Health Science Department is also developing a new major in Health Education that will prepare students for educational and career advancement in public health and related fields. We continue to strengthen current and create new partnerships within the health care industry, such as Kaiser, DHS, DPH, JVS, CPMC, etc.

A new advanced discipline that has been added to the profession of Radiologic Technology allows a graduate of the CCSF Diagnostic Medical Imaging program to enter the Radiologist Assistant Baccalaureate Program offered by a select number of four-year institutions. A radiologist assistant is a physician extender specifically for the discipline of diagnostic medical imaging. The DMI program director and the CCSF articulation officer are working on an articulation agreement with Loma Linda University, which is the only higher education institution in California to offer such a program at this time.

There is a need to offer courses in professional development to the radiologic (not radiology) technology community. All radiologic technologists must complete 12 units of continuing education annually. The DMI/RADL department and faculty are fully capable of fulfilling this need which would make CCSF a center of professional development for the radiologic technology community.

The Student Health Center now falls under the aegis of the School of Health & PE. One advantage of this logical restructuring is the close collaboration between the Student Health Center and students matriculating in CCSF healthcare programs. The center provides clinical internships for CCSF students in its RN, Medical Assistant, Health Information Technology and March 2006

-36-
Nutrition Assistant programs. In addition, the Student Health Center is a clinical training site for other Bay Area health care programs. Students from any CCSF discipline that are interested in health careers are encouraged to work or volunteer at Student Health to obtain a more accurate understanding of the field of health care. However, without additional staff to mentor these clinical students, further growth of the relationship between the Student Health Center and health care trainees is limited.

The School of Health & PE currently focuses on the competencies devoted to the healing arts. However, with the green light to build a new Fitness/Wellness Center now a reality, a new direction will be centered on prevention and wellness. Students and faculty will be able to utilize the fitness equipment and access information on nutrition, fitness, diet, disease prevention, and healthy living. Each of the School of Health & PE departments will provide input, expertise, and support for a myriad of events and programs to be offered through the Wellness Center. In addition to the Wellness Center, CCSF has broken ground for a new Student Health Center and the CVT/ECH/EKG, Pharmacy Tech and Phlebotomy programs have moved to the newly remodeled gym building on the John Adams Campus. Dance, Tai Chi and hopefully other PE classes will be held in the gym area of this remodeled facility in the Spring 2006. With the addition of these three new facilities, the School of Health & PE will sponsor activities for the college campus such as “Healthy Students Day”.

March 2006
## Section III. Objectives and Activities

| 1. To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans. |
|---------------------|--------------------------|

### 1.1 Current Associate Degree Credit Programs
- Dental Assisting (Major)
- Diagnostic Medical Imaging (Award of Achievement)
- Health Information Technology (Award of Achievement)
- Medical Assisting (Award of Achievement)
- Nursing, Registered (Major)
- Nursing, Licensed Vocational (Award of Achievement)
- Paramedic (Major)
- Radiology, Oncology (Award of Achievement)

### 1.2 Current Certificate Programs (Credit)
- Consumer Education
  1. Nutrition Assistant
- Dance
- Dental Assisting
- Health Care Technology
  2. CVT/Echocardiography Technician
  3. CPR, First Aid, Automatic External Defibrillator
  4. EKG Technician I & II
  5. Emergency Medical Technician
  6. Health Information Clerk I and II
  7. Health Information Coding Specialist

### Comments/Status
8. Health Information Technology  
9. Medical Administrative Assisting  
10. Medical Biller  
11. Medical Office Assisting  
12. Medical Receptionist  
13. Medical Transcription  
14. Paramedic  
15. Pharmacy Technician  
16. Phlebotomist

- Health Science
  1. Community Health Worker  
  2. HIV/STI Prevention Educator  
  3. Drug & Alcohol Studies  
  4. Health Care Interpreter Program  
  5. CPR, Safety and First Aid

- Nursing, Licensed Vocational
  1. Certified Nurse Assistant/ Home Health Aide/Acute Care Nurse Assistant  
  2. Vocational Nursing

2. To continue maintenance of effort for non-credit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans

2.1 Current Certificate Programs (Non-Credit)

- Health Care Technology
  1. Unit Coordinator (Hospital)/Ward Clerk  
  2. Skills for Home Care Providers  
  3. Emergency Response Skills/HIPAA

March 2006

-39-
- Registered Nursing
  - RN Refresher
- Licensed Vocational Nursing
  - CNA to LVN Bridge
  - LVN Refresher

### 2.2 Non-credit courses not used for certificate or degree programs
- Consumer Education
- Introduction to the U.S. Health Care System
- English for Health Professionals
- Residency Training in the U.S. for International Medical Graduates: The Facts

### 3. To develop and offer new credit program options with increased enrollment results
#### 3.1 New programs
- Fitness Instruction Certificate
- Health Science Department

---

With the completion of the Fitness/Wellness Center, CCSF now has potential for a Fitness Instruction Certificate. Hayward State University offers such a program. Students are required to take six courses for the certificate. This program could be a collaborative effort with other departments within the School of Health and PE. The PE Department would take the lead on this program. Further research and a market survey are needed.

The Trauma Studies Certificate will train students in crisis intervention skills and for employment with agencies working to prevent violence and
| Medical Lab Technician | provide services to survivors of violence. The Youth Development Worker Certificate will train front-line staff working in the public health and social services fields with youth and young adults ages 14-21. Health Science is also developing a new major in Health Ed that will prepare students for educational and career advancement in public health and related fields. Health Science is working with SF Prop 63 Commission on the development of a Community Mental Health Specialist certificate Program. |
| Chinese Medicine | Health Care Technology in collaboration with Biological Sciences is exploring the feasibility of offering a Medical Laboratory Technician Program to meet the severe shortages in this professional area. Funding will be sought through successful grant writing and will reflect the requirements for the establishment of this program. |
| English Health Train | On-site and on-line certificate program. This program provides non-native-speaking health care workers with the English skills needed to communicate and function effectively in the workplace and to achieve their professional goals. The curriculum content provides for integrated English language skills based on themes, issues, and situations of direct relevance to foreign trained health care workers in California and diverse communities they may |
**4. To develop and offer new non-credit program**

4.1 **List proposed new programs for the Ocean Campus**
- At the moment there are no plans to offer any new non-credit programs from the School of Health & PE on the Ocean Campus

4.2 **List proposed new programs for other campuses**
- Psychiatric Technician

Presently, the Home Care Providers Program is offered at the John Adams, Chinatown, and Ocean Campuses. Courses have been offered in Chinese. If possible, it would be appropriate to offer it at the Mission Campus in Spanish and at John Adams in Russian. Large numbers of the home care providers in San Francisco are Spanish-speaking. Now is the time to try and serve the Spanish speaking population. The major obstacle, thus far, has been finding the appropriate Spanish-speaking instructor. At one time, the Licensed Vocational Nursing Department offered a Psychiatric Technician program. The program was closed for a variety of reasons. Recently, however, interest has been expressed in reviving the curriculum. The Department of Human Services made inquiries about starting up such a program. There have been some tentative discussions, but again, more analysis is needed before proceeding.

- NCLEX-RN Review Course for First Time Test Takers
- NCLEX-RN Review Course for Repeat Test Takers
and courses

5.1 List the programs and/or courses in credit that each department plans to modify and how they plan to reduce or eliminate other courses if appropriate

- Nutrition Assistant
  The Nutrition Assistant program needs a full-time instructor who is also a registered dietician (RD). In addition to the Nutrition Assistant program, the RD would provide nutrition counseling at the Student Health Center and Fitness Center and to student athletes of the PE Department; would teach in the Fitness Instruction Certificate Program; and would be preceptor for nutrition assistant students while on clinical assignment.

- Physical Education
  The PE department would like to go on-line someday with the following courses: Fit or Fat, Introduction to Sports and Society, and Dance History. Additionally, there is interest in televising the department’s Yoga classes and dance concerts. This could be done with the assistance of the cable TV channel.

- Radiology Technology
  Rad Tech would like to return to offering continuing education courses to the professional community. It is believed that by offering courses, such as Fluoroscopy, Venipuncture, Mammography and other related courses, these offerings would make CCSF a center of professional development for the Rad Tech community.

5.2 List the programs and/or courses in non-credit that each department plans to modify and how they plan to reduce or eliminate other courses if appropriate.

- Consumer Education, Health Care Technology & Health Science are the only departments in the School of Health & PE that offer non-credit classes. At present, there are no plans to modify any of the courses.
6. To undertake special initiatives for the improvement of the programs offered by the school

6.1 List the type of research, investigation, studies planned by the department and/or school to improve specific programs

- In the case of the new programs mentioned earlier, it will be necessary to conduct a survey to determine the job market demand for each of these possible curricula. It is senseless to open a new program if jobs are not available or fail to provide adequate compensation. In addition to a survey, focus groups can be used to determine the demand while a DACUM process might determine what types of skills are needed for a specific job.

- Funded by a State grant, and in collaboration with CCSF Research & Planning, evaluated the new RN eve/weekend program.

- Health Science surveyed 134 private and public sector social service agencies in 4 Bay Area counties, in collaboration with the Public Research Institute at SF State University.

- To assess employment and outcomes, Health Science surveyed graduates from 4 Health Care Interpreter Certificate Programs of California Community Colleges.

- The Welcome Back Center has conducted a series of surveys and focus groups to identify the barriers faced by internationally trained health professionals. The findings of this research have provided the Center with a policy agenda. In partnership with the California Primary Care Association, this agenda has been brought to the attention of key stakeholders throughout the State.

6.2 List plans to collaborate or establish partnerships with other
educational institutions, community-based organizations or industries

- Health Care Technology wants to continue and strengthen its partnerships with the SF Fire Department, Jewish Vocational Service and Community Ed Services. These collaborations have allowed the department to serve many different populations that might not get to a City College of San Francisco campus. HCT would like to extend its collaboration to include a spring/summer Gateway Program for the working poor. In addition, Heath Care Technology wants to continue and strengthen its partnership with SFUSD. Presently, CCSF and SFUSD have dual enrollments in EMT, CPR and First Aid, and Medical Terminology classes. CCSF, in cooperation with In Home Support Services (IHSS), Local 250, Catholic Charities and the Public Authority, offer the Home Care Provider Program.

- Through the Moore grant, CPMC provides faculty, facilities and equipment to support the RN Eve/Weekend program.

- Health Science is partnering with local community-based organizations to provide on-site courses.

- Health Science places interns with more than 60 Bay Area hospitals, clinics and CBOs. Representatives from Bay Area organizations serve on Community Advisory Boards for the Health Care Interpreter, Drug and Alcohol Counseling, and Community Health Works Certificate Programs.

- The Welcome Back Center refers and receives referrals from over 30 educational institutions, 22 service centers and 88 employers in the greater San Francisco Bay Area. Among healthcare employers, the Center has specifically arranged internships for its participants with Mission Neighborhood Health Center, Victoria Healthcare Center, Red Hawk Physical Therapy, California Pacific Medical Center, San Francisco General Hospital, University of California at San Francisco (Microbiology Dept.), and with private dentists.
addition, the Center has partnered with Jewish Vocational Services and the California Primary Care Association. Informal partnerships include UCSF, Mission College, Kaiser Permanente School of Allied Health Science, and Upwardly Global.

| 7. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership |
|---|---|
| 7.1 List the needs for additional administrative staff for new and modified programs and collaborations. |
| • It isn’t necessarily administrative staff that is needed to assist in creating new and modified programs and collaborations. An additional management assistant would be useful. |

### Section IV. Resource Implications

| 1. Student Development Resources |
|---|---|
| 1.1 List the type and scope of student services needed to serve the new, modified or expanded programs with the school |
| • Counseling Services: It is necessary to have counselors who are knowledgeable about health care programs from whom students can obtain correct information. In addition to traditional counseling, many health care students are in need of a case manager for counseling and support services. |
| • Student Health Services: Students enrolled in health care programs often need physical examinations before working in a clinical site. Frequently, a variety of immunizations are required. It would be very helpful if they could get these at the CCSF Student Health Center for free or at minimum cost. Many health care students come from low-income families where these additional costs are a hardship. |
2. **Technological Resources**  
   2.1 List the staff needed to support new, expanded or modified courses/programs within the school  
      - Assistance will be needed to help several departments in the School of Health & PE to develop and manage on-line courses. What is now holding back departments is the lack of technical support and equipment for on-line courses.  
      - Additional staff will be needed to help place some of the PE classes on television.  
      - Additionally, new faculty will have to be hired to teach in these new programs: Physical Therapy Assistant, Fitness Instruction Assistant, Geriatric Care Aide, Psychiatric Technician, and Dance.  

3. **Facilities**  
   3.1 List the facilities that require remodeling to support the needs of new, modified or expanded courses/programs.  
      - The Licensed Vocational Nursing facilities are in dire need of remodeling. The labs are antiquated and need to represent modern, state-of-the-art hospital facilities.  
      - Third classroom for Radiology (with plumbing for water)  
      - Registered Nursing needs a computer lab for its sole use.  
      - Health Science has requested that rooms 232 and 408 of Cloud Hall be renovated to meet program needs.  
   3.2 List the new facilities that will need to be built to support the needs of new, modified, or expanded courses/programs.  
      - New PE facilities are needed to accommodate new programs and classes. The present facility is old and too small.  
      - The Joint Use Building needs to provide office space for the Health Science Department.  

4. **Faculty and Classified Staff**  
   4.1 List the number and description of classified staff needed for
new, modified and expanded courses/programs with the school
- A TIA for the Fitness Center. Once this is filled, there is no immediate need to hire more full-time classified help.
- Management Assistant position for the 280 student Drug and Alcohol Program needs to be funded from the general budget. Currently it is grant funded by the City and County of SF.
- It is more important to extend the existing classified staff calendar, than to hire new people. In the PE Department, it would be very helpful to have the calendars of the drummer, the piano player and the TIA extended.
- Full-time administrative assistants are needed in Health Science, Rad Tech, Dental Assisting and Health Care Technology.

4.2 List the number and description of faculty needed for new, modified and expanded courses/programs with the school
- 1 full-time Consumer Education instructor
- 1 full-time Dance instructor
- 1 full-time Radiology instructor to serve as clinical coordinator
- 1 counselor/case manager to assist foreign born students enrolled in health care programs.
- 1 designated counselor for the Health Science Department

5. Organizational Structure
5.1 Describe changes needed in the organizational structure of the school to support the new, modified and expanded courses/programs within the school
- No changes in the organizational structure are required to accomplish these goals and objectives at present.
SCHOOL OF INTERNATIONAL EDUCATION AND ESL
EDUCATION MASTER PLAN

Section I. School Profile

1. School Mission

The School of International Education and ESL, consisting of the ESL Department (credit and noncredit), the Institute for International Students, the International Students Program, and the Study Abroad Program, is dedicated to providing high quality programs that meet the lifelong educational needs of students from all backgrounds and cultures. The School is committed to supporting and assisting all students in successfully achieving their educational goals by providing access to affordable, high quality programs. The School of International Education and ESL affirms its commitment to the City College of San Francisco Mission Statement.

2. Current Programs/Services and Status

ESL

The ESL Department serving over 22,000 students offers a credit academic program as well as a large noncredit program. Most credit courses are offered at the Ocean Campus, with some sections offered at the Downtown and Mission Campuses. Current offerings include:

- 8 non-degree applicable courses
- 8 degree applicable courses

Note:
- ESL 82 meets the CCSF graduation requirement for written composition and the CSU general education requirement for written communication
- ESL 79 meets the CCSF graduation requirement for communication and analytical thinking and the CSU general education requirement for oral communication
- ESL 130, 140, 150, and 82 are accepted as elective credit at CSU/UC (up to 8 units)

The large noncredit ESL program offers classes at the Alemany, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, Phelan, and Southeast Campuses in addition to approximately 20 off campus locations. Current offerings include:

- 19 general ESL courses
- 25 vocational ESL courses
- 28 focus ESL courses, focusing on one skill (reading, writing, etc.)
- 2 bridge ESL courses, enabling students to transition to other departmental programs
- 3 citizenship courses
There is a one-year financial aid eligible noncredit certificate program offered jointly by the Business Department at the Chinatown/North Beach and Downtown Campuses.

- Vocational Office Training Program (VOTP)

**Institute for International Students**
The Institute for International Students consists of an intensive English language program designed for F1 visa students. The program offers a 4 level intensive academic English course offered in 17.5-week or 9-week programs as well as a 4 or 8-week summer program. The Institute prepares students for success in an academic setting in the United States. Student services include: admissions assistance, orientation, placement testing, advising, language partner program, program newsletter, assistance with transfer to college, graduation celebration, INS assistance, and a community involvement program. TOEFL preparation is also available. The Institute is approved to administer the Institutional TOEFL test and the IBT (TOEFL’s internet based test). The Institute also provides special short-term programs designed to meet the needs of the market.

**Credit International Student Program**
The International Student Program serves over 1,000 students enrolled in the credit academic program. Although student goals are varied, most are seeking completion of a certificate program, awards of achievement, or transfer to a 4-year university. Activities provided by the program include: admissions assistance, new student orientation, academic, career, and personal counseling, assistance with adjustment to college life and life in the United States, registration assistance, immigration advising, housing assistance, health insurance assistance, IRS information/workshops, on/off campus activities, graduation celebration, scholarship information, language partner program, and a student newsletter.

**Study Abroad**
The Study Abroad Program serves CCSF students and the community by offering inclusive, high-end academic programs at community college prices. Besides offering our own credit courses, the Study Abroad program also advises students on CSU and UC study abroad programs, other academic opportunities abroad, scholarships, and work and volunteer abroad programs.

The Study Abroad Program offers the following academic opportunities.

**Fall 2005:**
- Florence
- Paris

**Winter 2005:**
- Mexico
- Vietnam/Laos

**Spring 2006:**
- Madrid
- Florence

**Summer 2006:**
- China
- Oaxaca

**Fall 2006:**
- Florence
- Paris

**Winter 2006:**
- Costa Rica/Nicaragua

**Spring 2007:**
- Madrid
Florence
Paris
Summer 2007: China
London
Amsterdam
Oaxaca
Fall 2007: Florence
Paris
Winter 2007: Mexico
Vietnam
Philippines
Spring 2008: Madrid
Florence
Paris
Also planned: South Africa
Date to be announced (winterbreak or summer, and a new semester program)

Section II. Context for the Future

1. Issues and Opportunities

ESL
By monitoring demographic shifts, the ESL Department can provide classes in areas needing additional classes. Requests for ESL and VESL classes continue to come in from the community. The ESL Department has placed classes at all the campuses trying to meet the needs of all communities. The ESL Department strives to design language instruction for the student population diverse in ethnicity, age, working status, and educational level. Options may include different scheduling configurations and offering more short term classes.

There is an expected increase in recent high school students needing ESL instruction. The ESL Department needs to address articulation issues with the San Francisco Unified School District for a better understanding of each other’s curricula and smoother transfer and delivery of instruction. Housing costs and availability of housing in San Francisco for faculty and students will have a detrimental effect on the program in the future. Finding adequate classroom space is also an issue for some communities.

Institute for International Students
The Institute is a self-sustaining program. Continual evaluation and improvement of the program is necessary in order to meet the needs of students with varied goals. Developing specialized short term programs/courses to meet the needs of the market is one possible avenue for growth. The web page has become a popular avenue for outreach and recruitment. Housing cost and availability in San Francisco have had a detrimental effect on the program. Efforts will be made to negotiate with a nearby university for housing.

March 2006
Credit International Student Program

The International Student Program is a revenue generating program for CCSF bringing to the college over $4 million annually. There is the potential for increased student enrollment. Students around the world are discovering that the community college system is a less expensive alternative to entering a 4 year university directly from high school. The University of California and the California State University systems are also educating potential international students that community colleges may provide the avenue for entrance.

One of our greatest recruiting tools is word of mouth. It is not unusual for CCSF to serve family members who learn about our program from siblings and relatives. One of our unique qualities is that international students are mainstreamed into an already diverse student body in a cosmopolitan area allowing for a comfortable transition.

In order to remain competitive, we must continually address student needs and student satisfaction with services. There is a need for better dissemination of information and closer communication with students. A continual goal is to improve utilization of services with a public friendly attitude. The current program structure lacks unity.

Competition is increasing as more community colleges start programs targeting international (F-1) students. The cost of living in the Bay Area, the availability of affordable housing, and our ability to provide a satisfactory level of service will influence CCSF’s ability to attract students. CCSF must improve its outreach efforts including a physical presence overseas.

Study Abroad

One of the most challenging issues facing Study Abroad Programs is lack of resources. In an increasingly consumer-oriented society, students demand information that is instantaneous and available 24 hours a day. One way that we are striving to meet this challenge is to provide as much information and student services as possible over the web. At present, students can research programs, request brochures and applications, and have their questions answered via the Internet.

Other challenges facing the Study Abroad program are the reduction in disposable income in the Bay Area as a result of the fallout from the dotcom crash, and fears about travelling in times of increased terrorism, and concerns about the spread of new diseases such as SARS and the Avian flu. The college was awarded the grant to host a Fulbright Scholar with expertise in the Muslim world. Dr. Jamil Ahmed from the University of Dhaka in Bangladesh spent six weeks in residence at CCSF.

A typical issue for many of our students is that interest is much greater than financial resources. We work closely with the Financial Aid Office to insure that Study Abroad students receive the extra attention and services they need. Scholarships have been created to supplement program costs and the Study Abroad Office will devote extra time to research new scholarship opportunities, publicizing those opportunities and assisting students with the application process.
Nevertheless, despite all the obstacles the program faces, several events have taken place recently that point towards a growing number support for US students studying abroad. In November of 2005, The Abraham Lincoln Study Abroad Fellowship Commission, a special Commission appointed by Congress and the President, recommended boosting the number of US undergraduates who study abroad to one million annually by 2017. To support this goal, the Commission recommended making $50 million available annually, beginning in 2006, to fund a Lincoln Fellowship Program that would provide a national competition for student fellowships and also provide funds directly to colleges and universities to support their study abroad programs.

Additionally, The U.S. Senate recently declared 2006 as the “Year of Study Abroad.” The resolution recognizes the important role that study abroad plays in shaping American education and global leadership, and encourages all U.S. citizens, higher education institutions, secondary schools, businesses, and government programs to promote and expand study abroad opportunities.

Finally, on Thursday, January 5th, President Bush announced the National Security Language Initiative (NSLI), an administration effort to address national security concerns by increasing the number of Americans learning “critical-need” foreign languages including Arabic, Chinese, Russian, Hindi, and Farsi.

All of the above bodes well for an increase of US students studying abroad in the next few years, and the CCSF Study Abroad Office hopes to add several new programs in “non-traditional” locations in order to be prepared to address the increased demand for study abroad program opportunities.

2. New Directions

ESL

- Improve instructor evaluation process
- Maintain and improve department website to promote information exchange on department activities and programs and to advertise our programs to the public
- Explore and implement flexible delivery systems
- Explore the development of web-based courses that could be marked world-wide.
- Scheduling classes at times to meet the changing demands of students
- Revise ESL curricula to better meet needs of students
- Identify and develop new curricula to meet needs of students
- Review requiring orientation and minimal attendance requirements for non-credit
- Develop a technology plan for the department including plans for hardware and software acquisitions
- Seek funding for an additional computer lab in the LAC for credit ESL to support proposed lab hours in revised curriculum
- Add information technology literacy objective to core credit courses

March 2006
• Complete development of non-credit promotion and placement test

**Institute for International Students**

• Administer the Institutional TOEFL twice a semester  
• Administer the new TOEFL test: IBT  
• Explore ways of improving student transfer into the college credit program and success rates  
• Explore the development of on-line/web-based TOEFL Preparation program that could be marketed world-wide  
• Develop a timeline for transition from the Institute to the credit program  
• Offer computer support program for TOEFL testing and language learning  
• Provide computer assisted learning opportunities  
• Identify and develop new short term courses  
• Increase college community and international community of SF awareness of the Institute and its programs  
• Continue recruiting efforts in non-Pacific Rim areas to develop a more diverse student body in the program

**Credit International Student Program**

• Seek to offer mandatory health insurance  
• Expand activities available to students  
• Provide more information in written form for students (i.e., INS regulations, reinstatement procedures)  
• Expand the types of information students can access in the international office  
• Address housing issues for international students  
• Increase publication of the newsletter and put it online as one form of communication  
• Collect international student email addresses to create a usable database for the purpose of communicating  
• Streamline office practices and communication between units working with F1 students  
• Conduct focus group feedback of program and services  
• Develop and implement an effective and efficient student friendly service delivery model that will improve services and make information on the programs transparent to potential and current students; request funding for plan

**Study Abroad**

• Work towards offering increased services via the Internet, such as program registration and orientation  
• Increase communication with students via email while they are studying abroad  
• Increase financial aid and scholarship services for Study Abroad participants  
• Increase program offerings, both short and long term

March 2006
• Develop and conduct outreach activities in area of faculty development opportunities including exchanges, teaching abroad, professional development seminars, etc.
• Explore and participate in international education opportunities.
## Section III. Objectives and Activities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> To continue maintenance of effort for non-credit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> To develop and offer new credit program options with increased enrollment results</td>
<td></td>
</tr>
<tr>
<td><strong>ESL</strong></td>
<td></td>
</tr>
<tr>
<td>• To review course offerings and flexible scheduling to meet demand of students</td>
<td></td>
</tr>
<tr>
<td>• To review current offerings and evaluate placement of credit courses in the community</td>
<td></td>
</tr>
<tr>
<td><strong>Study Abroad</strong></td>
<td></td>
</tr>
<tr>
<td>• Add new semester programs for fall and spring semesters, as well as additional summer and winter programs</td>
<td></td>
</tr>
</tbody>
</table>
4. **To develop and offer new non-credit programs with increased enrollment results**

**ESL**
- Identify need for and develop course outlines to meet students academic and vocational needs
- Collaborate with other instructional departments to provide ESL support courses
- Work with employers and community groups where appropriate to provide instructional programs
- Collaborate with SFUSD to strengthen shared space use

**Institute for International Students**
- Explore new short term program/courses
- Review and update current course outlines
- Review and evaluate elective courses especially as they relate to the computer lab
- Develop and expand support materials for activities and field trips
- Explore different teaching configurations (team, tandem, shared)

5. **To modify or enhance existing credit and non-credit program options and courses**

**ESL**
- Evaluate the modification of the required sequence of coursework for credit ESL, by reducing the required number of levels from seven to six and the required number of total hours from 76 to 48 plus 2 lab hours for students who enter at the beginning level. Eliminating the lowest level would lower the required units to 39.
- Evaluate revision of the required ESL credit program designed to improve student success rate.
- Offer more weekend classes by shifting instructional hours from low enrolled weekday classes

---

March 2006

-57-
- Revise noncredit VOTP certificate program  
- Develop new forms of the ESL NC promotion test and validate them  
- Develop promotion tests in speaking and writing for Beginning High 4 level and offer certificate for students who pass all 4 promotion tests: Listening, Speaking, Reading, Writing

**Institute for International Students**  
- Create a Bridge Program to help new students of the credit program adjust and succeed in college.  
- Offer short term computer instruction  
- Offer short term classes for enrichment and to supplement student instructional needs  
- Maximize use of computer lab  
- Offer classes in the morning hours

| 6. To undertake special initiatives for the improvement of the programs offered by the school  
ESL  
- Develop Technology Plan for the Department  
- Continue to update and maintain NC & CR book list  
- Expand partnerships to offer ESL classes in neighborhoods  
- Improve efforts in promoting and informing students of our programs  
- Work with high schools in transition of high school students who will become CCSF students  
- Continue to work with DHS in development of VESL Immersion Program

**Institute for International Students**  
- Evaluate software for ESL/ET programs that best meet needs of international students  
- Conduct student surveys and student focus groups for continued updating of curriculum and program model to best fit needs of students  
- Continue evaluation and implementation of new and innovative
opportunities

• Continue to identify agents, place print ads and link with world wide web pages to target specific geographical areas
• Continue regular mailings to recruiting and advising offices world-wide
• Formalize follow-up interviews, surveys, and/or focus groups with transferred Institute students to learn where our curriculum may be enhanced to improve transfer student success

Credit International Student Program

• Provide increased information via the CCSF website
• Evaluate and modify orientation schedule and program based on student feedback
• Develop and implement new delivery model for all F-1 visa students including closer identity with the Institute for International Students
• Increase presence internationally in order to promote CCSF
• Increase mailing of materials and maintain contacts with agencies that refer students to USA programs

Study Abroad

• Provide increased publicity about opportunities for faculty development and exchange. Support faculty with their application whenever feasible.
• Encourage faculty and staff to participate in professional development opportunities including CCSF Study Abroad programs.
• Link Study Abroad web page to other CCSF program web pages as they relate to the Study Abroad program, and to outside web pages.
7. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership

**ESL**
- Request additional coordinating hours for expanded offerings at Evans and Southeast as well as the larger existing programs such as Chinatown/North Beach

**School**
- Request administrative level staff to provide adequate level of support for the school and campus

### Section IV. Resource Implications

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
</tr>
<tr>
<td><strong>ESL</strong></td>
</tr>
<tr>
<td>- Request additional faculty advising hours to better serve credit and noncredit students</td>
</tr>
</tbody>
</table>

**Institute for International Students**
- Provide adequate level of service to current students and to improve the process of transferring students into the college
- Increase publicity/recruitment.

**Credit International Student Program**
- Provide adequate level of service to current students and to improve the process of accepting students into the college
- Request outreach and recruitment budget for recruitment fairs, travel, printing, materials, and ads |
### Study Abroad
- Expand promotional activities to include new programs
- Expand orientations and revise and update materials
- Provide advising sessions by Study Abroad Programs staff to help students with academic and financial concerns

### 2. Technological Resources

#### ESL
- Plan for needed upgrade of lab computers – plans for additional computers submitted to Title III

#### Institute for International Students
- Plan for upgrade of lab computers and internationalize computers for program staff and student lab
- Increase information on the web for students
- Regularly update website
- Improve use of email as a regular form of communication with students

#### Credit International Students
- Increase information on the web for students
- Plan for use of email as a regular form of communication with students
- Upgrade computers and internationalize computers of program staff and student lab
- Regularly update website

### 4. Facilities

#### ESL
- Continue to resolve facilities issues with the SFUSD
- Continue to identify additional facilities to meet demands of all programs.
- Identify facilities capable of handling new technological additions to classroom environment.
- Find additional faculty offices to provide adequate working environment for ESL Department faculty on the Ocean Avenue Campus – get them out of the “gang” rooms
- Advocate for a new computer classroom for credit ESL

**Institute for International Students**
- Need more classrooms in order to expand the program

**Credit International Students Program**
- Seek program space to provide services in a more efficient and effective delivery model
- Consolidate major units that provide services to F-1 students
- Remodel space to meet needs of program

4. **Faculty and Classified Staff**

**ESL**
- Obtain classified staff to support new computer classroom for credit ESL
- Seek past funding levels for lab aides for computer lab in Media Center
- Seek funding for lab aides to support instructional technology literacy program for credit and noncredit at all campuses
- Seek funding for a technology resource instructor to support growing technology program

**Institute for International Students**
- Provide adequate level of services to students and allow for expansion of program

---

March 2006

-62-
**Credit International Student Program**
- Add support staff for better coordination of program including data gathering
- Request that student workers be supported by the college general fund.
- Provide adequate level of services to students and allow for expansion of program.
- Make information readily accessible to all students
- Disseminate information via email
- Maintain website in English and other languages

**Study Abroad**
- Upgrade part-time 1424 to full-time 1424 to handle increased workload of a FT Study Abroad Coordinator with added responsibilities. As new programs are added, classified staff will need to be added to handle the increased paperwork generated by additional students and programs. Classified support staff needs to be supported by the college general fund as recurring cost.
- Staff will need training or support from ITS staff to expand web page, and offer more services on-line particularly for students while they are studying overseas

---

March 2006
SCHOOL OF LIBERAL ARTS
EDUCATION MASTER PLAN

Section I: School Profile

1. School Mission

The School of Liberal Arts provides courses and programs that fulfill general education, Associate degree, transfer, certificate, and award of achievement requirements. The School offers programs in: fine, graphic, applied, performing and media arts; English composition, reading, and literature; creative writing; speech; humanities; foreign languages; gay, lesbian, bisexual, transgender studies; journalism, and courses for older adults. The School is committed to continuously improving the teaching and learning process; providing students access to courses and programs that meet their educational needs; supporting lifelong learning; integrating the liberal arts traditions of the past with the use of new technologies as an instructional tool and as media for creative expression; creating a learning environment that respects and profits from diversity; developing students' understanding, creativity and critical analysis of the arts, literature, the media, and diverse cultures and languages; improving students' ability to communicate clearly and effectively in speaking and writing; and preparing students to be active participants in the cultural and civic life of their communities.

2. Current Programs and Services

The School of Liberal Arts has the largest credit enrollment at City College of San Francisco. Credit enrollments were 15,933 students, unduplicated count for spring, 2005. The School also has a large non-credit program for older adults and a non-credit press operations program that complements the credit Graphic Communications programs. Non-credit enrollments were 2,203, unduplicated count for spring, 2005. The departments in the School of Liberal Arts are:

- Art
- Broadcast Electronic Media Arts
- English
- Film
- Foreign Languages
- Gay Lesbian and Bisexual Studies
- Graphic Communications
- Older Adults
- Photography
- Journalism
- Music
- Theatre Arts

Note: Broadcast Media Services and educational television (EATV27) are under the supervision of the Dean of the School of Liberal Arts. Each of these areas serves the entire college and each is related to educational technology. Therefore, they have not been addressed in this plan, but they are addressed in the District Educational Technology Plan.

March 2006
Section II: Context for the Future

1. Issues and Opportunities

The School of Liberal Arts includes a very wide range of instructional programs including: Associate degree general education courses and study major options; traditional lower division transfer programs in the "arts and letters;" developmental reading and writing instruction; vocational certificates; training in the fine, performing, graphic, applied and commercial arts; and a diversified set of courses for older adults. Given the breadth of courses and programs offered in the School, the issues and opportunities for the School of Liberal Arts reflect the issues and opportunities for the College as a whole. The population growth projections for San Francisco are comparatively small (30,000 by the year 2020); however, there are major shifts taking place in the composition of that population. "The portion of the population between 18 and 24 and the portion of residents over 55 are both expected to grow by around 30% (CCSF, Environmental Scan, 1999)." The younger population is, in part, a manifestation of the "Baby Boom Echo." The growth in the older population reflects national trends (the Baby Boomers themselves and improvements in health care) as well as some of the socioeconomic characteristics of San Francisco. The projected growth in these two age groups suggests that the School of Liberal Arts will experience higher student demand for its degree, transfer, and vocational offerings and, at the same time, be called on to respond to the needs of a rapidly increasing older population.

A major trend in the racial and ethnic composition of the City relates to the large numbers of Latino/a and Spanish speaking population. The effects of this demographic are already felt in our Foreign Language program where the demand for Spanish classes for non-Spanish speaking students sometimes exceeds the Department’s ability to find qualified faculty. While the percentage of the San Francisco residents from Asian backgrounds is predicted to remain constant, the size and diversity of that population provides the School opportunities to develop courses and programs that specifically address educational needs of the Asian communities as well as integrating the study of Asian culture into the existing curriculum. The extraordinary success of the Diego Rivera educational project over last few years suggests there are opportunities to use this unique artistic and cultural resource as a foundation for interdisciplinary education within the College and outreach to educational, cultural and community organizations.

While the bursting of “technology bubble” had serious consequences for San Francisco business and industry, business services and technology remain major features of San Francisco’s economic development. While specialized training is an essential component in preparing students for jobs in these fields, the CCSF Environmental Scan notes that the "likely skills needed will include teamwork, critical thinking, and communications" -- core elements of most of the disciplines in the School of Liberal Arts. The School also offers specialized training in a variety of technology related areas as well as professions that are experiencing radical change because of the impact of technology. The School's arts and vocational programs have the opportunity to provide students a foundation in the traditional skills blended with an ability to respond to and embrace the changes fostered by technology. The quality, quantity, and diversity of the arts resources and entertainment industries in San Francisco continue to be one of the
City’s defining characteristics and a significant source of economic development. The arts programs at CCSF have an extraordinary set of resources and opportunities to integrate the academic and professional training with the cultural life of the City. The new Performing Arts Educational Center will have a dramatic impact on the ability of the College to provide students training in traditional visual and performing arts as well as new technologies emerging in all of those arts.

There are also changes within the California higher education system that will present opportunities and challenges to the School of Liberal Arts. The California State University and University of California Systems are drastically reducing the amount of remedial education offered on their campuses with the expressed intention of redirecting students to the community colleges for development. The adoption of the Intersegmental General Education Transfer Curriculum and some improvements in other areas of articulation reflect a shift in the relationship between community colleges and the four-year institutions. CSU and UC appear to be more interested in having the community colleges fulfill their intended role as articulated in the California Master Plan for Higher Education: to provide students the opportunity to complete not only their general education but also their other lower division coursework at community colleges. The School of Liberal Arts has the opportunity and obligation to provide students direct pathways toward accomplishing their academic goals while still allowing students who need to explore and develop goals the opportunity to do so. Finally, the Associate degree continues to be a window of opportunity for many of the students who come to City College and the School of Liberal Arts plays a pivotal role in that educational process.

The increases in the older populations of San Francisco have stimulated the development of programs and services to meet the needs of these populations by other higher education and services organizations. However, City College has maintained and expanded its unique role in providing high quality free educational experiences for older adults at sites throughout the City.

2. New Directions

The program development plans articulated below describe a number of new directions, but they also include the reassessment and revision of the existing courses and programs. These educational plans respond to the changes in the populations that the College serves and the changes that are occurring in California higher education. The plans address building upon existing and developing new course structures including short-term, modular, and online instruction. Every department in the School will be addressing the use of technology to support instruction. Many departments will be revising courses and developing new curriculum that reflect the way technology is changing the skills and competencies that students will need to succeed in their field of study. Collaboration is another common theme in these plans. Much of the collaboration is also based in technology -- the need to share resources and the recognition that students can apply the skills developed in one department to their work in other departments. Not all of the collaborations are based in technology. The School has a rich history and commitment to reaching out to community-based organizations and program. There are plans for new interdisciplinary program development and efforts to expand existing interdepartmental programs. Students will benefit not only from the integrated learning experiences that these partnerships produce, but also from the synergy that these collaborations foster among the
faculty in these departments. Finally, the development of new and remodeled facilities will provide the School the opportunity to meet educational needs of our students with appropriate resources to foster high quality instruction and productive collaborations among departments, faculty, and staff.
### SCHOOL OF LIBERAL ARTS EDUCATION MASTER PLAN

#### Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Current Associate Degree Credit Programs.</strong> Students may complete a major in any department in the School by completing 18 or more semester units in that department's credit courses. With the adoption of the discipline major option in the fall of 2002, many of the departments in the School are in the process of developing specific discipline majors and converting existing Awards of Achievement into discipline majors. Journalism and Film Production continue to offer an Award of Achievement for completion of a prescribed program of courses: Specific Majors in Photography (A.S.), Graphic Design, and Print Production have been approved. The following specific majors are in the process of obtaining state approval: Art History, Art Studio, Broadcast Electronic Media Arts, Sound Recording Arts, Sounding recording, Video Production and Editing, Chinese, French, Italian, Japanese, Spanish, Photography (A.A.), and Speech Communication. English and GLST major in development.</td>
</tr>
<tr>
<td><strong>3. To develop and offer new credit program options with increased enrollment results.</strong></td>
</tr>
<tr>
<td><strong>3.1 New credit programs and courses for Phelan Campus</strong> Individual Departments will develop courses in the following areas:</td>
</tr>
<tr>
<td>• Art: Art Appreciation; Docent Training and Gallery Practices; Contemporary Art (Art since 1940); non-toxic, digital and photo based printmaking, new genres (non-traditional and alternative forms). Contemporary Art and docent training program completed.</td>
</tr>
</tbody>
</table>

March 2006

-69-

• Film. In development: Film 23-Topics in Film Studies; Film 85-Advanced Screenwriting; Film 61-Advanced Sound for Motion Pictures. Planned curriculum expansion: Film 62-Sound Design for Motion Pictures; Film 31-Film Producing and Financing; Film 135-Film Portfolio and Distribution; Film 127-Writing for Documentary; courses developed in collaboration with related departments on Film Animation.

• Graphic Communications: In development: Paper & Ink Awareness for Designers and Graphic Recording.

• Journalism: In development: Journalism in new media (e.g., online content development), Media convergence, history of journalism in San Francisco, Web-based journalism and magazine editing and publishing

• Music: In development: Music Industry including Music Business, Recording and Sound Technology, Recording Industry and New Media; Music Composition in Film, TV and Digital Media; World Music courses in Western and Central Asia and the Mid-East, Southeast Asia, and South America; Performance courses in Latin American and Chinese Music, Chamber Music, and Percussion Ensemble; Music Education and Music Therapy; group instruction for low brass, bass (string & acoustic), and recorders; applied music for all instruments and voice.

Completed: BCST 126 – Sound for Video; BCST 127 – Advanced Sound Recording Studio; BCST 133 – Digital Radio Programming; BCST 143 – Digital Video Editing; BCST 144 – Desktop Video/Film; BCST 146 – Digital Video Effects

Completed: Film 56-Beginning Digital Editing; Film 76-Advanced Digital Editing; Film 74-Advanced Cinematography; Film 40-Film Exhibition; Film 90-Advanced Film & Digital Finishing.

Completed: Beginning Adobe InDesign; InDesign for Quark Users; Lettering & Type; Digital Font Creation, Letterpress Printing.

• Photography: In development: Photography for the Enthusiast one-unit workshop courses. Currently rewriting curriculum (and developing new courses) to integrate digital technologies.

• Foreign Languages: In development: new SPAN 22, capstone course in Spanish grammar and composition, Ital 41, Italian Culture, as well as an online JAPA 1A.

• GLST In development: Queer Creative Process.

• Theatre In development: Lighting & Sound Design classes. F05 new online course offering: TH A 104 Survey of Classical Drama. A Theatre Dept promotion video.

Departments will collaborate in the development of the following courses and programs:

• Film, Music, Multimedia, and Broadcast Electronic Media Arts all have plans for developing courses and/or programs in support of burgeoning Bay Area animation industry.

• BEMA and Journalism: Broadcast Journalism.

• Graphic Communications, Photography, Art, Multimedia, and Architecture: Interdisciplinary Design Collaborative.

• Music, Theatre Arts and Multimedia: Multimedia Performance.

• The Diego Rivera Educational Project will collaborate with faculty and staff across the College community to integrate the use of the Pan American Exhibition mural and the resources of the Project in as many instructional areas as possible.

Six new Photography courses have been written and offered.


Design Collaborative: Four courses developed; three offered; organizational activities in progress.

Multimedia Performance: Ongoing Docent training program completed.
- Music will develop a commercial music program.
- Broadcast Electronic Media Arts, Film, & Multimedia developing DVD Authoring class.
- Music & Broadcast Electronic Media Arts collaborating to create commercial music certificates programs.
- Film and Music Considering Scoring for Motion Pictures
- Broadcast Electronic Media Arts internship students will produce videos for other college departments.
- Broadcast Electronic Media Arts, Music, and Theater will continue collaboration to record music student projects/performances in the sound recording studio and produce video presentations of Theater Arts and Music performances for EAtv-Ch 27, web cast, and satellite distribution, and Acting for the Camera in the college television studio.

<table>
<thead>
<tr>
<th>3.2 New credit programs and courses for other campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each of the departments within the School will assess the potential for online instruction in their respective disciplines and, if warranted, develop online courses.</td>
</tr>
</tbody>
</table>

- Art will offer art history courses at Fort Mason (pending facilities).
- Broadcast Electronic Media Arts and Journalism will work with the administration and staff to schedule and offer a range of classes from each department that prepare students for careers in the media industry at the new Mission Campus, the Downtown Campus, and the LGBT Center.
- Broadcast Electronic Media Arts is developing hybrid online College and Industry Internship classes BCST 160 and BCST 165.

Music is developing advisory group to work on curriculum and facilities.

On-line courses recognized with state and national awards: BCST 119 Digital Media Skills and Italian.

Art offering hybrid online Design and Drawing classes.
- Journalism will offer evening and weekend classes at the Castro/Valencia campus, the Mission campus and LGBT Community Center.
- Music will explore offering music classes at the Downtown campus in conjunction with the Yerba Buena Center for the Arts, Coro Hispano and mariachi courses at the Mission Campus, music therapy courses with Health Education at John Adams, and schedule popular music courses at other campuses.
- Theatre will explore offering classes at the Downtown and Southeast campuses and the development of short-term acting workshops (e.g., professional resume and head shot).

| Music has 3 on-line -27As Music Appreciation and is developing 24 – Asian Music and 27B – Opera Previews. |
| Offering TH A 101 beginning Acting at the Southeast campus spring 06. |

4. To develop and offer new non-credit programs with increased enrollment results.

4.1 New non-credit programs and courses for Phelan Campus

4.2 New non-credit programs and courses for other campuses

Older Adults will assess the need for and, if warranted, develop additional courses in the following areas: Memory and Mental Fitness, Medical Options; Latino/a culture; computer literacy, computers and the arts, and web use for seniors in cooperation with the Business Department; seniors’ social services; issues for gay and lesbian seniors (non-credit). Older Adults will explore offering courses at new sites to serve seniors in different areas and to get more access to computer labs.

Completed. Intergenerational Exchanges and initial course in Memory and Mental Fitness.
5. To modify or enhance existing credit and non-credit program options and courses.

5.1 Credit programs and courses to be modified by departments.

The following departments will establish new degree and/or certificate options:

- **School of Liberal Arts**: Each of the departments in the School will review the existing major requirements for students and, if warranted, develop either an articulated major or guidelines for students to coordinate the course work for the completion Associate degree major requirement with the lower division requirements for majors at four-year institutions.

- **Gay, Lesbian, and Bisexual Studies (GLST)**: Development of new courses addressing current legal and social issues, service learning, and contemporary LGBT cultures.

- **Journalism**: Revise existing certificate programs to make them shorter and more focused to promote certificate completion and to provide students with certificate choices that match their training goals. Revise Award of Achievement into degree major, eliminating outdated courses and incorporating newly adopted courses.

- **Music**: Develop certificates in music industry and technology areas.

- **Photography**: Develop new skills cluster certificates (pending curriculum rewrite).

- **Theatre Arts**: Develop majors and assess the potential student base and departmental resources for developing a Pre-Professional Certificate program in acting and, if warranted, develop the certificate program. Develop a professional certificate program in technical theatre and restructuring the technical class offerings including development of a light design class and a sound design class.
• **Film**: Planned conversion of award of achievement to major; creation of 4 certificates: Film Production; Film Post-Production; Film Studies; Motion Picture Animation.

• **Broadcast Electronic Media Arts**: Working with Art, Dance, Film, Multimedia Studies Music, Theater Arts and Computer Science and related disciplines to establish an Interactive Game Design and production certificate program in consultation with industry advisors.

The following departments will modify and/or revise existing programs and course scheduling:

• **Art**: Integrate the use electronic media into existing curriculum in studio and art history classes including online art history presentations. Embark is slated for use by Art History and studio instructors pending training of faculty. Plan to offer use of Embark to other departments.

• **Broadcast Electronic Media Arts** will review, revise, and update media studies courses to reflect new LDTP and IMPAC transfer requirements.

• **English**: Work toward offering enough sections of each level of remedial and college-level reading and composition courses to provide students access to the appropriate course upon matriculation at the College as well as access to each succeeding course. (b.) Assess the readiness of students entering English 93/94 through each route of entry (English Placement Test, lower level English class) (c.) continue level revisions of reading and writing sequence (d.) Based on the Office of Research data (e.g., 1998 report on progress and success of English students at CCSF) and the

March 2006

-75-
assessments of the English Department faculty, develop strategies and curriculum modifications to improve retention, persistence, successful course completions and attainment of educational goals for students in the reading and composition program.

- **Film**: (a) Develop and revise curriculum that addresses the radical changes in production and post-production processes related to computer technology; (b) Revise class hours, meeting times, and scheduling of production and post-production courses to support students' progress in developing skills competencies and to improve the District's WSCH by more accurately reflecting the actual number of hours students receive instructional support to complete in each course.

- **Foreign Language**: (a.) Increase offerings of high demand courses, especially Chinese and Spanish at Phelan, Castro/Valencia, Downtown, and other appropriate sites; (b.) Schedule advanced courses to assure students access to sequential classes while maximizing potential enrollment; (c.) explore the development of program that would give students college credit for previous language studies when students complete more advanced courses at CCSF. Reinstitute Spanish for Spanish Speakers courses, pending funding.

- **Graphic Communications**: Revise and update: AS Print Production major and Digital Printing and Publishing certificate program bringing courses and program in line with industry standards.

- **Music**: Explore reactivating courses in early music, brass, concert band and queer music as potential expansions in new Performing Arts Center.

Completed pilot credit by examination/placement in French. New Credit by examination/placement also operable in Chinese, Japanese, German and Spanish. Also understudy in Italian, pending identification of a placement test.
- Photography: Integrate digital imaging into curriculum.

- Broadcast Electronic Media Arts, Theatre Arts, and GLST will assess the potential student base and departmental resources for developing short term/modularized courses and, if warranted, develop and offer the courses.

- Theatre Arts will explore and, if warranted, develop collaborations with Multimedia (Interdisciplinary Studies) in multimedia performance, Broadcast Electronic Media Arts and Film in acting for the camera, and continue its collaborations with Music in Musical Theatre. Theatre Arts will review and revise core classes TH A 101 (Beginning Acting) and TH A 102 (Character Development Scene/Study).

- Continue the development of Honors courses and Honors program activities in the School to support educational and personal development of high achieving students.

- Journalism will review and revise the unit load for its courses. Online versions of The Guardsman and etc. magazine will be developed and the use of computer technology expanded.

5.2 Non-credit programs and courses to be modified by departments.

- The Older Adults Department will enhance the differentiation between programs and services offered to "younger older adults" and "older older adults" to more effectively meet the needs of all of the older adults populations, including the impact that the "baby

Review and revision of courses and curriculum to integrate the fine art components of photography with the vocational aspects to better prepare students for jobs and/or advanced studies in photography is in progress.

Current examples of focus on “younger older adults” include the memory classes and opportunities for intergenerational exchanges, and expanded offerings of classes such as Theater.
The "baby boomer" generation will have on older adult populations and the demands for programs and services.

- The Graphic Communications Department will develop linkages among the core credit classes, the credit digital printing, and the non-credit press programs to enhance student skills development in each area.

Appreciation and Music Appreciation. Expanded services to “older older adults” include offerings at more adult day health centers and other agencies and providers.

Graphic Communication has developed and implemented recruitment strategies for potential students for the non-credit press program.

<table>
<thead>
<tr>
<th>6. To undertake special initiatives for the improvement of programs offered by the School.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Research, investigation, and studies planned by departments.</strong></td>
</tr>
<tr>
<td>- Art, Broadcast Electronic Media Arts, Film, and Graphic Communications plan to develop a student tracking system to assess program effectiveness and create an alumni database.</td>
</tr>
<tr>
<td>- English is developing standardized assessments for each level of English Composition and Reading up to Eng. 1A to modify the courses to promote student success.</td>
</tr>
<tr>
<td>- Music will continue to research music certificates, complete program pamphlet, and finish a CD sampler.</td>
</tr>
<tr>
<td>- The Older Adults Department will research the needs and appropriate responses to the needs of the rapidly growing and diversifying older populations served by the College including the effects of the &quot;baby boomer&quot; generation reaching retirement.</td>
</tr>
<tr>
<td>- Foreign Language surveying students to determine how to better meet their needs and adapt curriculum as well as comparing online course results with in-class courses.</td>
</tr>
</tbody>
</table>

On-going for all departments. Graphic Communication automated feedback system, tracking system & database being developed in 05/06. Portfolio grading in English 90 and reading assessments for English 96 are currently being piloted. Music updated transfer counseling guide.
6.2 Plans to collaborate/establish partnerships with other educational institutions, community-based organizations, and/or industries.

- The School will explore and, if possible, establish a visiting artists program to provide students and faculty the opportunity to work with, and learn from, recognized artists from various artistic disciplines.
- The Art Department will continue participation in articulation projects with secondary schools, San Francisco State University (SFSU), the University of California, Berkeley (UCB), San Francisco Art Institute, and, where appropriate, local private institutions. In addition, the Department will continue to expand its curricular partnerships with local museums.
- Broadcast Electronic Media Arts and Foreign Languages will continue active participation in IMPAC and will continue relationship with current transfer institutions.
- Broadcast Electronic Media Arts will continue working with industry advisors to review, refine and develop curriculum to prepare students for careers in a converged and high definition digital media environment.
- The English Department will continue its collaboration with SFSU to offer elective(s) that will fulfill English major requirement(s) at SFSU. The Department will develop a pilot teaching intern program to promote diversity and cultivate talented instructors from local four-year institutions.
- As the impact of CSU's limitations on remedial instruction evolves, the English Department will continue to work with SFSU and other California State University (CSU) campuses to address the instructional needs of "disenrolled" CSU students (i.e., students who
• The Art and Photography Departments will expand the number of collaborative programs with Bay Area museums and galleries.

• The Film Department will offer a new course, Film 90-Advanced Film and Digital Finishing, partnering with a local industry ally to offer unprecedented student access to state of the art advanced film equipment.

• The Film Department will form and work with an industry advisory board to revise curriculum to address the major changes occurring in the industry due to digital technology. In addition, the Film Department will increase the articulation with four-year institutions.

• Graphic Communication will work on establishing a partnership with industry to provide students with the opportunity to train on four-color presses and develop articulation agreements with San Francisco State University Design and Industry Department to facilitate student transfer. New Mission Campus will provide opportunity to expand to 4-color press training. Articulation agreement with SFSU will be reviewed in 06/07.

• The Journalism Department will develop internships with the City's ethnic, community, and alternative press publications and involve representatives of those publications in the Department Advisory Board; work with the Center for Integration and Improvement of Journalism at SFSU to promote the study of journalism at the undergraduate level; and explore co-publishing a student newspaper with Galileo High School. Develop Media Career Day” and Brown Bag Lecture Series.”

• The Theatre Department will explore developing a touring production program for feeder high schools as a community service and recruitment tool. In addition, the Department will experiment

Theatre Dept 1st high school outreach workshop
with providing high school groups free admission to Department productions.

- The Foreign Language Department will continue its graduate student internship project with SFSU. Provide language classes to State employees with Contract Education.
- GLST will continue developing course offerings for the LGBT Community Center, including offerings in conjunction with other departments targeting queer youth with the objective of preparing them for employment or matriculation into CCSF degree and transfer programs.
- Music Department will develop advisory committees for commercial and world music program development; coordinate music student and faculty performances in the community; develop intern program.
- The Diego Rivera Education Project will continue to place the multimedia kiosk and resource materials in locations around the Bay Area and nationally to promote an awareness of the Mural, the cultural and artistic heritage it represents, and the role of CCSF as a center for the study of Latin American culture.

<table>
<thead>
<tr>
<th>6.3 <strong>To provide administrative oversight for the school, including the areas of planning, budgeting, hiring, supervising personnel, and general management and leadership.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The current administration of the School is provided by a dean who also has administrative responsibility for the Castro/Valencia campus. This arrangement has many benefits for both the School and the Campus. However, the amount of time the dean must spend on core management duties for both of these major responsibilities leaves almost no time to work on program development and new initiatives. A management assistant is needed to handle a number of the management tasks for the</td>
</tr>
</tbody>
</table>
school and campus, allowing the dean to devote more attention to more complex issues, improved effectiveness, and program development for the School and Campus. Several departments (Film, GLST, Older Adults, and Journalism) in the School do not have clerical support for their programs and services.

Section IV. Resource Implications

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
</table>

1. Student Development Resources

1.1 Student services needed to serve new, modified, or expanded programs.

- Departments will work closely with counseling and related Student Services offices to insure that students receive the most accurate and up-to-date information about programs within the School as well as the opportunities for transfer, additional training, and job placement upon completion of the CCSF programs.
- Student services and departments need to develop methods for systematically advising and promoting student accountability for progress toward stated educational goal(s) (i.e., general education or certificate completion; courses related to transfer major; progress through developmental English and Mathematics courses, etc.).
- A review and, if warranted, a revision of the registration priority criteria should be implemented to assure students timely access to each level of composition and reading courses as well as other sequential course offerings.
- Departments with sequential course offerings and/or specific course prerequisites will develop processes for providing students with
specific registration advice during periods that faculty or chairs are not normally available (e.g., summer, winter break, etc.). This may require increased non-instructional matriculation funding.

- Departments will work with the Office of Research, Planning and Grants to develop methods of tracking job placement and transfer data on students and use that data to revise programs and solicit alumni support where appropriate.

- Departments will consider the use of student mentors and other collaborative learning strategies to promote retention and student success.

- Departments with open labs or other positive attendance offerings will develop and implement the use of computer technology, where possible, to more accurately document WSCH and promote student accountability. Departments will work with counseling services, categorical programs, special CCSF programs (e.g., AAAP, Latino Scholars, Working Adults) to promote and recruit students from historically under represented groups into courses and programs.

- Foreign Language will develop relationships with retention programs by assigning departmental faculty liaisons.

- The School will work with the new structure for counseling services to assure students accurate and useful information about program requirements and related counseling matters.

<table>
<thead>
<tr>
<th>1.2 Student activities needed to serve new, modified, or expanded programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vocational programs within the School will work with the Career Development and Placement Center to increase the opportunities students have for internships.</td>
</tr>
</tbody>
</table>

Several departments are currently involved in peer-mentoring programs.
• Departments will develop school-wide strategies for promoting student involvement and attendance at visual and performing arts productions and exhibits on the Phelan campus and each of the other CCSF campuses.

• Photography and Art will continue to feature student work in their respective gallery exhibits.

• The Film Department will continue the development of student film festivals and visiting filmmakers’ series supported by the new Film 40-Film Exhibition course.

• Departments will promote the enrollment of local high school students using web sites, visits to school campuses, open house days at CCSF, and involvement in, and attendance at, visual and performing arts productions and exhibits.

• Broadcast Electronic Media Arts will increase the opportunities for student involvement in campus broadcasting activities by streaming KCSF and EATV over the Internet as well as by developing CCSF originated productions and programming.

• Departments will continue peer mentor and service learning programs.

• The Foreign Language Department will increase the use of the electronic classroom in the Language Center. The Department also will expand the online placement testing if funding is available.

• Graphic Communication developed and will continue to offer three work experience/internships courses to facilitate transition from classroom to workforce and increase job placement.

Placement testing service completed except for Italian which is under study.
2. Technological Resources

2.1 Staff needed to support new, expanded or modified courses/programs.

- School programs at the Phelan campus currently have six labs with 20 or more computer stations and three labs with fewer stations. Five of the eight labs have dedicated lab technician support. Several of the labs support by the technician are extremely complicated and require more specialized support than one person can provide. As the conversion to digital technologies proceeds across the curriculum, these problems will only become more challenging. In a community college environment, where students frequently do not have the resources to purchase their own technology, access to College laboratories are essential to student learning outcomes.

- Computer labs without dedicated support (English, Journalism and Broadcast Electronic Media Arts) need support to maintain their equipment and software.

- There are computer labs at other sites used by School programs that are supported by site technicians and partially by the departmental technicians. As these facilities expand their offerings, additional technical support will be needed.

2.2 Equipment needed to support new, expanded or modified courses/programs.

- The College Technology Master Plan should address, and funding

Lab technician that supports four departments/programs has been permanently funded through Educational Technology Office.
resources be made available to systematically add, upgrade, and replace computers and other high technology equipment and software to maintain relevant and up-to-date training for students in technology-based programs as well as programs that use technology for instruction. Departmental budgets should support the regular upgrade of software. Several non-computer-based departments are initiating the use of computer-supported teaching technology for regular classroom (e.g., Art and Foreign Language). Funding for equipment has been grant based, but maintaining that equipment will depend on departmental supply and repair budgets which have remained at the same level for several years.

- The School has developed extremely effective processes for jointly addressing computer replacement and upgrades among several departments. This has provided much needed upgrades at the lowest possible expense. However, the expansion of digital technologies is going to produce new challenges. In addition, the regular need for high-end technology in several departments limits the extent to which upgrades can be adequately met by cascading older models to other programs.

- The number of workstations in the existing small computer and other technology-based labs should be increased to meet student demand and provide appropriate class sizes.

- The replacement and upgrade of equipment and related materials for the television studio used by BEMA, BMS, and eventually EATV needs to be completed so that the instructional program and the College as a whole can have the use of a working and reasonably up to date television production facility.

- To adequately train students in film production, a telecine film to tape transfer machine will be needed to adapt to the current digital post-production environment.
3. Facilities

3.1 Facilities that require remodeling to support the needs of new, expanded or modified courses/programs.

- The television studio used by BEMA, BMS, and EATV needs remodeling to be fully functional and adjacent existing spaces for Broadcast Electronic Media Arts need paint, remodeling, and expansion to accommodate need for studio, computer laboratory and classroom space.
- Additional office space needed for several departments’ full- and part-time faculty to provide reasonable confidentiality and productive work environment.
- There are still a few essential elements of the 2001 Visual Arts Bond remodeling project that are yet to be completed.

3.2 New facilities that need to be built to support the needs of new, expanded or modified courses/programs.

- New classroom, studio, and laboratory facilities are needed to replace the old, dilapidated, and inappropriate classroom space in bungalows.
- The Performing Arts Complex will provide crucial instructional space, performance venues, galleries, and performance support facilities for students and our community consistent with the level of visual and performing arts in the City of San Francisco.
- The secondary effects of the completion of the Performing Arts Complex (i.e., areas currently used by the programs that would be housed in the Complex) should be used to provide additional Liberal
Arts classroom space.

- During the transition into the new Performing Arts Complex, the departments scheduled to move into that facility will need to have additional space so that they can “ramp up” their programs in anticipation of the new facilities. This problem is made more intense by the inadequacy of these departments existing spaces.

- Three to five 30-station computer labs will be needed over the next three-five years to accommodate the growing demand for existing and new computer-based courses within the School. There will also be a need to maintain the existing laboratories used by School departments. Several departments have included in this plan the exploration of more uses of technology in the delivery of instruction that may require additional computer laboratory access.

- A language lab is needed to support the extensive foreign language offerings at the Castro/Valencia Campus.

- Broadcast Electronic Media Arts needs facilities to support video production capacity, sound recording studios, Foley studio, classrooms, computer laboratories, storage, and office space in proximity to Music, Theater Arts, Film and Multimedia Studies to maintain established interdisciplinary collaborations.

- The development of the new Mission Campus should address the needs of the School programs that are in the current facility.

- The Journalism laboratory will need additional space and computer laboratory access to develop new media Journalism courses. The program needs to be relocated from the current bungalow facilities into adequate classroom/laboratory space.
4. Faculty and Classified Staff

4.1 New classified staff needed for new, expanded or modified courses/programs (other than computer technology support personnel described in IV, 2.1).

- The Performing Arts Complex will require significant increases in full- and part-time staff to manage and support instructional, educational performance activities, and college and community uses of those facilities. Planning for these needs and the development of resources to support these needs should happen concurrently with the planning of the facilities.

- A management assistant is needed to support the School and Campus. While this position was approved four years ago, budget problems have prevented the position from being filled.

- Departments without regular clerical staff should receive appropriate positions to provide this much needed support.

- The clerical support staff for some departments’ should be converted to year-round.

- The Art Department needs a full-time laboratory assistant to maintain equipment and safety in studios. This position was approved five years ago but budget problems have prevented the position from being filled.

- Broadcast Media Services broadcast technicians and video production assistants need to be upgraded to full-time to accommodate additional production for EAtv.

- Film needs a full time school aide III to supervise the equipment issue room and maintain its operations, and to support students and faculty. The current VTEA supported position is only half time and...
VTEA funding is in jeopardy. In addition, Film needs an in-house technical support position to maintain and trouble shoot digital and analog film equipment.

### 4.2 New faculty needed for new, expanded or modified courses/programs.

- The attainment of the 75/25 ratio of full- to part-time faculty is an important goal for most of the departments in the School. In a few departments, the flexibility to meet shifts in enrollment and the use of working professionals as faculty need to be balanced with the hiring of full-time faculty.
- The restrictions necessitated by recent budget limitations have seriously limited the replacement of retiring full-time faculty. In a few departments, large numbers of faculty are at or near retirement and the impact on programs will be severe if budgets do not provide for replacement positions.
- Broadcast Electronic Media Arts needs one additional full-time faculty position in Sound Recording to meet program needs.
- The English Department will need increases in full- and part-time faculty to meet the demand for reading and composition courses.
- The Older Adults Department needs at least one more full-time faculty member to meet the program development and instructional support needs of the Department efforts to respond to the rapidly increasing senior population.
- The curatorial services needed to support the Art Department, City Gallery, the District arts exhibition sites overseen by the Works of Art Committee, and the growing needs of the Diego Rivera educational project justify the hiring of a full-time curator to support
these activities.

- While the Film Department has been steadily increasing its full-time faculty, the full- to part-time ratio is still inadequate. At least one additional position is needed to provide an adequate balance and support program development. In addition, the Department has a responsibility to address the rapidly expanding and internationally recognized animation industry in the Bay Area and this will require the addition of another faculty member with expertise in this area.
- Each of the departments in the School strives to increase the diversity of the full- and part-time faculty and staff.
- Foreign Languages needs to consolidate some part-time instruction into full-time positions in Italian, Japanese and German.
- The Music Department faces a need to right-size its offerings in the new performing arts center which will involve additional faculty with new areas of expertise. Recent retirements have affected maintaining 50% ft/pt ratio.

5. Organizational Structure

5.1 Changes in the organizational structure needed for new, expanded or modified courses/programs.

- Broadcast Electronic Media Arts, Graphic Communications, Music and Theater Arts provide district wide services in addition to instruction that are organized under the School. (e.g., Broadcast Media Services, EAtv, certain printing and duplicating services, musical performances for district events, and scheduling/operations of auditoriums/theaters for district events). There have been occasional considerations of moving some of these services to other
offices within the institution. These discussions frequently include consideration of consolidating services to improve efficiency. There has been no resolution of these issues, although they regularly come into discussions. As the College embarks on significant building projects and efforts to maximize our use of technology, a comprehensive planning process should address and resolve these issues.

- Consideration should be given to moving Multimedia Studies into the School of Liberal Arts to create a synergy with related arts and technology programs.
- Develop an umbrella performing and visual arts presentation organization to promote CCSF productions, concerts, and exhibits, and to work with the Office of Development in securing external resources for the arts.
- Develop a mechanism for underwriting the costs of maintaining and operating digital print production services that produce printed materials for all campus departments and offices using those services.

Graphic Communications is working with the Vice Chancellor of Finance and related departments on this issue.
Section One: School Profile

1. School Mission

- To provide lower-division education that forms the basis of transfer in science and mathematics to baccalaureate institutions and enhances the success of transfer students.
- To provide education and training to produce highly qualified, job-ready students for immediate placement in technical fields.
- To provide continuing upgrading of skills for working adults.
- To provide general education options in the disciplines of science and mathematics.
- To provide life-long learning opportunities in science and mathematics.
- To constantly search for ways to improve the effectiveness of our teaching.

2. Special Issues and Opportunities

- Field experience for students in the conservation and restoration of the environment.
- Modular technical skills for employability.
- Bridge courses for transfer and employability.
- Introductory, pre-collegiate and skills upgrade courses at out-lying campuses.
- Workshops for high school teachers and students.
- Life-long learning courses and programs.
- Cutting-edge developments in industry and technology.
- Close, productive relationships with industry partners.
- Internships and employment for students during and after their studies.
3. **Current Programs/Services and Status**

**Architecture**
- Transfer Program
- Certificate Programs:
  - Architectural Interiors
  - Architectural Technology
  - Construction Management
- General Education, Lifelong Learning, and Skills Upgrade Courses

**Astronomy**
- Transfer Program
- General Education, Lifelong Learning, and Skills Upgrade Courses

**Biology**
- Transfer Program
- General Education, Lifelong Learning, and Skills Upgrade Courses

**Chemistry**
- Transfer Program
- General Education, Lifelong Learning, and Skills Upgrade Courses

**Computer Networking and Information Technology**
- Transfer Programs
- Certificate Programs
  - Computer Technical Support
  - Routing and Switching (Cisco)
  - Web Site Development Techniques
  - Windows Networking
  - Computer Technician
  - Wireless Networking
  - Network Security
  - Fundamentals of Networking
- Courses to prepare for industry exams: CompTIA: (A+, Network+, i-Net+), Cisco: (CCNA, CCNP), Microsoft: (MCP, MCSA, MCSE, and MCDBA)
- General Education, Lifelong Learning, and Skills Upgrade Courses

**Computer Science**
- Transfer Programs
- Certificate Programs
  - Computer Programming: C++
  - Computer Programming: Java
Computer Programming: Visual Basic.Net with Database
Unix/Linux Administration
Unix/Linux Programming
General Education, Lifelong Learning, and Skills Upgrade Courses

Earth Sciences (Geology, Geography, Oceanography, **Paleontology**)
Transfer Programs
Certificate Program: GIS
General Education, Lifelong Learning, and Skills Upgrade Courses

Engineering
Transfer Programs
Engineering
Engineering Technology (Mechanical Engineering Technology & Electronic Engineering Technology)
Certificate Programs
Air Conditioning and Refrigeration
Computer-aided Drafting/Manufacturing
Computer aided Drafting
Electronics and Communication
Digital electronics
Personal Computer Repair Technology
Engineering Plumbing
Combination Welding
General Education, Lifelong Learning, and Skills Upgrade Courses

Mathematics
Transfer Program
General Education, Lifelong Learning, and Skills Upgrade Courses

Math Bridge

Physics
Transfer Program
General Education, Lifelong Learning, and Skills Upgrade Courses
Section II. Context of the Future

1. Special Issues and Opportunities

- The Golden Gate National Recreation Area created many wonderful learning and job opportunities in environmental conservation, restoration, and rehabilitation.
- The Bay Area is a hotbed for information technology, biotechnology, and nanotechnology. Most of our courses that are appropriate for people in these technical fields are regular semester long credit classes. The classes are too long and nonspecific for people in these fast paced professions. Modular courses might cater to the special needs of the professional people in these fields.
- Bridge structures that currently exist (Math Bridge, the NIH Bridge program, and Bridge to Biotech) demonstrate ways to assist special populations to achieve success and transfer in science and mathematics.
- In the past, disseminating laboratory based introductory and pre-collegiate courses to the outlying campuses has not been feasible for the Science and Mathematics Departments because of a lack of space and technical support. The construction of the new Mission and Chinatown campuses offers new opportunities. for these introductory courses, pre-collegiate courses and skills-upgrading courses
- City College should realize its potential in contributing to science education and teacher preparation. An active partnership with SFUSD could have many facets.
- In the past, there has been an emphasis on transfer and employability in planning our curricula. While these should continue to receive our attention, we should recognize that San Francisco has a very educated population and it is important that we provide lifelong learning opportunities.
- There are many new developments in technology and industry that we should integrate into our curricula in order to adequately prepare students for transfer and employment.
- The pace of technological innovations has picked up in the last decade. In general, our faculty has lagged behind in pockets of special recent developments. Industrial employees in biotechnology have demonstrated that some are willing to teach modules involving special skills at community colleges.
- Major opportunities are opening for our students in the form of internships and employment.
- Employee mobility and turn over demand flexible scheduling and up to date courses in emerging fields and technology.
- Inexpensive computing power and tools have brought the third pillar of Science: Computation Science within reach for freshman and sophomore students.

2. New Directions (corresponds with subdivisions of Special Issues and Opportunities, above)

- Field experience for students in the conservation and restoration of the environment. Courses in these areas should be offered in the field. A City College bus, outfitted as a classroom and laboratory, would be the optimum pedagogic setting. This would also allow partnerships with other public agencies such as GGNRA, Parks and Recreations,
the Port of San Francisco, SLUG and others. In addition, an area for the demonstration of field monitoring techniques should be provided on campus.

- **Modular technical skills for employability.** The modularization of employable skills courses offered in the evening and weekend would make our education more accessible to working adults. Opportunities for modularization currently exist in Biology (Biotechnology), Chemistry (Instrumentation), Earth Science/Engineering (GIS), Architecture, CS, CNIT, and Engineering.

- **Bridge courses for transfer and employability.** The methodology used in these programs (cohort learning, supplemental instruction, learning communities) can be enhanced by starting selected bridge courses at the outlying campuses and finishing these courses at the Ocean campus, a transfer institution (UCB, SFSU) or at an industry site. Bridge to Biotech started in Spring 2003. Other programs will also benefit by adopting some of these ideas. ()

- **Introductory, pre-collegiate and skills upgrade courses at other campuses.** Selected programs in science and mathematics have the potential of serving the community better if offered both at the Ocean campus and at another campus. However, the potential is frequently difficult to realize as the result of limitation in staff, equipment, and laboratory facilities. The following list indicates possible partners for Ocean programs:
  - Building Codes (Architecture): Downtown
  - Construction Management (Architecture): Evans
  - Computer Repair (Engineering): Southeast
  - Medical laboratory Technician program (Biology): John Adams

- **Workshops for high school teachers and students.** One of these would be summer-workshops in science and mathematics such as the Earth Sciences workshop in summer 2004. These workshops should be credit modules that count toward salary placement for the high school and elementary school teachers. Another proposal would expand laboratory courses to complement Advance Placement subjects in biology, chemistry, and physics. High school teachers would have a chance to interact weekly with our high caliber faculty. (AP classes in Biology, Chemistry, and Environmental Science offered since Fall 2001.)

- **Life-long learning courses and programs.** Our ecology courses that explore San Francisco Bay, Point Reyes, Mendocino, and the Sierras, for example, are very popular. Short-term course, such as Bio 29, Natural History Field Observation, and Illustration, would contribute to this community need. Online course, such as Chemistry for Nonscientist,; Introduction to Circuit Analysis (Engineering 20), Engineering Mechanics and certificate programs in CNIT, would meet the needs of those who are office or homebound.

- **Cutting edge developments in research and industry.** Some examples are (1) Computational Science in Astronomy, Chemistry and Mathematics, (2) new methods of protein analysis in Chemistry and Biology, (3) flow cytometry in Biology, (4) radio telescope and CCD imagery in Astronomy, (5) CS:Parallel & Cluster Computing in CS Mathematics, and (6) GIS in Engineering and Earth Science, (7) Nanotechnology in Biology, Chemistry, Engineering and Physics. These developments have the potential of putting City College in a leadership position among community colleges but will depend upon the acquisition of additional resources, equipment, and space.
• **Close and productive relationships with industry partners.** Creation of a website registration form allows scientists and engineers to identify themselves and a special relationship develops between the college and that industry or company. The Northern California Biotechnology Center (NCBC) is taking a lead in this activity.

• **Internships and employment for students during and after their studies.** An example is the opportunity to intern with top scientists at the national laboratories during the summer. Another example is the biotech interns that we place at the USDA and UCSF. We should organize and centralize the effort to place our students while disseminating the recruitment of students to all campuses and industries.
### Section III. Objectives and Activities

| 1. **Maintain current courses and programs:** Except as noted in the following sections, a prime objective is to maintain the current credit and non-credit courses and programs in science and mathematics to meet the needs of our students. |
| Comments/Status |

| 2. **New Credit Courses and Programs**

#### 2.1. Ocean Campus

- All Departments: design program to prepare science teachers and encourage public service by students.
- Architecture: New courses in Sustainability and Green Building design with Office of Vocational Education and construction trades. Design and revise a new certificate in Construction Management for both the professional and the non-professional. Astronomy: A new course in Radio Astronomy to link CCSF with UCB and SFSU in observational capabilities and to enable CCSF students to make observations in foggy skies.
- Biology: New courses in Entomology, Environmental Science, Viticulture, and Ecology as offered elsewhere at the lower division level. New certificate programs in Environmental Science, Biomanufacturing, and Stem Cell Technology. Develop a joint degree program in Medical Laboratory Technician with the School of Health and PE.
- Chemistry: short courses in instrumental analysis (GC/MS, HPLC, HPIC, AA, capillary electrophoresis).
- CNIT: CNIT started offering CNIT 131 Internet Basics and Beginning HTML at the Downtown Campus in a joint effort with the Business Department to increase enrollment in the Earth Science participated in an 80 hour in-service workshop for fourth grade teachers

Biomanufacturing certificate established in 2004

Done. We are teaching Chem 65A, B, C, and D now.

---

March 2006

-99-
<table>
<thead>
<tr>
<th>Internet Programs for both departments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CS: New certificates in Unix/Linux Administration and Programming. Expand online courses.</td>
</tr>
<tr>
<td>• Earth Sciences: New courses in Meteorology, Seismology/Natural Hazards. Certificate in GIS.</td>
</tr>
<tr>
<td>• Engineering: New Bio-processing program specializing in clean-room technology for both the biotechnology industry and Silicon Valley. New programs in Optical Network Technology, Vacuum Technology, and Nanotechnology.</td>
</tr>
<tr>
<td>• Physics: New course in Technical Physics to address the need for an understanding of physics in vocational programs, specifically, in Automotive and Radiation Tech. Implementation of nanotechnology concepts in transfer courses.</td>
</tr>
</tbody>
</table>

### 2.2 Other Campuses:

- **All Disciplines:** Expand entry level courses at other campuses to better serve the continuing education needs of the community and to act as feeders for the higher level science and mathematics courses at the Ocean campus. Primary targets for this expansion are Math E, 835, 840, 850, 860; Biology 9, 11; Anatomy 14; Botany 10; Zoology 10; Chemistry 32, and 40; and Physics 10, 40. Other courses (e.g., Astronomy 1, Geography 1) are possible if facilities warrant and there is demonstrated need.
- **CS:** Expand CS offerings at other campuses. Request administration/departments at other campuses to commit to provide joint-use faculty office space.

### 3. New Non-Credit Courses and Programs

#### 3.1 Ocean Campus

- All Departments: Offer new non-credit courses as adjuncts to

---

<table>
<thead>
<tr>
<th>CS: Ten new courses in 04-05. Seven new online courses offered or developed in 04-05.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established Computronics program.</td>
</tr>
<tr>
<td>P SC 88 in the catalog</td>
</tr>
<tr>
<td>Astronomy 1, Math E &amp; 840, Physics 10, offered at Mission Campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering has many credit/non-credit courses</th>
</tr>
</thead>
</table>

March 2006
existing credit courses (same time and place) only under the following conditions:

- Non-credit students may not displace credit students. Course objectives and content are aimed at life-long learning rather than the completion of general education requirements, certificates, or college degrees.
- Non-credit versions of credit courses are not “open-entry/open-exit.”
- Non-credit courses may not be retroactively changed to credit.

### 3.2 At Other Campuses

- Biology: Work with Older Adults Department to establish courses on “Nutrition and Aging,” “The Biology of Aging,” and possibly other classes appropriate for older adults.
- CNIT: Basic Computer skills for senior citizens.

### 4. Modification of Existing Program

#### 4.1. All Departments

- Bring additional non-lab science and mathematics courses on-line, or via two-way video, particularly entry-level courses in science and high school level courses in Mathematics.
- Create opportunities for community service for students in all courses.
- Astronomy: Revise and revive ASTR 12 and 18.
- Chemistry: Modularize Quantitative Chemistry into short modules that sum to the whole course. Integrate on-line resources and tools into existing courses, including graphic images of complex molecules, online tutorials and quizzes, online discussion section, and Web-based written assignments.
- CNIT Revised course outlines and created online versions of

---

Astronomy 18 listed in catalog

March 2006
courses and certificates.

- CS: Revise existing courses to include Java. Rewrite all course outlines to define the course content more explicitly and consequently to guide instructors and frame instructor evaluation. (Rapid change in the discipline requires better communication about what content belongs in what course.) Schedule related courses (e.g., CIS 134A and CIS 141A) in blocks to promote student access, student cohorts and faculty cooperation.

- Earth Science: Expand Oceanography offerings. Revise GIS.

- Engineering: Integrate Engineering Technology courses (e.g., welding, plumbing, HVAC) into other vocation programs, particularly Construction Trades.

- Mathematics: Integrate classroom instruction with Learning Resource Center activities (supplemental instruction, tutoring) to increase success and retention rates in Mathematics. Create a lecture-based form of Math E. Increase the hours per week for Math 80 and 90

- Physics: Modularize Physics 10 and 40 to facilitate science teacher upgrading and provide salary incentives for high school and elementary school teachers. Offer special versions of these courses for new elementary and high school teachers.

5. Special Initiatives

5.1 Research and other studies

- All Departments: Research Office conducts research on the effectiveness and cost-efficiency of on-line courses in science and mathematics relative to existing classroom education.

- All Departments: Research Office to determine the effectiveness of supplemental instruction and tutoring.

CNIT: Online certificated in Web Site Development Techniques, Network Security, and Fundamentals of networking developed. Revised all course outlines.

CS: Revised 8 courses in 04-05, developing online courses, phased out older programming languages: BASIC and FORTRAN deleted from catalog.

New courses: Ocean 1L, Pale 1.

Math E3 implemented
- All Departments: Research Office, in cooperation with individual departments, to study patterns in success, retention, and persistence to identify problem areas and suggest possible remedies.
- CS and CNIT: Survey industry to determine how well we are preparing students for work.
- Chemistry: Department to research possibility of teaching Chemistry on-line, offering a hybrid online Chem 40.
- Mathematics: Research Office to study the predictability of the math placement test.

### 5.2 External Partnerships
- All Departments: Provide course credit and financial support to students who work as teachers’ aides in science in the San Francisco Unified District
- All Departments: Establish courses (e.g., “Teaching Chemistry”) and projects (e.g., summer workshops in science teaching) to assist SFUSD teachers to upgrade and to improve.
- All Departments: Establish partnerships with programs that assist disadvantaged or under-represented students
- Architecture, Biology, CNIT, CS, Engineering: Through the Advisory Committee, adopt a different industry partner each semester or year; arrange for faculty visits to industry and industry representative to teach classes.
- Architecture: Negotiate and formalize relations with CCAC, SJSU, Cal Poly-SLO, and UCB to offer guaranteed admission and smooth transition for students. Revive and strengthen the industry advisory committees and organize these for close working relations between faculty and active architectural firms. Articulate with out-of-state universities.
- Astronomy: With a radio telescope, establish a partnership with

CS: Industry advisory committee commended us on new Unix/Linux Administration Certificate

Special grants are funding these teacher aides


Ongoing partnerships established by Chem, Bio, Math, Physics.
ARCH: Contacting Swinerton to sponsor CM program, Manning Roofing Co: co-sponsoring Title 24 (Energy Code) seminar
Advisory committees are meeting every year.

ARCH: CCAC, and Cal Poly-SLO completed, UCB 95% complete, SJSU in progress. Revival of Industry committees is in Progress. Completed.

March 2006
UCB and SFSU to share in the collection of data and participate in the SETI Project. Department instructors to arrange to share our planetarium with individual SFUSD teachers and classes.

- Biology and Chemistry (with other departments joining as it develops): develop the Transfer Consortium with UCB, expanding on the student participation in the Transfer Course
- Biology, Chemistry and Physics: Continue and expand partnerships with SFUSD that provide access to our laboratory equipment to high school teachers and students
- Earth Science: Work with SFUSD to offer the AP Geography course and mentor high school teachers in geography
- CNIT and CS: Form alliances with SFUSD to offer CISCO, Oracle and other training

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Done. Bio 16</td>
</tr>
<tr>
<td>In progress</td>
</tr>
</tbody>
</table>

Industry Partners: CISCO, Microsoft, Check Point, CompTIA; Teaching CNIT 103 to Lincoln, Galileo, and other High Schools; training Laguna Honda & BART staff (CNIT 100); Collaboration and partnership with SENAC in Brazil.

Section IV. Resource Implications

1. Student Services and other Support Services:

1.1 Student Services

- All Departments: Expand crucial placement testing and matriculation services to the other campuses as more entry-level science and mathematics courses are offered there.
- All Departments: Establish on-line advising and tutoring to complement the on-line science and mathematics courses. Retrain counselors to do this advising. Coordinate with Learning Resource Center to do on-line tutoring.
- All Departments: Student Services improve the flow of financial aid for textbooks.

ARCH: New CSU and UCB transfer advising brochures to be posted to department website by mid-April for student use.
- CS AND CNIT: Establish a Student Help-Desk independent of ICL 1 using advanced students who would get community service credit. During the registration period, locate the Help Desk in the lobby of Batmale and use it to (a) disseminate flyers describing CS AND CNIT courses and (b) to help students to decide the most appropriate CS AND CNIT course to take.

1.2 Student Activities
- Chemistry, Astronomy and Architecture: Seek support from Associated Students and the Dean of Student Activities for the Hypatia Club for women in science, for the student astronomy club (STARS) and for the student architecture club (CCASA).

<table>
<thead>
<tr>
<th>2. Technology Resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Technical Staff: All Departments: Hire an Instructional Designer who has skills in the demonstration of science concepts in on-line courses.</td>
<td></td>
</tr>
<tr>
<td>2.2 Equipment</td>
<td></td>
</tr>
<tr>
<td>• All Departments: Upgrade computers and peripherals every four years as appropriate.</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>• All Departments: Provide overhead LCD projectors for all major classrooms.</td>
<td>Major classrooms in the Science Bldg and Computer Science have LCD projectors.</td>
</tr>
<tr>
<td>• All Departments at outlying campuses: Provide demonstration and laboratory supplies and equipment, overhead projectors, computers and LCD projectors to support the dissemination of our entry-level courses.</td>
<td>ARCH: with multi-media collaborative, and CS, to improve software offerings.</td>
</tr>
<tr>
<td>• Architecture: Request new equipment jointly with other design departments to create a greater synergy for the students.</td>
<td></td>
</tr>
<tr>
<td>• Astronomy: Replace the main optical telescope with a modern digital telescope for better access by students and add a radio</td>
<td></td>
</tr>
</tbody>
</table>

CNIT through its membership with MSDNAA offers very expensive Microsoft operating systems to CNIT students for free.

ARCH: AIAS established and active. CCSF student rep on the board of directors of AIA San Francisco.
- Biology: (1) Expand instrumental analysis equipment in Cellular and Molecular Biology. (2) Upgrade projection equipment, models, and biological study materials in the Biology Resource Center. (3) Purchase new equipment (primarily microscopes) for basic laboratories at the outlying campuses.
- CNIT: Create a Service Center to help students with computer problems, including support for wireless connections at CCSF.
- Earth Science: Add GIS charting/mapping equipment and upgrade computers to handle the volume of GIS data. Continue installation of the “Life through Time” display.
- Engineering, Earth Science, Chemistry, Biology: Purchase or lease a bus or van to enable students to visit industry, participate in community service, participate in class field trips and to bus students from high schools for special projects at City College.

### 3. Facilities

#### 3.1 Remodeling

- Architecture: Renovate the two drafting labs (L245 and L246) for greater functionality and efficiency including an acoustic barrier between the two labs so that they can be used separately. Developing a short, medium and long term facilities need plan.
- Astronomy: Remodel the vacated Rad. Tech. Classroom (S311) to be a general classroom for the Astronomy Department (which currently has no classroom in which to display materials).
- Biology: Remodel biology laboratories to meet new laboratory techniques and equipment of the expanding discipline.
- Chemistry, Biology, Physics, and CNIT: Construct a new

<table>
<thead>
<tr>
<th>Partially Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2006</td>
</tr>
</tbody>
</table>

-106-
medium-sized lecture hall for on-line and computer-based learning by combining S128, S130, and S132. This proposal would (1) remove the walls between S128, S130, and S132 and (2) create a lecture hall with tiers for student desks and computers that are networked with a COMWEB system.

- CNIT: Centralize offices for greater interaction between faculty.
- CS: Centralize classrooms and faculty offices for greater interaction between faculty and students. Move non-computer-using classes/disciplines to other areas or all computer-using disciplines to a new facility. Remodel existing facilities to reduce repetitive stress injuries for students and staff.

### 3.2 New Facilities

- All Departments: Construct an Advanced Technology Center. Integrate student and faculty office areas in this center to ensure maximum interaction.
- Additional new classrooms to serve more students.
- Architecture: Build a new computer facility to serve all design-related departments (see section V. below) that require high-memory computers and special software (Form Z, Vectorworks) and special printers.
- CNIT: Build 2 new labs to replace bungalow B311 and move lab from Chemistry borrowed Lab S211

### 4. Faculty and Classified Staff

#### 4.1 Classified Staff

- BIO: Add two classified staff (TIA) to provide help with labs.
- CNIT: need for classified technical staff to help with labs
- CS: Add classified positions to provide rewarding positions for CS students who want to assist the college as technical staff.

March 2006
### 4.2 Certificated Staff
- CNIT has great need for industry training and professional development.
- CS: Invite industry personnel to join the faculty part time. Externship for training in industry with a contractual obligation to integrate that training into instruction upon their return.
- All Depts: Reduce reliance on part-time teaching staff to at least the state guideline of 75% full time staff.
- BIO, CHEM, MATH. Increase the number of full time instructors to meet the increase in student demand. Part-time instructors are increasingly hard to locate.

Industry personnel teach CS regularly. VTEA grant pays for some training.

### 5. Organizational Structure
- **Architecture:** Create a collaborative within the college that links the activities of design-related department (Architecture, Art, Graphic Communication, Environmental Horticulture and other), encourages shared curriculum (cross-listing courses), and encourages sharing of resources (including facilities and computer resources with high memory requirements).

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES
EDUCATION MASTER PLAN

Section I: School Profile

1. School Mission

The School of Behavioral and Social Sciences, consisting of the departments of African American Studies, Asian American Studies, Asian Studies, Behavioral Sciences, Child Development/Family Studies, Disabled Students Programs and Services, Interdisciplinary Studies, Latin American/Latino/a Studies, Philippine Studies, Social Sciences, Transitional Studies, and Women's Studies affirms the Mission Statement of the College and, in particular, supports its commitment to excellence in teaching and learning and in serving our communities. In addition we are committed to...

- The acquisition of knowledge and the development of values, skills, and attitudes necessary for the survival and the further development of free people and their institutions;
- The recognition of our students as individuals with rights to diverse educational opportunities which foster self-esteem, pride, cultural insights, and an appreciation of diversity;
- The provision of excellent instructional and student service programs which prepare our students for success in the workplace as well as in the classroom;
- The creation of an intellectually and culturally stimulating environment based on mutual respect wherein excellence is fostered and ideas freely exchanged among students, staff, and community.

2. Current Programs and Services

- **African American Studies**: Offers credit courses at two campuses, some cross-listed with other departments, serving approximately 250 students each semester.
- **Asian American Studies**: Offers credit courses at two campuses serving over 1,000 students each semester.
- **Asian Studies**: Offers primarily credit courses on four campuses, most cross-listed with other departments, serving approximately 1,700 students each semester.
- **Behavioral Sciences**: Offers credit courses in Anthropology, Psychology, and Sociology to over 4,000 students each semester on five campuses.
- **Child Development/Family Studies**: Offers credit and noncredit courses/programs and grant funded courses/programs on five campuses and at numerous additional sites. Prepares students for transfer to four year colleges and five program certificates. Serves approximately 2,400 adult students each semester. Provides child-care services for students at the Phelan and John Adams campuses. Provides child-care and parent education in neighborhoods throughout the city.
• **Disabled Students Programs and Services:** Offers credit and noncredit classes at two campuses and various community-based organizations for approximately 3,000 students each year. Responsible for reasonable accommodations and counseling services at all campuses.

• **Interdisciplinary Studies:** Offers credit courses at three campuses serving approximately 1500 students. Offers Multimedia Studies Certificate classes on three campuses. Offers Sexual Health Educator Certificate.

• **Latin American/Latino/a Studies:** Offers credit courses at two campuses, most cross-listed with other departments, serving approximately 600 students each semester.

• **Philippine Studies:** Offers credit courses at the Phelan campus, some cross-listed with other departments, serving approximately 250 students each semester.

• **Social Sciences:** Offers credit courses in American Civilization, Economics, History, Philosophy, and Political Sciences to approximately 5,000 students each semester on seven campuses. Social Sciences courses are part of the “Working Adults Program” at both the Mission Campus and the Southeast Campus.

• **Transitional Studies:** Offers pre-college level noncredit classes in Adult Basic Education, in Foundation Skills Development, in the High School Diploma Program, and in GED Preparation at seven campuses. Currently serving approximately 5,000 students each semester.

• **Women’s Studies:** Offers credit and noncredit courses on three campuses, most cross-listed with other departments, serving approximately 700 students each semester. Coordinates Project SURVIVE, the college’s sexual violence prevention program. Materials now available in English, Spanish, and Chinese, and presentations are made in Spanish at Mission Campus, and in both Mandarin and Cantonese at Chinatown/North Beach Campus. Funding is currently being sought in collaboration with community-based organizations to extend the program into SFUSD high schools.

**Section II: Context for the Future**

1. **Issues and Opportunities**

   • San Francisco is still a center of the multimedia industry. In response, we are positioning ourselves to be the major provider of its trained workforce.

   • There is a digital divide in San Francisco. Research indicates that the Latino community and the African American community are those most likely to be left out of the technological revolution. In response, we are developing ways to incorporate technology across the curriculum so students may develop skills in technology while completing traditional academic courses.

   • The percentage of Asian American students in the CCSF student population is high and continues to grow. Some of these students need more support in order to be successful. The Asian American Studies program is spearheading efforts to assist these students.

   • The number of Latino students is increasing. In response, the Latin American/Latino/a Studies Department is working closely with the Latino Services Network to support student success.
• There is an educational divide in San Francisco, as well. In response, we are revising the high school curriculum in Transitional Studies and we are collaborating with Community Based Organizations (CBOs) and governmental agencies to provide pre-college foundation skills classes at various locations throughout San Francisco.

• We need to work to remove any barriers that exist in the transfer process. In response, we are working closely with SFSU to review appropriateness of lower/upper division requirements and are developing clearer pathways for our students.

• Diversity in the workplace is growing. In response, some of our ethnic studies departments will work with Contract Education to develop a series of workshops for business and industry as appropriate.

• The Bay Area community colleges serve an average of from 3.4% to 11.3% of their students through their Disabled Students Programs & Services. We serve 2.6%. In response, we will increase DSPS counseling hours at several campuses and collaborate more closely with Student Services at all campuses to improve outreach and publicity.

• Over 300,000 teachers will be needed in California over the next decade to replace retiring teachers and meet the needs of a growing child population. In addition, the profile of the teacher does not match the profile of the student. In response, the Child Development & Family Studies Department is broadening its focus.

2. New Directions

• We will continue to review and update the Multimedia Studies offerings at various campuses as demand indicates.

• We will continue to meet with counterparts at SFSU, Hayward State, UCB, and other four year colleges to simplify and clarify transfer paths.

• Asian American Studies will continue to support Asian American students by working with other departments to identify students needing help and coordinating tutoring and peer mentoring opportunities.

• Latin American/Latino/a Studies will continue to work with the Latino Services Network to support the growing number of Latino students at CCSF.

• Our departments will jointly sponsor courses/workshops with appropriate CBOs at community sites and provide multicultural workplace training through Contract Education.

• We will continue to work to incorporate technology into the educational process.

• We will collaborate with Student Services to improve and increase outreach and publicity about available programs and services for students with disabilities, especially in the area of learning disability.

• The Child Development & Family Studies Department has secured funding from the State Chancellor's Office to develop a Teacher Preparation Center. The goal of the center is to recruit, advise, and transfer community college students to four year institutions to receive teaching credentials. Campus-wide teacher recruitment efforts, mentor placements for credential candidates, work experience opportunities in the teaching field, advising and counseling specific to transfer issues, specific transferable coursework in relevant topics, a school-to-career pathway for high school students in San Francisco Unified School
District, and streamlined articulation pathways which lead to a teaching credential from San Francisco State University and from other institutions will be developed. The results of these efforts will be not only to increase the number of teachers, but to improve the level of racial, cultural, gender, and language diversity of teachers in California.

- The San Francisco Early Childhood Professional Development Project was developed to address the issues of recruitment, retention, and training in the early childhood workforce. This project provides information in four languages to the early care and education workforce regarding job options, educational requirements, career development, and academic counseling.

- The Behavioral Sciences Department has modified the Introduction to Human Services certificate program, effective Fall 2005, to offer students more options for completing the program and to include two courses specifically designed for the program, SOC 50, Introduction to Human Services, and SOC 51, Human Services Case Management.
### Section III. Objectives and Activities

| Comments/Status |
|-----------------|----------------|
| 1. To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans. |
| 1.1. Current associate degree credit programs |
| • Associate Degree of Arts |
| • Child Development Award of Achievement |
| 1.2 Current credit certificate programs |
| • Child Development |
| 1. Administration |
| 2. General |
| 3. Infant/Toddler |
| 4. School-Age Care |
| 5. Violence Intervention in Early Childhood |
| 6. Family Child Care |
| 7. Professional Development and Advocacy |
| 8. Behavioral Sciences (Sociology) |
| 9. Introduction to Human Services |
| Multimedia Studies |
| Web Design and Graphics |
| 1. Image and Sound |
| 2. Performance Arts |
| 3. Programming |
| 4. Animation |
| 5. Web Production |
| 6. Web Programming |

March 2006
<table>
<thead>
<tr>
<th><strong>Interdisciplinary Studies</strong> Sexual Health Educator Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. To continue maintenance of effort for noncredit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans</strong></td>
</tr>
<tr>
<td><strong>2.1 Current noncredit certificate programs</strong></td>
</tr>
<tr>
<td>• Transitional Studies</td>
</tr>
<tr>
<td>1. General Educational Development (GED)</td>
</tr>
<tr>
<td>2. High School Diploma</td>
</tr>
<tr>
<td>• DSPS High School/GED Program</td>
</tr>
<tr>
<td><strong>2.2 Current noncredit courses which are not part of a program</strong></td>
</tr>
<tr>
<td>• Child Development/Family Studies - 9 courses (e.g. Child Observation, Foster Parenting)</td>
</tr>
<tr>
<td>• Disabled Students Programs and Services – 20 different courses (e.g. Acquired Brain Development - Cognitive Retraining, Program for the Learning Disabled, Adaptive PE, American Sign Language)</td>
</tr>
<tr>
<td>• Interdisciplinary Studies - 1 course</td>
</tr>
<tr>
<td>IDST 1001 Multimedia for the Macintosh</td>
</tr>
<tr>
<td>• Women’s Studies - 1 course</td>
</tr>
<tr>
<td>WOM 9843 Issues of Concern to Women</td>
</tr>
<tr>
<td><strong>3. To develop and offer new credit programs</strong></td>
</tr>
<tr>
<td><strong>3.1 Proposed new certificate programs for Phelan</strong></td>
</tr>
<tr>
<td>• Introduction to Human Services Certificate I (Behavioral Sciences)</td>
</tr>
</tbody>
</table>

This new certificate program was approved in September 2000. It was developed in response to request from Department of Human Services. With the new emphasis on welfare to work, the former intake workers are being expected to take
Sexual Health Educator Certificate (Interdisciplinary Studies, Women’s Studies, Health, and Behavioral Sciences): on new responsibilities. Focus will be on helping these workers to problem solve, counsel and interview while maintaining some sense of professional detachment. DHS will pay the cost of books and provide release time for their employees to attend. Most classes will be taught on site at DHS. Since inception, 29 students have completed the certificate. DHS continues to refer students and to provide released time and books.

New program developed in response to student demand to enhance their opportunities to be hired at CBOs. It trains students as paraprofessionals in safe and healthy sexuality including violence prevention and intervention, HIV/STD prevention, and the promotion of mature intimate relationships.

Implemented in 2001 in response to student/industry need with input from advisory board. Job skills developed would include storyboarding, character development, illustration ability, sound scores, modeling, and animating. Job opportunities are present in web, gaming, film/TV.

 Implemented in 2001 in response to student/industry need with input from advisory board. Emphasis on the tools of production: HTML/Javascript, Photoshop, Illustrator, Flash.

3.2 Proposed new credit program for other campuses/sites

• Animation Program (Multimedia Studies/IDST):

• Fast Track in Web Production (Multimedia Studies/IDST):
4. **To develop and offer new noncredit programs:**
   - Bridge to Biotech in partnership with ESL and Biotech
   - Proposed new noncredit programs for the campuses

   As need arises appropriate noncredit courses will be offered at various locations

5. **To modify or enhance existing credit and noncredit program options and courses**

   - Proposed modifications/enhancements and plans for reduction/elimination of programs/courses in credit
     1. Offer sections of IDST 50 *College Success* at additional campuses, as approved by campus deans, with the goal of improving retention and transfer rates.
     2. Offer additional sections of Economics courses in response to student demand.
     3. Offer additional sections of Philosophy courses in response to student demand.
     4. Offer additional sections of other credit/noncredit courses at various campuses as student/community demand dictates.
     5. Offer additional sections of credit courses on-line and via teleconference so that homebound students and others can have access.
     6. Create short-term courses to offer at night and on Saturday/Sunday.
     7. Offer on-line versions of DSPS.
     8. Offer on-line multimedia courses, including IDST 130 and 150.
     9. Create new gaming and Flash classes

   - Proposed modifications/enhancements and plans for reduction/elimination of programs/courses in noncredit
     1. Review and assess the need to realign the program and structure of the program.

New short term vocational tracks in Multimedia have been developed in response to industry/student demand.
courses in terms of the potential impact of the high school exit exam (CAHSEE) and changing requirements of the State.

2. To develop, plan and implement (in response to the above) formal career pathway opportunities which serve to link students to college credit courses, programs and services.

3. Offer courses developed under Transitional Studies Redesign Plan

4. Revisions in program/course demand will continue to occur as the need warrants.

5. CalWORKs and Transitional Studies will continue to partner for student success.

6. Parenting classes will be moved from and to various neighborhood locations as need dictates.

7. Classes for students with disabilities offered at CBOs are being updated to meet student need.

6. To undertake special initiatives for the improvement of the programs offered by the school

   6.1 Staff development activities
   • Seek funding for projects similar to #2 above but focusing on African American and Latino perspectives.
   • Seek support for, organize, and present the second in a series of Urban Forums bringing scholars, government leaders, representatives of CBO's together with the City College community to discuss current urban issues.

   6.2 Plans for research or investigation studies
   • Do necessary research on current grant funded programs in the School to determine whether or not the results show "Improvement in post-secondary education." (E.g. measure and compare pre/post retention rates; survey students and faculty in participating courses)
Seek follow-up funding to continue/disseminate current grant funded programs and to create new appropriate staff development programs as appropriate.
- A DSPS task force had been formed to study issues with students with developmental disabilities.

### 6.3 Plans for collaborations or partnerships with other educational institutions, community-based organizations or industries
- Seek funding to infuse multicultural perspective into mainstream curriculum.
- Work with Contract Education to offer presentations or short-term courses on the multicultural workplace through Asian American Studies, African American Studies, Interdisciplinary Studies, Philippine Studies, and Latin American Studies.
- The Child Development & Family Studies department will continue to develop collaborations and seek grant opportunities which will provide high quality curriculum for students interested in becoming teachers, increase the number of transfer students interested in pursuing a career in teaching, and increase the number of BA Degrees and teaching credentials granted to CCSF transfer students.
- Work with Contract Education to offer presentations or short-term courses on stress management, conflict resolution, etc.

### 7. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership.

#### 7.1 Need for secretarial staff
- photocopying, distributing supplies, responding to department chair, teacher, and student inquiries, answering the telephone, mailing and filing forms, making appointments, tending to photocopier machines
### Section IV. Resource Implications

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
</tr>
<tr>
<td><strong>1.1 Type and scope of student services needed to serve the new, expanded, or modified credit programs within the school</strong></td>
</tr>
<tr>
<td>• Continue to work closely with Student Development representatives to share pertinent information and problem solve.</td>
</tr>
<tr>
<td>• Strengthen the services for students with disabilities at all campuses.</td>
</tr>
<tr>
<td>• Continue the support for the development of tutoring and peer mentoring programs for Asian American and Pacific Islander students who are at risk. (Similar programs targeted for other specific groups of students are under Student Development.)</td>
</tr>
<tr>
<td>• DSPS will work to publicize Section 508 requirements for accessible technology.</td>
</tr>
<tr>
<td><strong>1.2 Type and scope of student activities needed to serve the new, modified, or expanded programs within the school.</strong></td>
</tr>
<tr>
<td>• Funding for planning, implementation, and evaluation of field trips to improve transfer rates.</td>
</tr>
<tr>
<td>• Funding for prominent guest speakers to address the college community.</td>
</tr>
<tr>
<td><strong>2. Technological Resources</strong></td>
</tr>
<tr>
<td><strong>2.1 Staff needed to support new, expanded, or modified courses/programs within the school.</strong></td>
</tr>
<tr>
<td>• Classified staff/faculty time to develop a system to ensure that closed captioning is made available for telecourses and videotapes.</td>
</tr>
<tr>
<td>• Classified staff/ faculty time to ensure that all college web sites are...</td>
</tr>
</tbody>
</table>
2.2 Equipment needed to support new, expanded or modified courses/programs within the school.

- Funding to ensure that all District computer labs are made fully accessible with appropriate computer hardware and software adaptations.
- Funding to ensure that the equipment in the Multimedia Program is always current.
- Funding to provide computers allowing all faculty convenient access.
- Funding for classroom technology like computers and projectors now that increasing numbers of faculty use technology in class.

3. Facilities

3.1 Facilities needing remodeling to support the needs of the new, modified, or expanded courses/programs.

- Downtown Campus: Move existing Hospitality Program to remodeled space on first floor. Remodel basement level space currently used by Hospitality Program to serve as a new lab for Multimedia Studies.
- All campuses: Fund necessary remodeling at all campuses to ensure that all campuses are accessible and that up-grades/improvements are within compliance. The plans for upgrading accessibility of all
John Adams restrooms and installing two elevators to meet accessibility requirements have been completed.
- Phelan: Fund remodeling/new space for second Multimedia lab as program need dictates

3.2 **New facilities needed to support new, modified, or expanded courses/programs.**
- Funding for state-of-the-art all purpose Child Development Center as part of the joint faculty to be shared with SFSU.

### 4. Faculty and Classified Staff

#### 4.1 **Classified staff needed for new, modified, or expanded courses/programs within the school.**
- Full-time lab aide for Multimedia Lab (2001-2001 budget)
- Part-time 1426 needed for Multimedia program (2002-2003 budget)

#### 4.2 **Faculty needed for new, modified, or expanded courses/programs within the school.**
- Full-time faculty member in Multimedia Studies to meet student demand.
- Two full-time counselors in DSP&S to focus on outreach and recruitment to increase the number of students with disabilities served. The new accommodations specialist will ensure accessibility at all campuses.
- Funding for additional instructional hours for Philosophy courses in response to student demand.
- Funding for additional instructional hours for Economics courses in response to student demand.
- Funding for additional instructional hours for Sociology courses in response to student demand.
- Funding for additional instructional hours in Social Sciences/Latin-American Studies courses in order to respond to student demand.
- Funding for replacement positions for retirees as needed.
- 1426 for Transitional Studies (25 hours)

<table>
<thead>
<tr>
<th>5. Organizational Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Changes in the organizational structure of the school to support the new, modified, and expanded courses/programs within the school.</td>
</tr>
</tbody>
</table>
Section III: Campus Plans
1. Mission Statement

City College of San Francisco, Alemany Campus, is committed to providing high quality English-as-a-Second Language instruction to adults whose native language is not English. Through non-credit programs, the campus provides access to the language and culture of the United States and enables students to gain the language skills necessary to survive in society, gain employment, transfer into vocational programs, or further their academic career.

Through these programs, the campus provides:

- General ESL courses emphasizing development of basic language skills, English literacy and cultural awareness;
- Admission on an open-entry/open-exit basis to many areas of The City at convenient times and at multiple levels that would allow access to programs and to meet community needs;
- Transfer procedures to academic credit and job training programs by conducting noncredit courses which emphasize focused skills building and critical thinking to prepare students for further academic study or job training;
- ESL and Citizenship courses to enable students to become U.S. citizens;
- Vocational English-as-a-Second Language (VESL) courses as prerequisites for students enrolling in occupational programs offered in the College;
- Computer-assisted instruction to enhance language and skills development and to promote technological literacy among ESL students; and
- Information on American culture, history and government at all levels of study to help students understand their civil rights and civic responsibilities.
2. **Current Programs and Services**

Alemany Campus provides courses in ESL, Vocational ESL, Computer Assisted Language Learning (CALL), Introduction to Computers, Keyboarding and Social Communication. Student services include academic counseling, financial aid, career guidance, ESL testing and course placement, transfer to credit and job training programs, preparation of student transcripts and enrollment verification. The campus administration also coordinates the CCSF/SFUSD Accelerated (XL) High School Honors Program, Teachers Resources Center and the Adult Basic Education Grant.

Program locations include the primary site at 750 Eddy St., and off-campus locations at A.P. Giannini Middle School (Sunset District), Park-Presidio Church (Richmond District), Tenderloin Community School and Career Resources Development Center.

---

**Section II: Context for the Future**

1. **Issues and Opportunities**

Over 95% of the classes at Alemany Campus are English-as-a-Second Language. In the past five years, there has been a 8.5% decrease in enrollment along with a 8.4% in instructional hours. The Citizenship and ESL Vocational Training classes have been cancelled because of low attendance.

2. **New Directions**

The campus is exploring the possibility of developing a new classes for early morning and late evening classes. Students have requested a computer lab. In a recent focus group, there was also a request for weekend classes.

The Career Resources and Development Center has continued to be problematic in its attendance, especially when regularly scheduled classes must work around training cycles.

There is a possibility that the Adult Learning Center, which has Adult Basic Education and GED programs, may relocate its entire program to Alemany Campus. This would enable ESL students to directly enroll into programs for native speakers.

Computer software continues to be developed and applied to ESL classroom instruction. The use of videotapes and audiocassettes has expanded in order to promote ethnic pride and cultural awareness.

Faculty and student surveys continue to be useful instruments in discovering new directions. Not only have they identified possible program areas but they have also considered new locations for classroom sites.
The campus will explore the possibility of including credit classes and job training programs that are centrally located and convenient for the community.

**Section III: Objectives and Activities**

The program objectives for Alemany Campus are as follows:

1. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates by:
   
   1.1 Offering over 100 courses in ESL from beginning through intermediate levels, job preparation classes and a certificated program in Vocational Office Training.
   
   1.2 Providing comprehensive counseling services that include course placement, academic advising, financial aid assistance and career exploration.
   
   1.2 Providing effective admissions and enrollment processes that place students into appropriate courses in the most efficient manner.

2. Increasing enrollment by offering new non-credit programs by:
   
   2.1 Offering new job training programs.
   
   2.2 Offering Adult Basic Education and GED courses.
   
   2.3 Providing pre-job training and educational transfer services to ESL students.
   
   2.4 Offering new courses in ESL in the areas of job training preparation, computers and Citizenship.

3. To offer new credit program options with increased enrollment results by:
   
   3.1 Providing expanded computer courses that are beyond the introductory level.
   
   3.2 Providing English Composition, TOEFL Preparation, Guidance R and College Success IDST 50.
   
   3.3 Creating new partnerships with community-based organizations to both intake new students and place current students into short-term job training programs.
4. To modify existing non-credit program options and courses by:

   4.1 Reevaluating the viability of the current Computer-Assistant Language Learning (CALL) classes.

   4.2 Offering ESL Level 9 for students who do not wish to transition into credit ESL or Transitional Studies.

   4.3 Transitioning some keyboarding classes into introductory computer classes.

   4.4 Conducting job training and career guidance counseling in the classroom rather than through one-on-one counseling.

5. To provide and improve coordination for student development services, including areas of admissions, placement testing, counseling, advising and other student support activities by:

   5.1 Establishing closer coordination between the Admissions and Enrollment Office and Counseling Services.

   5.2 Having counselors participate more in classroom presentations.

   5.3 Improving the ESL placement test process and instrument.

   5.4 Having more instructors participate in the advisement of students.

   5.5 Providing more financial aid and career guidance services.

   5.6 Providing job training orientation to intermediate-level students.

   5.7 Providing workshops in health education, family concerns and specific career explorations.

   5.8 Creating a speakers' bureau for alumni, business persons, social service representatives, immigration counselors and public agency staff to speak on relevant topics.

6. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership by:

   6.1 Opening frozen positions in order to coordinate new and modified programs and collaborations.

   6.2 Reinstate clerical staff needed for admissions and enrollment.
Section IV: Resource Implications

1. Student Development Resources

1.1 Additional counselors are needed to provide comprehensive academic and career counseling from student orientation to when they exit the program.

1.2 Faculty advisors are needed to test students on their ESL oral and listening skills.

1.3 Student focus groups are needed to provide feedback regarding instructional approaches, course content, job skills and cultural awareness.

1.4 Student orientation handbooks need to be developed specifically for Alemany Campus students.

1.5 Other student committees are needed in the areas of facilities improvement, family assistance, cultural activities, and community service.

2. Technological Resources

2.1 Additional technical support will be needed to install and maintain audio-visual equipment and computer software.

2.2 The MAC computer lab need to be better utilize beyond providing Computer-Assisted Language Learning (CALL) classes.

3. Facilities

3.1 Rented facilities need to be improved and expanded in order to provide classroom offerings for the ESL Programs in the Richmond and Sunset districts.

3.2 Students at the 750 Eddy St. campus need an area for eating, studying, meeting and other activities.

3.4 Additional rental space will be needed for the transference of the Adult Learning Center and Tutorial Program from 31 Gough St. This would include main office and counseling spaces, tutorial rooms, and student eating and studying areas.

4 Faculty and Classified Staffing

4.1 With increased summer classes, classified employees who are designed as "School-Term Only" should have their work assignments converted into year 'round positions, not only to provide program continuity but to also retain highly-qualified workers.
4.2 The two full-time and two part-time classified positions need to be reinstated provide office support for the new programs and classes.

5 Organizational Structure

5.1 The organizational structure will need to be expanded to include additional classified staff including one management assistant and a full-time clerk-typist.

7. Student Demographics

a. Student Enrollment

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Avg. No. of Students/Class</th>
<th>Total Student Hours</th>
<th>Total Instructional Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>24.36</td>
<td>352,584</td>
<td>14,473</td>
</tr>
<tr>
<td>2001</td>
<td>26.37</td>
<td>347,033</td>
<td>13,160</td>
</tr>
<tr>
<td>2002</td>
<td>25.88</td>
<td>354,025</td>
<td>13,709</td>
</tr>
<tr>
<td>2003</td>
<td>26.72</td>
<td>352,488</td>
<td>13,192</td>
</tr>
<tr>
<td>2004</td>
<td>24.33</td>
<td>322,545</td>
<td>13,257</td>
</tr>
</tbody>
</table>

In the past five years, student attendance hours have decrease by 8.5%. However, instructional hours have also been reduced by 8.4%. Throughout the District’s noncredit program, however, there has been a steady decline in the ESL population because of several factors: the restriction of U.S. immigration after the 9/11 terrorist attack; the loss of jobs in San Francisco; and the rising cost of living in The City which has forced residents to seek employment and housing elsewhere.

b. Student Data - Country of Origin

<table>
<thead>
<tr>
<th>ESL Program - Spring Semester 2005</th>
<th>Total Students: 3,008</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ALBANIA</td>
<td>2</td>
</tr>
<tr>
<td>2 ALGERIA</td>
<td>10</td>
</tr>
<tr>
<td>3 ARGENTINA</td>
<td>6</td>
</tr>
<tr>
<td>4 AZERBAIJAN</td>
<td>1</td>
</tr>
<tr>
<td>5 BOLIVIA</td>
<td>7</td>
</tr>
<tr>
<td>6 BRAZIL</td>
<td>46</td>
</tr>
<tr>
<td>7 BURMA/MYANMAR</td>
<td>10</td>
</tr>
<tr>
<td>8 CAMBODIA</td>
<td>28</td>
</tr>
<tr>
<td>9 CHILE</td>
<td>7</td>
</tr>
<tr>
<td>10 CHINA</td>
<td>459</td>
</tr>
<tr>
<td>35 LAOS</td>
<td>3</td>
</tr>
<tr>
<td>36 LATVIA</td>
<td>4</td>
</tr>
<tr>
<td>37 LEBANON</td>
<td>2</td>
</tr>
<tr>
<td>38 LIBYA</td>
<td>1</td>
</tr>
<tr>
<td>39 LITHUANIA</td>
<td>1</td>
</tr>
<tr>
<td>40 MACAO</td>
<td>2</td>
</tr>
<tr>
<td>41 MALAYSIA</td>
<td>1</td>
</tr>
<tr>
<td>42 MEXICO</td>
<td>1,146</td>
</tr>
<tr>
<td>43 MONGOLIA</td>
<td>34</td>
</tr>
<tr>
<td>44 MOROCCO</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>COLUMBIA</td>
</tr>
<tr>
<td>12</td>
<td>COSTA RICA</td>
</tr>
<tr>
<td>13</td>
<td>CUBA</td>
</tr>
<tr>
<td>14</td>
<td>CZECHOSLOVAKIA</td>
</tr>
<tr>
<td>15</td>
<td>ECUADOR</td>
</tr>
<tr>
<td>16</td>
<td>EGYPT</td>
</tr>
<tr>
<td>17</td>
<td>EL SALVADOR</td>
</tr>
<tr>
<td>18</td>
<td>ERITREA</td>
</tr>
<tr>
<td>19</td>
<td>ETHIOPIA</td>
</tr>
<tr>
<td>20</td>
<td>FRANCE</td>
</tr>
<tr>
<td>21</td>
<td>GEORGIA</td>
</tr>
<tr>
<td>22</td>
<td>GERMANY</td>
</tr>
<tr>
<td>23</td>
<td>GUATEMALA</td>
</tr>
<tr>
<td>24</td>
<td>HONDURAS</td>
</tr>
<tr>
<td>25</td>
<td>HONG KONG</td>
</tr>
<tr>
<td>26</td>
<td>INDIA</td>
</tr>
<tr>
<td>27</td>
<td>INDONESIA</td>
</tr>
<tr>
<td>28</td>
<td>IRAN</td>
</tr>
<tr>
<td>29</td>
<td>IRAQ</td>
</tr>
<tr>
<td>30</td>
<td>ITALY</td>
</tr>
<tr>
<td>31</td>
<td>JAPAN</td>
</tr>
<tr>
<td>32</td>
<td>JORDAN</td>
</tr>
<tr>
<td>33</td>
<td>KAZAKHSTAN</td>
</tr>
<tr>
<td>34</td>
<td>KOREA</td>
</tr>
</tbody>
</table>

c. Student Language Groups

<table>
<thead>
<tr>
<th>Alemany Campus Language Groups</th>
<th>SPRING 2000</th>
<th>SPRING 2005</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>37%</td>
<td>55%</td>
<td>+18%</td>
</tr>
<tr>
<td>Chinese</td>
<td>17%</td>
<td>16%</td>
<td>-1%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>15%</td>
<td>11%</td>
<td>-4%</td>
</tr>
<tr>
<td>Russian</td>
<td>11%</td>
<td>3%</td>
<td>-8%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
<td>15%</td>
<td>-5%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
The composition of the Alemany Campus student body has changed drastically over the past decade. Over 10 years ago, the majority of student came from Russia. The ethnic population has since changed to predominately Spanish speakers because of the increase in service-related employment in the neighborhood and the temporary relocation of the Mission Campus. In response, Alemany Campus has employed Spanish-speaking school aides and a bilingual counselor.
CASTRO/VALENCIA CAMPUS
EDUCATION MASTER PLAN

Section I: Campus Profile

1. Campus Mission

The Castro/Valencia campus (CEV) provides access to courses and programs that fulfill general education, Associate degree, transfer, and Award of Achievement requirements. The campus offers a broad range of credit classes and a select set of non-credit offerings designed to meet the needs of a mature student population in a convenient location with a class schedule that provides working adults and others the opportunity to engage in high quality educational experiences. The Campus provides extensive foreign language instruction to prepare students to function in diverse local and global communities. The Castro/Valencia campus originated as an educational center for San Francisco’s gay, lesbian, bisexual, and transgender communities and the Gay, Lesbian, Bisexual Studies curriculum. The outreach to those communities continues to be an essential part of the campus’ mission. Based on CCSF research and student feedback, the department chairs and the campus dean strive to provide courses that respond to the demographic characteristics of the communities near the campus as well as the characteristics of the students who come to the campus from other parts of San Francisco. The campus was established by faculty and staff who wanted to create a learning environment that respects, celebrates, and profits from diversity; their vision continues to guide the Castro/Valencia campus.

2. Current Programs/Services and Status

The Castro/Valencia (CEV) campus started in the early 1980s as a small specialized evening program focusing exclusively on courses and programs for the Gay and Lesbian community that was centered in the Castro and Valencia areas of the City. Originally the program was housed in a local church's school building and then moved to Mission High School and eventually settled in at the Everett Middle School at 17th and Church. In 2000, the San Francisco Unified School District reassigned the campus to the James Lick Middle School at 25th and Noe. Over the years, the course offerings were steadily expanded both in the breadth of disciplines represented and the number of sections offered each semester, although growth was restricted during periods of limited funding resources. During the 1999-2000 academic year, when the College was committed to meeting growth goals, additional courses were added to the evening schedule, a set of Saturday courses was initiated and, for the first time, a summer evening session was offered. Enrollments grew over 30% between the fall of 1999 and fall of 2001. While the summer program offerings have been limited to two nights a week, the summer enrollments have been strong. While budgetary limitations forced the elimination of the Saturday program, the strong enrollment figures suggest that CEV may be a sort-of "field of dreams" -- offer the sections and "they will come." The fall 2005 schedule included 95 sections of courses offered at the CEV site. Ninety-five of those sections are credit classes. In the spring of 2002, campus course offerings were added at the San Francisco Lesbian, Gay, Bisexual, and Transgender Community Center. In the fall of 2002, 13 sections were offered at the Center from a broad spectrum of credit and non-credit programs including, Behavioral Sciences, Business, GLST, English, Older
Adults, Astronomy, DSPS, Multimedia, Journalism, and Broadcasting. While the day classes have recently been limited to English composition based on student demand, the College continues to offer seven to eight evening classes at the Center each semester.

The most recent CCSF research data show that about 35% of the students attending CEV come from the immediate area (Mission, Twin Peaks, Castro/Noe). Another 11.7% come from the Haight/Ashbury area and the remaining 52% of the students come from all over the City of San Francisco (with a small percentage from outside of the City). The demographic data on the campus show that the percentage of credit students from traditionally underrepresented groups is much lower than the percentages at most of the other CCSF campuses. 67% of the students are white, well over twice the percentage for College as-a-whole. Asians and Pacific Islanders account for only 12% of the students at CEV versus 31% for the College as-a-whole. The percentage of the Latina/o population at CEV is slightly less than overall percentage of Latinos in credit programs at CCSF (12% vs. 15%). The Castro/Valencia campus is adjacent to the area of the City with the highest concentration of Latino/a population, the Mission District. 37% of the students at CEV are between 20 and 29 years old; 32.4% are between 30 and 39. 24% of students enroll to complete degree requirements (A.A/S. or B.A/S); 18% say their purpose in enrolling is career oriented. 30% of the students enroll for educational enrichment. (Note: "Age," "Goal," and "Race/Ethnicity" data are based on Spring 2004 figures).

In the Fall 2005 Schedule for the Castro/Valencia campus, 56% of the courses are in foreign language; 14% in the arts; 12% in English; 5% in Gay, Lesbian, and Bisexual Studies (Note: several of the courses in the other disciplines focus directly or secondarily on GLST subject matter); 7.5% in Behavioral and Social Sciences; and the remaining 5.5% in Health, Humanities, Physical Education, and Learning Assistance. The most recent data from the Office of Research show that the Castro/Valencia campus has the second highest credit enrollment among all of the CCSF campuses (only the Ocean Avenue campus has more credit enrollments).

The services provided to students are expanding. Online registration and counseling services are available on-site for the first three weeks of classes each semester. Two counselors are assigned to the CEV campus and they meet with students by appointment throughout the semester. Career counseling and workshops have been added to the counseling services, when funding is available. A complete bookstore is available to students at the site during the first two weeks of classes. The campus has no library or learning laboratories; however, the Library Department provides workshops and other support activities at the site. Students are counseled on the availability of these services and facilities at other CCSF campuses. In addition, language lab tape duplication is available for students at CEV who are unable to attend labs at Ocean Avenue.

There is an intangible, but commonly acknowledged esprit de corps among faculty and students at the CEV campus. In spite of severe facilities limitations and a variety of conditions that might otherwise interfere with the educational processes, the students and faculty have an extraordinarily positive attitude toward the campus and frequently express their appreciation for the teaching and learning environment that exists in spite of the physical limitations. This atmosphere draws some of the best full- and part-time instructors at City College to teach at the CEV campus, which in turn draws students to the campus through the most effective recruitment device: word of mouth (supplemented by strategic advertising).

March 2006

-132-
The following are the types of courses currently offered by departments at the CEV and LGBT Center sites:

- Foreign Languages
- Humanities
- Aerobics/Tai Chi/Yoga
- Older Adults
- Gay, Lesbian and Bisexual Studies
- Creative Writing, English Composition, Speech
- Social Sciences
- Astronomy
- Journalism
- Business
- American Sign Language (DSPS)
- Women Studies
- Behavioral Sciences
- Art
- Music
- Theatre
- Health Science
- Broadcasting
- Photography
- Child Development

Section II: Context for the Future

1. Issues and Opportunities

The context for the future of the Castro/Valencia campus is inextricably tied to one overriding issue: facilities. For many years, the campus was housed in a San Francisco Unified School District Middle School (until summer of 2000, the Everett Middle School at 17th and Church). The Everett School had a limited number of classrooms appropriate for college-level instruction. The administration of the school was uncooperative with college staff and students. Events were scheduled without consultation with college staff. When school events were scheduled, the entire CCSF program had to be moved to other sites.

In the summer of 2000, the CEV campus was moved by the SFUSD to the James Lick Middle School. This facility provides much more suitable classrooms and is in much better repair than the Everett Middle School. In addition, the administration, faculty and staff at James Lick have
been cooperative with the college programs and a positive and productive working relationship has been established. A comparison of the enrollments and student demographics reveals that the student population being served at the new site is similar to the population at the old site. Students have expressed a very positive assessment of the new facilities.

However, even though the new site is a much better fit for the needs of the instructional programs and services, the Castro/Valencia program is still be restrained by the limited number of available classrooms and the lack of several "high demand" specialized classrooms. While 56% of the offerings at CEV are in foreign language, there are no language lab facilities available. Students must go to the Phelan campus to fulfill this course requirement. Computer application classes are the most frequently requested courses that are not currently offered at the CEV site, although courses have been offered at the LGBT Center.

Classes at the LGBT Community Center are offered under a Memo of Understanding with the Gay, Lesbian, Bisexual, and Transgender Community Center on Market Street. Under that agreement, the College has access to one regular and one computer classroom. Classes were initially offered in mornings, early afternoons, and evenings; however, daytime computer classes did not draw adequate enrollments. There is still significant demand for daytime general education offerings and the night program continues to be strong at the Center.

2. New Directions

If facilities can be found, there are many opportunities for program development in the Castro/Valencia (and Noe Valley) area. Demographic predictions for the next five years include an aging population in each of the three geographic areas that make up the highest percentage of CEV students: the Haight; Noe Valley; and the Mission. This provides opportunities for the Older Adults Department to expand offerings and develop specialized programs for targeted aging populations. Similarly, there are credit offerings that would also be appealing to an aging population. Based on the data that show that a quarter of the current evening students attending CEV are completing degree requirements, there may also be a demand for a degree/transfer oriented day program, particularly for people employed in service and tourist industries that require employees to work during the time periods that evening classes meet. In addition, consideration should be given to expanding the breadth of basic General Education courses offered in the evening program (including basic mathematics courses) to provide the evening degree-oriented students the opportunity to complete more of their G.E. requirements at the CEV site. Recent enrollment patterns suggest there is a demand for additional Social and Behavioral Science classes, some Health and Guidance courses, and certain arts classes. However, G.E. classes that require specialized laboratories or equipment cannot be offered without appropriate facilities. The agreement between the College and the LGBT Community Center also provides classroom space to support more General Education classes, as well as computer, business, and certain job training courses.

About 18% of the students at CEV report improving job skills as their reason for attending. The Haight and Castro areas attract a considerable number of youth in need of job training and/or programs that assist youth in making the transition into college level studies. Cooperative arrangements with social service agencies could be developed to direct young people to the
appropriate CCSF programs. On the other end of the socioeconomic scale, the shifts in the populations in Noe Valley, parts of the Mission, and SOMA, provide opportunities to expand the number and types of courses for students desiring enrichment, language skills, and specific career planning and business skills. Computer application courses are among the classes in highest demand at most CCSF sites; the demographic profiles of the potential students in the CEV service area suggest there would be similar demand for these courses from that population.

The development of alternate course structures might increase access to CEV programs and/or increase enrollments in courses that currently have weaker enrollments. Short-term classes and classes that use a combination of online and in-classroom instruction might open up classroom space for additional courses and be more appealing to students seeking enrichment or interested in courses that meet fewer weeks with a more intensive instructional schedule. The Art Department currently offers “hybrid” online art studio classes at the Castro site and the success of these classes suggest the potential for development of similarly structured offerings in other disciplines.

The Gay, Lesbian, and Bisexual Studies Department (GLST) may be one of the most likely programs to benefit from developing alternative course structures. The length of the semester and the limitations of traditional classroom pedagogies are frequently cited as reasons that enrollments are weak in some of this Department's courses. The agreement with the Community Center provides this department the opportunity to offer day classes and to have more flexibility in the types of classes offered. The success of short-term topical classes sponsored by community-based organizations suggests that there may be opportunities for the College to develop non-credit and continuing education offerings in addition to expanding and restructuring the credit classes currently offered.

The demographics on the racial and ethnic representation among students at the CEV campus suggest that there may be opportunities to attract Latino/a and Asian populations in larger numbers to the credit offerings at CEV. There are also significant opportunities to develop service-learning programs in the geographical areas directly served by the CEV campus. However, without a permanent staff or facilities, the management of any service learning courses would have to come from one of the existing permanent sites.

Given the facilities limitations of the CEV campus, the College might consider developing advertising and other promotional strategies to direct students who would come to the CEV site for certain types of courses (e.g., computer) to the classes offered at other CCSF sites adjacent to the primary service area for the CEV program (e.g. Downtown, Mission, and John Adams). This effort might include information about specific offerings at other sites in some of the CEV promotional materials. The Dean's office and the CEV phone line get frequent calls asking about the availability of courses that are not offered at CEV. This suggests that there may be a significant number of people who look only at the CEV promotions without considering the classes at neighboring CCSF sites.
### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</strong></td>
</tr>
<tr>
<td><strong>1.1. Current associate degree credit programs offered by the campus.</strong></td>
</tr>
<tr>
<td>• The Castro/Valencia campus does not offer any complete associate degree programs. However, all of the credit offerings are degree applicable and most of the credit offerings fulfill general education requirements for students completing AA/AS degrees as well as for students preparing to transfer to four-year institutions. Students can complete the major requirements for associate degrees in Foreign Languages and Gay, Lesbian, and Bisexual Studies at the CEV campus.</td>
</tr>
<tr>
<td><strong>1.2. Current certificate programs offered by the campus.</strong></td>
</tr>
<tr>
<td>• The Castro/Valencia campus does not offer any complete certificate programs.</td>
</tr>
<tr>
<td><strong>2. New credit program options with increased enrollment results.</strong></td>
</tr>
<tr>
<td><strong>2.1. New credit programs for campus.</strong></td>
</tr>
<tr>
<td>• Within facilities limitations, arts studio and performance courses and programs will be offered at the CEV campus.</td>
</tr>
<tr>
<td>• To the extent possible, CEV staff and faculty will facilitate the development of service learning opportunities in the areas served by the CEV campus.</td>
</tr>
<tr>
<td>• Campus administration will explore the potential for expanding the basic courses currently available at the campus including courses in math.</td>
</tr>
</tbody>
</table>
3. Continue to offer non-credit programs with improved FTE enrollment, retention, and completion rates.

3.1. Current certificate non-credit programs offered by the campus.
   - The Castro/Valencia campus does not offer any complete certificate programs.

3.2. Academic preparation non-credit courses offered by the campus.
   - The Castro/Valencia campus does not offer any non-credit academic preparation courses.

4. New non-credit program options with increased enrollment results.
   - The initiatives will be developed in collaboration with the Transitional Studies program, Learning Assistance, and other developmental programs and services, where appropriate.

5. Modify existing credit program options and courses.

5.1. Credit programs and courses to be modified.
   - Assess the demand for, and the instructional effectiveness of restructuring courses with weaker enrollments into modular or short-term formats and implement that structuring, if warranted.
   - Assess the demand for, and the instructional effectiveness of restructuring courses into a combination of on-line and in-classroom instruction that will permit completion of courses in less than a semester and/or more intensive instruction for students capable of succeeding in this educational format. Implement that structuring, if warranted.
   - Diversify the courses offerings to include courses that meet general education requirements and basic skills development not currently offered at the campus.
• Increase the course offerings from disciplines that have had strong enrollments but a limited number of classes at the campus.
• Assess the need for, and, if warranted, offer additional career, guidance and learning assistance classes.
• Create a process for "pilot testing" each semester the demand for courses in disciplines not currently offered at the campus and, if successful, add course offerings in those disciplines.
• If facilities can be identified, offer visual arts studio classes and performing arts ensemble classes.
• Develop strategies to attract the Latino/a population in the CEV service area to credit offerings that are not available at the Mission campus. Work cooperatively with the Mission campus to maximize the effectiveness of course scheduling and student services to meet the needs of students in the Mission campus' service area.
• Assess the factors related to the comparatively low participation of students from Asian and African American backgrounds in the campus' programs and, if possible, develop strategies to promote enrollment in the campus' credit programs that will attract students not previously enrolled at CCSF to the CEV campus.
• Develop strategies to attract more of the lesbian, gay, bisexual, and transgender population to the GLST course offerings at the campus. Carefully review and revise the existing curriculum to more effectively address the interests and needs of these communities with the goal of attaining enrollments consistent with the size of these communities in San Francisco.
• Develop language laboratory resources that students can access at the CEV campus and/or through digital technology.

6. Modify existing non-credit program options and courses.
- Expand the Older Adults program to address the needs of the aging populations in the CEV service area.
- Explore, and, if warranted, develop short-term topical course offerings for the gay, lesbian, bisexual, and transgender populations either through non-credit or continuing education.
- Explore, and if warranted, develop short-term topical course offerings addressing retirement issues for "soon to be" older adults (i.e., the Baby Boomer Generation) either through non-credit or continuing education.
- Assess the need for, and develop short-term courses on HIV/AIDS issues that directly address the apparent recent changes in sexual practices among some populations and the current status of HIV treatment and control.

<table>
<thead>
<tr>
<th>7. Improve and provide coordination for student development services, including admissions, placement testing, counseling, advising, and other student support services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. Services needed to improve and provide coordination for new, modified and expanded programs.</td>
</tr>
<tr>
<td>- Develop printed information, web-based resources, and campus orientation activities to make students aware of the student services available at the CEV site and other CCSF sites.</td>
</tr>
<tr>
<td>- Make tutoring resources available at the campus, particularly for English and general education classes.</td>
</tr>
<tr>
<td>- Develop a schedule for full- and part-time faculty to hold office hours (per the contract) prior to the start of classes in the campus facilities.</td>
</tr>
<tr>
<td>- If demand warrants, develop a regular schedule for placement testing at the CEV site.</td>
</tr>
<tr>
<td>- Add career counseling to CEV services</td>
</tr>
</tbody>
</table>
### 7.2. Collaborations needed with other educational institutions, community-based organizations, and/or industry to support new, modified and expanded programs.

- Explore and, if possible, implement concurrent enrollment arrangements and "early start" programs with high schools in the CEV service area.
- Develop cooperative agreements with social service agencies and organizations that serve youth and older adults to provide educational programs to the participants in these agencies' programs.
- Consult with, and, if appropriate, collaborate with community-based organizations in the lesbian, gay, bisexual, and transgender communities to review and revise the offerings of the GLST Department to better meet the needs of those communities.
- Explore the availability of space to offer day classes in churches and community-based facilities in the CEV service area. If such space is available and manageable (i.e., cost, supervision, accessibility, etc.), begin offering classes in those locations.
- Develop course offerings related to the needs of the SFUSD school that houses the CEV programs.

### 8. Administrative oversight for the campus in the area of planning, budgeting, hiring and supervising personnel, and general management and leadership.

The current administration of the Campus is provided by a dean who also has administrative responsibility for the School of Liberal Arts. This arrangement has many benefits for both the School and the Campus. However, the amount of time the dean must spend on core management duties for both of these major responsibilities leaves almost no time to work on program development and new initiatives. A management assistant could handle many of the routine management tasks, allowing the dean to focus attention on more complex issues, improved effectiveness, and program development for the School and Campus.

### 9. Research
• Conduct research to determine the characteristics of the additional students whose enrollment has produced growth at the Campus. This research should attempt to determine whether they are new CCSF students versus continuing students; why they enrolled at the CEV campus, and whether their demographic characteristics are similar to the base student population.

• Conduct research to determine the percentage of the student population identifying itself as Gay, Lesbian, Bisexual, or Transgender and assess the educational needs of these populations.

### Section IV Resource Implications

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student development resources</td>
</tr>
<tr>
<td>1.1. Type and scope of student services needed to serve new, modified or expanded programs.</td>
</tr>
<tr>
<td>1.2. Type and scope of student activities needed to serve new, modified or expanded programs.</td>
</tr>
<tr>
<td>2. Technological resources</td>
</tr>
<tr>
<td>2.1. Staff needed to support new, modified or expanded programs.</td>
</tr>
<tr>
<td>• Since the CEV campus has no technology resources beyond the usual array of audio-visual equipment and a few open access computers used by faculty and students for official business, the existing support staff who come to the campus provide adequate support. As part of the MOU with the Community Center, the Center has agreed to provide technical support for the computer lab in that facility.</td>
</tr>
<tr>
<td>2.2. Equipment needed to support new, modified or expanded</td>
</tr>
</tbody>
</table>
programs.

- Language lab equipment will be needed if an accessible and manageable space for this equipment can be identified.
- Computer equipment will be needed if an accessible and manageable space for this equipment can be identified.
  - Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.
- The campus does not have computer labs, although students can use office computers for limited online access.
  - Students will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expanded Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.
- The library has plans for including the campus in the inter-library loan program when funds are available.

3. Facilities

3.1. Facilities that require remodeling to support new, modified or expanded programs.

3.2. New facilities to support new, modified or expanded programs.

- A permanent facility for the CEV campus is very desirable. Until the College owns or has an exclusive lease on a facility, the District needs to more aggressively develop a commitment from the San Francisco Unified School District to provide a stable environment for our programs and to proactively assist the College administration in its relations with the host school and the SFUSD. The College
administration should explore with the SFUSD administration incentives for the host school to work collaboratively with the CEV staff. Non-school events that conflict with the previously arranged schedule and facilities use for CCSF programs should not be approved by the SFUSD without consultation and the consent of CCSF administration.

### 4. Faculty and classified staffing

#### 4.1. Classified staff needed for new, modified or expanded programs.
- Currently, admissions and records staff are available at the site during the first week of classes. Funding is needed to pay other regular staff overtime or extra hours to assist during the first two weeks of classes (i.e., the first and second class meetings for once-a-week classes) when as many as 800 students show up on a single night; about 1/3 – 1/2 of those students arrive at the site without prior registration. There is also a security officer at the site during all hours of operation.

#### 4.2. Faculty needed for new, modified or expanded programs.
- The current site supervisor system provides adequate support for the existing program. Counselors are available during registration periods and two counselors assigned to the campus meet with students by appointment at the site throughout the semester.
- As noted in 8.1, expanding the programs will require additional support staff. The need for faculty to support expansion of the CEV programs should be determined and requested by departments and schools. Currently, there are no significant problems recruiting full- and part-time faculty for the campus. There is a very high demand for Spanish and other language classes at the CEV campus and the Foreign Language Department Chair works very hard to meet that demand.
- If a significant number of daytime courses at different sites are offered in the Castro/Valencia area, there may be a need to have additional site supervisor time to assist in the administration of these course offerings and sites.

<table>
<thead>
<tr>
<th>5. Organizational structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. Changes needed in the organizational structure of the campus to support new, modified or expanded programs.</td>
</tr>
<tr>
<td>• The administrative connection between the School of Liberal Arts and Castro/Valencia Campus is appropriate and productive.</td>
</tr>
</tbody>
</table>
Section I. Campus Profile

1. Campus Mission

The Chinatown/North Beach Campus is committed to providing open access to postsecondary education of the highest standards for credit and noncredit instruction. The faculty and staff are united in their dedication to providing quality education programs, which meet the needs of the population it serves, including the academically bound, vocationally inclined and senior student. The Chinatown/North Beach Campus enhances the quality of life for the community through specially designed education programs that:

- Respond to the lifelong educational needs of San Francisco residents;
- Meet at convenient times and locations throughout the Chinatown/North Beach area;
- Build self-esteem and encourage the exploration of additional educational opportunities
- Develop intercultural awareness and communication.

We are committed to empowering students with the life skills, social knowledge and self-confidence needed to survive and excel. We are dedicated to both the continued monitoring of student needs and the development of curriculum designed to address these needs.

2. Current Programs/Services and Status

The Campus offers classes in the northeast quadrant of San Francisco at various locations in the Chinatown, Marina and North Beach neighborhoods. Classes and programs include the following:

- ESL
- ESL Citizenship
- Vocational ESL (health, food service, construction, child development)
- Vocational English as a Second Language Office Training Program
- Foreign Language
- Business (credit and noncredit)
  - Accounting
  - Computer Application
  - Keyboarding
- Continuing Education
- Child Development
- Health Science
  - Pediatric CPR and First Aid
Pediatric Preventive Health Ed
Tai Chi

- Chinese Medicine
- Real Estate
- Home Health Aide Training
- Housekeeping Training
- Health Care Technology
- Sign Language
- Asian American Studies

The Campus offers a wide range of student services including but not limited to:

- Bilingual/Bicultural Support Services
- Academic, Vocational and Individual Counseling
- Financial Aid Counseling
- Referral Services
- Admission and Enrollment Services
- Limited CCSF Bookstore Services
- Limited DSPS Services
- ESL Assessment and Placement
- Educational and Career Workshops
- Non-Credit to Credit Transfer
- Matriculation Services

Section II. Context for the Future

1. Issues and Opportunities

Adult education has been available in the Chinatown/North Beach area since the 1860’s when classes for newly arrived immigrants were held at Old St. Mary’s Church. The Chinatown/North Beach Campus started as an off-site program of the Alemany Community College Center. Its own identity was established on August 1, 1977 with classes and administrative offices housed in various locations in Chinatown. The current program is housed at the 940 Filbert Street location and 8 off-campus locations.

There are approximately 6,500 students served seven (7) days a week and four (4) weekday evenings.

Largely made up of community and neighborhood residents, 42% of the students live within the Chinatown, North Beach and Financial Districts. 49% of the students use public transportation.
The age of the students range from 18 to 80 with 34% between the ages of 30 and 44. 64% are female. According to the environmental scan, the population between the ages of 18 and 24 and those over 55 is expected to surge by 30% compared to 14% in other age groups. The large senior population currently served will only grow.

In the future, the Campus will build a new facility bordering the Chinatown, North Beach, and Financial Districts. The new campus location will be conveniently located within the community it serves. It will also attract citywide students. The modern campus facility will provide an opportunity to expand and/or modify program offerings.

Current facilities include the use of 9 locations ranging from a single classroom for 2 hours a day, 5 days a week to the main site with 20 classrooms available 24 hours a day, 7 days a week. Since all sites are leased, shared-use facilities, it has not been feasible to plan for access to technology in classrooms outside of the main site at 940 Filbert Street. At some locations, we do not even have access to storage for teaching materials. Resources such as a library have not been possible due to limited space.

In 1997, the Campus was able to consolidate several of its satellite locations into a larger site at 880 Clay Street, thus reducing the number of sites. The lease, which was later modified to give access to the site 7 days a week, provided an opportunity to expand services to the community on weekends. It has continued to be a popular site for the Campus.

The community continues to request additional ESL and VESL classes in addition to vocational training programs. The community has requested the return of a culinary program to the Chinatown area, but we currently do not have a suitable site for the program. Facility and programming restrictions often prevent the campus from responding to community requests. Students are instead asked to travel across town for a class or program they want in their neighborhood. CCSF continually competes with other educational providers who are able to provide instructional programs with smaller class size and specialized service. The Campus has recently joined a coalition studying the economic self-sufficiency needs of the community.

The fall 1999 CCSF Planning Atlas also indicates that the Chinatown/North Beach Campus was the source of 117 students or 6% of the total number of students transitioning to the CCSF credit program from the non-credit program.

2. New Directions

Instructional programs:

- Continue evaluation and development of the Child Development Program
- Increase computer application classes
- Increase business offerings
- Offer computer application and business offerings bilingually
• Offer Continuing Education classes at new campus site
• Offer core credit curriculum (English, Math, History, ESL)
• Offer health care training programs
• Offer culinary training program
• Offer more vocational ESL classes (i.e. Construction VESL, Health Care VESL, Cosmetology VESL, Building Trades)
• Offer Older Adults program
• Offer Physical Education courses (i.e. Dance)
• Offer Consumer Education courses on a regular basis
• Offer Job Preparation courses and/or workshops
• Increase Health Science offerings in Tai Chi, Pediatric CPR and First Aid
• Offer Guidance/Student Success
• Offer CIS offerings
• Offer short-term courses
• Offer custodial training (skills and/or VESL)
• Classes for technically well-prepared immigrants
• Vocational training for the limited English speaker
• Leadership training for parents
• Cross cultural awareness building classes
• Offer Labor Studies classes

Services:

• Child Development Center
• Library services
• Learning Resource Center
• Full bookstore services
• Full range of student services including DSPS and CDPC
• Student lounge including limited food service on site
• Job Placement
## Section III Objectives and Activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To continue to offer credit programs with improved FTE enrollment,</td>
<td></td>
</tr>
<tr>
<td>retention and completion rates.</td>
<td></td>
</tr>
<tr>
<td>2. To offer new credit program options with increased enrollment results</td>
<td></td>
</tr>
<tr>
<td>3. To continue to offer non-credit programs with improved FTE enrollment</td>
<td></td>
</tr>
<tr>
<td>and completion rates</td>
<td></td>
</tr>
<tr>
<td>4. To offer new non-credit program options with increased enrollment</td>
<td></td>
</tr>
<tr>
<td>results</td>
<td></td>
</tr>
<tr>
<td>5. To modify existing credit program options and courses</td>
<td></td>
</tr>
<tr>
<td>5.1. Credit programs and/or courses that each department plans</td>
<td></td>
</tr>
<tr>
<td>within the campus to modify and how the department plans to</td>
<td></td>
</tr>
<tr>
<td>reduce or eliminate other courses if appropriate</td>
<td></td>
</tr>
<tr>
<td>6. To modify existing non-credit program options and courses</td>
<td></td>
</tr>
<tr>
<td>6.1. Non-credit programs and/or courses that each department plans</td>
<td></td>
</tr>
<tr>
<td>within the campus plans to modify and how the department plans to</td>
<td></td>
</tr>
<tr>
<td>reduce or eliminate other courses if appropriate</td>
<td></td>
</tr>
<tr>
<td>• Computer classes in Chinese</td>
<td></td>
</tr>
<tr>
<td>• Increase use of computers for all classes (ESL, Home Health Aide,</td>
<td></td>
</tr>
<tr>
<td>Housekeeping)</td>
<td></td>
</tr>
<tr>
<td>• Short term VESL classes that are program support and pre-</td>
<td></td>
</tr>
<tr>
<td>vocational</td>
<td></td>
</tr>
<tr>
<td>• Friday evening program</td>
<td></td>
</tr>
<tr>
<td>• Increase weekend offerings</td>
<td></td>
</tr>
<tr>
<td>• VESL Office Training Program with modified/updated curriculum</td>
<td></td>
</tr>
</tbody>
</table>
7. To improve and provide coordination of student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities

7.1. Services needed to improve and provide coordination for new, modified and expanded programs within the campus

- Coordinated scheduling along with coordinated outreach and recruitment including dissemination of information, through the preparation of brochures, flyers, bulletin boards, and postings
- Equal services for day, evening, off-site, and weekend students
- Services for credit students
- DSPS services on site
- Job placement services
- Childcare center
- Library/media center
- Expanded bookstore
- Administrative level staff/faculty advisor for student council
- Learning Resource Center including Tutorial
- Increased support for Citizenship program
- Student lounge
- Service Learning Opportunities
- Faculty Offices

7.2. Collaborations needed with other educational institutions, community-based organization, and/or industry to provide the support needed for new, modified and expanded programs within the campus

- To continue to work with Self-Help for the Elderly on the Housekeeping and Home Health Aide programs.
• To collaborate on new programs with Self-Help on other programs such as computer training for seniors in the Housekeeping and Home Health Aide programs
• To work with other agencies such as Wu Yee Children Services to develop and publicize programs in the area of Child Development
• To work with Chinatown Coalition for Economic Self-Sufficiency in determining needs of the community and how to best serve the population.
• To work with the Chinatown/North Beach Advisory Committee to determine community needs
• To work with the Chinatown Beacon Center to provide ESL instruction to parents/community

8. **To provide administrative oversight for the campus, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership**

8.1. **List the needs for additional administrative staff for new and modified programs and collaborations**
- To provide services to campus programs
- To assist in maintaining contacts in the community
- To assist in coordination of campus programs and services
- To work with student council
- To coordinate and disseminate information, including the preparation of brochures, flyers, bulletin boards, and postings, and to develop a plan for publicity, outreach and recruitment efforts
- To develop and maintain Web page in English and other languages
- To assist with needs of the School of International Ed and ESL
## Section IV Resource Implications

### 1. Student Development Resources

1.1. **Type and scope of student services needed to serve the new, modified or expanded programs within the campus**
   - Counseling services knowledgeable in areas of growth
   - Coordinated outreach services (i.e. Counseling Department coordinated with Campus offerings) with feedback to the campus for programming
   - Increased staffing in Admissions and Enrollment cross-trained in credit and noncredit and community resources to provide full level of services at the campus

1.2. **Type and scope of student activities needed to serve the new, modified or expanded programs within the school**
   - Space for student activities and offices
   - Administrative level staff to work with Student Council
   - Workshops/Guest Speakers based on student need/request

### 2. Technological Resources

2.1. **The staff needed to support new, expanded or modified courses/programs within the campus**
   - More technical support to provide services to students, faculty and administration
   - Technologically trained faculty in all departments
2.2. The equipment needed to support new, expanded or modified courses/program with the school

- Professional kitchen
- Computer labs
- Health Care training equipment in dedicated classrooms
- Teleconference capabilities
- Hardware and software upgrades on regular basis
- Expanded labs
- Internet access and networked access to all CCSF campus resources
- AV inputs and outputs
- Computers in all classrooms and offices linked around the world
- Language Labs
- More computers for faculty use

2.3. Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.

2.4. Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expended Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.

2.5. Develop library with collection of proprietary database and other resources
3. Facilities

3.1. The facilities that require remodeling to support the needs of new, modified or expanded courses/programs

- Immediate need is the upgrading of electrical wiring to support the four computer labs we currently have in place. Classroom space is at a premium. We cannot afford to give up additional classrooms for offices for labs.

3.2 List the new facilities that will be needed to be built to support the needs of new, modified, or expanded courses/programs

- The new campus should be designed and built with specifications to support the proposed programs including dedicated classroom space, expanded offices, student activity areas (i.e. student lounge, library with a learning resource center and tutorial services, childcare center, bookstore), faculty work areas, conference rooms. The building should be designed so that the community could make use of the space for workshops, or mini-conferences. It should include all of the above elements including an auditorium, multi-purpose space, and an art gallery. There should be teleconference capabilities, and SMART classrooms.

4. Faculty and Classified Staffing

4.1. Number and description of classified staff needed for new, modified and expanded courses/programs within the campus

Additional
- Custodians
- Building Engineers
- Childcare Staff
- Public Safety Officers
- Clerical Support in administrative and A&E areas
### 4.2. Number and description of faculty needed for new, modified and expanded courses/programs within the campus

- Librarians
- Career counselors
- Disabled Student counselors
- More instructors (including bilingual staffing)

### 4.3. Librarians and library technicians are needed to organize, provide services and staff the library.

### 5. Organizational Structure

#### 5.1. Changes needed in the organizational structure of the campus to support the new, modified and expanded courses/programs within the campus

- Director or Associate Dean to assist Dean in providing adequate level of support and oversight for the School and Campus
- In general, more user friendly and regularly available data on students and programs is needed. An integrated delivery of services at a variety of levels would improve coordination of programs. For example, more communication between A&E and instructional program, more collaboration between counseling and instruction
- More classified staff
- Develop a comprehensive plan for training current classified and certificated personnel to upgrade skills especially in the areas of information technology.
- Increase site supervision as well as develop a new expanded job description for the position.
- Provide non-volunteer positions for AS Advisor, and tutorial coordinator. Volunteer positions cannot support on-going activities.
- Increase in public safety coverage.
- Clarify the responsibilities of the program coordinators and provide a contact person for all campus programs.
DOWNTOWN CAMPUS
EDUCATION MASTER PLAN

Section I. Campus Profile

1. Campus Mission

The Downtown Campus of City College of San Francisco is committed to providing open access to post-secondary education with the highest standards for credit and non-credit instruction. Because of its proximity to the business community and to main public transportation lines, the campus is dedicated to meeting the training needs of local employers and the educational needs of a diverse group of students from all parts of the Bay Area.

2. Current Programs/Services and Status

The campus offers the following programs to meet the educational and training needs of its students:

- Business Technology
- Contract and Continuing Education
- English as a Second Language
- Food Technology and Dining Service
- International and Small Business
- Supervision and Management

In addition to the above programs, the campus offers admissions and enrollment, counseling, financial aid, library, and bookstore services to students.

Section II. Context for the Future

1. Issues and Opportunities

The location and accessibility of the Downtown Campus are two of its main assets. Both old- and new-economy employers are within walking distance of the campus. Changing technology and new delivery systems suggest new ways of doing business, new ideas about the value of work, and new challenges for the Downtown Campus. The campus must offer programs and courses that address the educational needs of employers and their employees and ensure that its faculty and staff are prepared for the changes that are taking place in the workforce.

The ease of access to the campus also means that a diverse group of students is able to attend classes, especially students whose first language is not English. Some of these students are interested in learning skills that will enable them to find technology-related jobs, while others pursue AA degrees or limit the scope of their studies to learning English. Whatever the reasons for attending, the Downtown Campus is striving to be in a position to serve these students as well.
A third issue facing the campus is the renovation of the first floor, including the restaurant/café, basement, fifth floor and eighth floor. With the remodeling of the library completed, the restaurant and café are scheduled to open in mid-January 2006. The Culinary and Service Skills Training Program will experience a dramatic change in how it operates. The exposure of the dining room to pedestrian traffic on Fourth and Mission Streets will mean hundreds of additional customers and transform the Educated Palate into a high-volume, vibrant restaurant. Plans for the space vacated by the dining room include a new classroom. Plans for the 8th floor include a new reception and meeting area, while plans for the 5th floor call for new computer labs.

Finally, the campus is in the process of increasing the number of core credit courses, e.g., English, that lead to an AA degree in a variety of subject areas. Students should be able to meet most, if not all, of their A to H graduation requirements at the Downtown Campus, with a full array of services that are comparable to those offered at the Ocean Campus.

Services

- Create a networked environment in which college documentation is computerized, including registration, scheduling, grading, and room assignments
- Hire full-time matriculation clerk who can provide direct services to credit students
- Explore the feasibility of providing student health services and childcare
- Develop self-paced “virtual” tour of library highlighting facilities and services

Program

- Develop courses that focus on advanced technology
- Continue to modify ESL class schedules to accommodate working students’ needs
- Develop partnerships with technology and other companies

Renovation

- Remodel 5th floor computer labs and 8th floor lounge area, install window coverings, complete signage, replace ceiling tiles, and paint classrooms, staircases and all common areas

2. **New Directions**

- Provide access to an AA degree or part of a degree
- Create a weekend college, with classes on Friday evening, Saturday, and Sunday
• Design a business certificate in e-commerce
• Develop new ways to deliver technology-related language learning opportunities
• Increase student access to automated library systems
• Provide comprehensive support services to credit students
• Create a networked environment in the areas of registration, scheduling, grading and room assignments
• Develop partnerships with employers, nearby arts organizations, and local educational institutions
• Work with the Art and Photography Departments to incorporate visual arts at the campus
## DOWNTOWN CAMPUS EDUCATION MASTER PLAN

### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</strong></td>
<td></td>
</tr>
<tr>
<td>1.1. List current associate degree credit programs offered by campus</td>
<td></td>
</tr>
<tr>
<td>1.2. Increase the number of core courses leading to an AA degree</td>
<td></td>
</tr>
<tr>
<td>1.3. List current certificate credit programs offered by campus</td>
<td></td>
</tr>
<tr>
<td>• Fashion Merchandising</td>
<td></td>
</tr>
<tr>
<td>• Marketing</td>
<td></td>
</tr>
<tr>
<td>• International Business</td>
<td></td>
</tr>
<tr>
<td>• Office Information Processing</td>
<td></td>
</tr>
<tr>
<td>• Supervision and Management</td>
<td></td>
</tr>
<tr>
<td><strong>2. To offer new credit program options with increased enrollment results</strong></td>
<td></td>
</tr>
<tr>
<td>2.1. List proposed new program (s) for campus and provide a brief description of the program</td>
<td></td>
</tr>
<tr>
<td>• Create an E-Commerce Certificate that includes classes in Designing Web Pages, Using Multimedia Tools in Web Design, Researching on the Web, Writing Web Content, Writing Business Plans, and Managing Web</td>
<td>E-commerce certificate under review</td>
</tr>
<tr>
<td>• Offer a Retail Management Certificate, a new program that is in response to the increased demand for managers in the retail sector</td>
<td>Implemented</td>
</tr>
</tbody>
</table>

**March 2006**

-162-
3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates

3.1. List current certificate non-credit programs offered by campus

- Vocational ESL Office Training
- Food Technology and Dining Service
- Business Applications
- Clerical Assistant
- Word Processing (Administrative Assistant)
- Small Business

3.2 List academic preparation non-credit courses offered by campus

- Culinary and Service Skills Training Program
- Basic math and ESL
- ESL Intensive courses are designed to provide accelerated instruction for motivated students. Students may move through six levels in three semesters.

4. To offer new non-credit program options with increased enrollment results

4.1. List proposed new program(s) for campus and provide a brief description

- Open the campus on Sunday to offer computer training to at-risk youth, older adults, and disabled persons who need to bridge the Digital Divide

5. To modify existing credit program options and courses

5.1. List the credit programs and/or courses
5.2. Increase the number of core credit classes leading to an AA degree

5.3. Offer advanced topics in International Business

6. To modify existing non-credit program options and courses

6.1. List the non-credit program options and courses
- Revise non-credit computer classes to address the needs of ESL and other students. Adjust the pace of non-credit business courses to allow more students to grasp the material at a higher level
- Continue to revise ESL Vocational Office Training Program to articulate with other programs at the college, especially business, and to update the technological component of the program

7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support services

7.1. List the services needed to improve and provide coordination for new, modified and expanded programs within the campus
- Hire full-time, on-site credit matriculation clerk
- Set up online registration system in A & E Office and lobby
- Increase full-time counselors
- Provide customer service training to all staff
- Work with AS Council to offer field trips and lectures, as well as other services and activities, to Downtown Campus students

March 2006
### 7.2. List the collaborations needed with other educational institutions, community-based organizations, and/or industry to provide the support needed for new, modified and expanded programs within the campus.
- Develop an annual Open House
- Solicit financial and other support from the business community
- Invite selected employers to tour the campus
- Develop partnerships with childcare providers
- Schedule a grand opening for remodeled campus (March 2006)

### 8. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership

#### 8.1. List the needs for additional administrative staff for new and modified programs and collaborations.
- Hire full- or part-time assistant dean (enrollment coordinator)
- Extend school calendar employees to year-round
- Upgrade selected support positions

### Section IV Resource Implications

<table>
<thead>
<tr>
<th>1. Student Development Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. List the type and scope of student services needed to serve the new, modified or expanded programs within the school</td>
</tr>
<tr>
<td>- Increase the number of full-time counselors</td>
</tr>
<tr>
<td>- Hire full-time credit matriculation clerk</td>
</tr>
<tr>
<td>- Hire additional A &amp; E staff</td>
</tr>
<tr>
<td>- Hire additional clerical support</td>
</tr>
</tbody>
</table>

March 2006
1.2. **List the type and scope of student activities needed to serve the new, modified or expanded programs within the school**

- Establish support groups for students, including tutors
- Schedule field trips to educational sites and potential employers
- Work with library to provide book loan system for students
- Sustain an active student association

---

2. **Technological Resources**

2.1. **List the staff needed to support new, expanded or modified courses/programs within the school. Increase the number of lab aides (3598s) and TlAs**

2.2. **List the equipment needed to support new, expanded or modified courses/programs with the school**

- Update computer labs with appropriate equipment, software, and technical support
- Labs must be capable of running high-level software programs that require faster processors, increasingly more hard drive space, and more RAM with each new version. In order to increase the offerings of such Internet-related courses as web page design, the campus must update hardware and software on an ongoing basis.
- Students will have access to all the library’s electronics resources and services either in the campus library and/or in a computer lab so that access and retrieval of online information and materials is available district-wide.
- Students will have physical access to non-electronic information resources, e.g., books, at all campuses by means of an expanded Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.
### 3. Facilities

**3.1. List the facilities that require remodeling to support the needs of new, modified or expanded courses/programs**
- Work with the Office of Facilities Planning to remodel the basement, 5th and 8th floors
- Install window coverings, complete signage, replace ceiling tiles and paint classrooms, staircases and all common areas

### 4. Faculty and Classified Staffing

**4.1. List the number and description of classified staff needed for new, modified and expanded courses/programs within the campus**
- A & E Office
- Counseling
- Business Office

**4.2. List the number and description of faculty needed for new, modified and expanded courses/programs within the campus**
- Hire new business faculty who are well-prepared in the latest technology

One part-time position
Three full-time positions
Upgrade positions

### 5. Organizational Structure

**5.1. Describe changes needed in the organizational structure of the campus to support the new, modified and expanded courses/programs within the campus**
- Create full- or part-time assistant dean (enrollment coordinator)
EVANS CAMPUS
EDUCATION MASTER PLAN

Section I. Campus Profile

1. Campus Mission:

The Evans Campus, the newest of the City College of San Francisco’s campuses, opened in 1994. The District purchased the site in 2000. The original goal of the campus was to consolidate City College of San Francisco’s Skilled Trades and Automotive Programs at one site. The Campus has established as its mission the continuous improvement of workforce education. The Campus and the Office of Workforce and Economic Development seek to achieve this mission through a commitment to improve existing training programs, to develop new programs and community partnerships, and to provide the flexible delivery of these programs.

2. Current Programs and Services:

- Automotive and Motorcycle Department – Credit and Non-Credit Courses
  - Automotive Technology
  - Auto Body
  - Motorcycle Design and Maintenance
- Fashion
- Fire Science Technology
- Micro Business Application – Non-Credit
- Skilled Trades – Non-Credit
  - Building and Construction Trades
  - Custodial Training
  - TV/VCR Repair
  - Upholstery
  - VESL for Custodial
  - VESL for Construction
  - VESL for Hospitality
  - Welding
- Apprenticeship Program
- Labor and Community Studies Department – Credit and Non-Credit Courses
- Office of Workforce and Economic Development
- Office of Vocational Education
- Career Connection, [www.ccsf.edu/career](http://www.ccsf.edu/career)
- Biotech Program
- Center for Applied Competitive Technology (CACT), a Customized Training Service
- Design Studio
Section II. Context for the Future

1. Issues and Opportunities:

- City College of San Francisco (CCSF) provides workforce training for the incumbent workforce, displaced workers, and people receiving welfare and those workers who need to upgrade their skills.
- Local residents seek education and training in Building and Construction, Custodial, and other Skilled Trades at the Evans Campus.
- CCSF successfully passed Proposition A Bond Initiatives in 2001 and 2005. The first Bond assisted with the cost of purchasing the Campus. Extensive remodel and retrofit began in 2002 that included adding eight lecture, laboratory and shop classrooms. These classrooms allowed for expanded course offerings in the Skilled Trades Program.
- Establish and strengthen Workforce Education and Training partnerships with Community Based Organizations, Labor and Industry to allow members of the Bay View/Hunter’s Point Community to take advantage of the current and future employment opportunities resulting from various construction projects, i.e. Third Street Light Rail, Mission Bay and UCSF, Bay Bridge Retrofit, Airport Expansion, Hotels, etc., as well as emerging biotechnology industry.
- Partner with the City of San Francisco Mayor’s Office of Economic and Workforce Development, San Francisco Building & Construction Trades Council, Northern California Carpenters Regional Council, San Francisco Private Industry Council and San Francisco County Transportation Authority to establish and operate the CityBuild Academy, a centralized construction skilled trades training program to prepare San Francisco residents for entry-level apprenticeship opportunities in the local construction industry. The CityBuild Academy will be housed at the Evans Campus.
- DHS funds enabled Construction Training Program to provide flexible delivery of education and training. Twelve week fast track construction training programs in partnership with CBO’s (Community Based Organizations) such as Young Community Developers, Chinese for Affirmative Action, VVJET (Visitacion Valley Jobs Education and Training) and CCSC (Charity Cultural Services Center) have partners with the Trade Skills Construction Training Program, Evans Campus and the Northern California Carpenters Regional Council and Carpenters Local #22 have been offered since early 2000.
• Expand outreach, recruitment, and education and training programs for San Francisco residents in partnership with local CBO’s (Community Based Organization).

• Expand partnerships with Local industry.

• Expand partnerships with Labor Unions/Skilled Trades.

• Expand partnerships with community based organizations.

• Launch Pilot Pre-Apprenticeship Training Program for Plumbing and Electrical Trades for Bay View Hunter’s Point Shipyard Project in partnership with local CBO’s – Young Community Developers (YCD) and Chinese for Affirmative Action (CAA).

• Link with other programs, i.e. Basic Skills, ESL, Engineering Technology, Labor Studies, Biotechnology to create comprehensive Workforce Education and Training Programs.

• Internship development (Automotive and Skilled Trades).

• Partner and articulate with SFUSD, Tech Prep, School to Career, Regional Occupation Program and local Charter and Private Schools to provide occupational education opportunities to high school students.

• Research and develop an Advanced Transportation Hub/Academy at the Evans Campus, including Automotive, Aeronautics, Engineering, and Intelligent Transportation System Technology in partnership with representatives from MUNI, BART, The Ports of Oakland and San Francisco, CalTrans and Amtrak.

• Develop plan to provide distance learning based upon needs identified in various program development and review plans.

• Promote the services and technical assistance provided to employers locally, nationally, and internationally through the CACT.

• Establish a library and/or library services at the Evans Campus.

2. New Directions:

• Extensive outreach is continuing in the Bay View/Hunters Point neighborhoods to make residents in the community aware of the training programs offered at the Evans Campus.

• A Pilot Pre-Apprenticeship Program for Plumbing and Electrical Trades will begin in February 2006. CBO partners YCD and CAA have been funded by the Haas Jr. Foundation to provide outreach, recruitment, assessment, case management, and placement and retention services. Lennar and the Bay View Hunter’s Point Shipyard will provide funds to CCSF for curriculum development, coordination and instruction.

• The Trade Skills Department is preparing to apply to the State Electrician Certification Curriculum Committee to become a provider for AB 1087 Electrician Certification.

• Begin course development to re-affiliate with the San Francisco Electrical Apprenticeship Local #6 Program as a Credit Degree and Certificate Program.

• Begin Phase II of the Evans Campus Remodel to add an additional building to house the Welding Program and provide additional classroom and storage space.

• The GIS Education Center provides short term classes in GIS focused on various sectors, including transit, crime, homeland security, and business.

• The CACT is offering OSHA Training for the Building and Construction Industry.

March 2006
## EVANS CAMPUS EDUCATION MASTER PLAN

### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates</th>
</tr>
</thead>
</table>

#### 1.1. Current associate degree credit programs
- Automotive Body and Fender Repair
- Automotive Mechanics
- Custom Motorcycle Technician
- Motorcycle Technician

#### 1.2. Current credit certificate programs
- Automotive Technology
  - Automotive Mechanics: Brake and Suspension Specialist; Diagnostician; Engine Repair Specialist; General Technician; Transmission Specialist
  - Automotive Body and Fender Repair
  - Custom Motorcycle Technician
  - Motorcycle Technician
- Fashion
  - Fashion Design
  - Fashion Technology
- Fire Science Technology
  - Fire Officer

### Comments/Status

Enrollments in Automotive and Motorcycle Design and Maintenance have increased. FTES, WSCH and enrollment have increased. New Motorcycle Program, with revised curriculum, will begin in Spring 2006.

Ten to twelve sections a year are offered in Fire Science Technology at the Evans Campus have based upon student demand and enrollment levels.

Fashion now offers four certificates. Courses for two of the certificates are taught at the Evans Campus. Fashion now offers over 20 sections a year at the campus and enrollments are steadily increasing.
2. To continue to offer non-credit programs offered by campus

2.1. Current certificate non-credit programs offered by campus

- Trade Skills
  - Building and Construction Trade
  - TV/VCR Repair
  - Custodial Training
- VESL for Custodial
- VESL for Construction
- VESL for Hospitality
- Welding

Day and evening classes and enrollments are increasing. Sections in Construction Trades average 20+ per semester. TV/VCR enrollments have not increased and only one class is offered. It is located in a dedicated classroom and the demand for this program is being examined.

Custodial Training offers 6 sections a semester with a beginning average class size of 68 students. Day time classes will begin in the Spring 2006 targeting dislocated garment workers.

The Welding Program moved to Evans in the Spring of 2005. Their enrollment is healthy. The program needs a better facility, and this will be addressed in Phase II of the Evans Campus Remodel. The program compliments the existing Building and Construction Trades Program.

3. To offer new non-credit programs

3.1. Proposed new non-credit programs

- Trade Skills
  - Building and Construction

Department is revising the Building and Construction Trades Certificate.

Moved the Woodworking class to Evans after the Phase I remodel was completed.

CityBuild Academy Program scheduled to start in February 2006.
Pre-Apprenticeship Pilot for Plumbing and Electrical scheduled to start in February 2006.

<table>
<thead>
<tr>
<th>4. To modify existing non-credit programs and courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Proposed programs and courses</td>
</tr>
<tr>
<td>- Custodial Training – develop a certificate</td>
</tr>
<tr>
<td>- Custodial Training – develop additional curriculum for health care environment</td>
</tr>
<tr>
<td>Partner with CBO’s to develop programs that meet the training needs of limited English speaking dislocated garment workers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. Services Needed</td>
</tr>
<tr>
<td>- Non-credit career education counseling</td>
</tr>
<tr>
<td>- Establish basic skills (grade level) and ESL levels for non-credit occupational training programs and integrate appropriate academic and VESL components into existing curriculum</td>
</tr>
<tr>
<td>- Placement testing for basic skills and ESL</td>
</tr>
<tr>
<td>- Program advising</td>
</tr>
<tr>
<td>- Job preparation and job placement</td>
</tr>
<tr>
<td>- Coordinate and expand job placement services through CDPC, CWEE and Career Connection</td>
</tr>
<tr>
<td>- Program coordination</td>
</tr>
<tr>
<td>- Library, including internet access and TV/DVD for viewing training materials</td>
</tr>
<tr>
<td>- Tutoring</td>
</tr>
<tr>
<td>Associate Vice Chancellor and Chair of Automotive Technology and Trade Skills continue to work with various Student Development Programs to better serve students at the Evans Campus. Given current budget cuts, Student Development Services will be available on a limited basis.</td>
</tr>
<tr>
<td>Several successful working relationships between CCSF and CBO’s have been established, including YCD, VVJET, CAA, JVS, Glide, Charity Cultural Services Center, OpNet, Arriba Juntos, Goodwill, BAVC, etc.</td>
</tr>
</tbody>
</table>
5.2. **Collaborations**

- Continue to develop working relationships with local CBO’s such as YCD, CAA, Mission Hiring Hall, Glide Memorial, etc. This effort is part of the Building and Construction Trades and CityBuild Training Programs.
- Continue to work with the Department of Human Services Employment Staff assigned to the Career Center at the Southeast Campus.

6. **Provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel**

6.1. **Additional Staff**

- Director of Transit Academy
- Trade Skills Coordination Release Time
- Advisor or Counselor for Trade Skills and Non-credit Students
- Staff Support for expanding and developing programs
- Receptionist

<table>
<thead>
<tr>
<th><strong>Section IV Resource Implications</strong></th>
<th><strong>Comments/Status</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
<td>Additional staff is still needed to provide support to expanding, high demand programs and campus. Funds both within and outside of CCSF will be sought to provide the support.</td>
</tr>
<tr>
<td>- Non-credit career counseling for students looking for training and job placement in the trades</td>
<td></td>
</tr>
<tr>
<td>- Internship or on the job training opportunities for students enrolled in the various Trade Skills Programs offered or being developed for the</td>
<td>Still need Non-credit career counseling, internships and job training opportunities and job placement services. Associate Dean of Students is working with representatives from the campus to coordinate</td>
</tr>
</tbody>
</table>
Evans Campus

- Job placement for students completing the existing and future Trade Skills Programs
- Retention services for students who have completed the Trade Skills Programs offered at the Evans Campus
- Development and implementation of Job Shadowing opportunities for students entering the Trade Skills Programs
- Expand Associated Students to day and evening, credit and non-credit students at the Evans Campus

2. **Technological Resources**

- Non-credit career counselor
- Coordinator for Trade Skills Programs
- Advisor for Trade Skills Programs
- New equipment for dated and expanding programs
- Faculty training in instructional technology

Still in need of non-credit career counselor, advisor, etc.

3. **Facilities**

- Need facility to house Welding Program
- Need to move Paint Booth
- Need to build storage facility in back lot

Phase II Evans Campus remodel expected to begin in 2007.

4. **Faculty and Classified Staffing**

- Based upon the current and projected growth of in the Building and Construction Trades Program and the Automotive and Motorcycle Programs, coordination, advising, and additional staff support will be needed to meet student demand

The number of sections has doubled and is expected to continue to grow.
The students should have access to career and educational counseling services with a Non-credit focus.
5. **Organizational Structure**

- Establish Director for the developing Transit Academy to work with industry, coordinate the related Departments such as Automotive, Aeronautics and Skilled Trades, and work with partners and outside funders to support the development and establishment of the Academy.

  An Advisor or Coordinator should be established for Trade Skills.

  A Director position for the Regional Transportation Academy is being developed.
1. Campus Mission

The John Adams Campus remains committed to providing quality credit and noncredit programs and classes that enable students to acquire the necessary competencies to attain entry level vocational positions, update workplace skills, entrance into CCSF credit classes, to obtain basic education skills, to complete high school equivalency, to acquire English language skills for non-English speaking students and/or to gain employment in the workforce.

2. Current Programs/Services

Programs:

- Business Department
  - Business Applications Software
  - Accounting & Bookkeeping
  - Business Communications
  - Internet & Web Page Design
  - Job Development
  - Real Estate

- Child Development & Family Studies
  - Parenting/Foster Parenting/Foster & Kinship Care Education
  - Early Childhood Education (Credit and Non Credit Courses)
  - State Pre-School/Center-Based Programs

- Consumer Education
  - Nutrition Assistant

- Disabled Students Programs

- English is a Second Language, including VESL

- Fashion

- Health Care Technology
  - Cardiovascular Technology/ECHO
  - Chinese Medicine
  - EKG Technician
  - Emergency Medical Technician (EMT)
  - Paramedic Training (EMT-P)
  - Health Information Technology
  - Medical Assisting
  - Pharmacy Technician
  - Phlebotomy Technician
Residential Home Care Providers
Skills for Home Care Providers
Unit Coordinator

- Library Information Skills
  LIS 10 – Use of Information Resources
- Credit Classes (Prerequisite for many health-care programs)
  ENG 90 Basic Comp & Reading 1
  Anatomy 14
- Transitional Studies “Foundation Skills for Success”
  Basic Skills
  Adult High School Program
  GED Preparation
  Vocational Foundation Skills
  INVEST Lab
- Vocational Nursing
  Certified Nursing Assistant
  Licensed Vocational Nursing
  LVN Refresher
- Dance
- Tai Chi
- Self Defense for Women
- Fashion
  Weaving (credit and non-credit)
  Quilt making
  Surface Design
- Older Adults

Services:
- Admissions & Enrollment (Noncredit)
- Bookstore
- Career Development Counseling
- Child Care Services
- Counseling
- Disabled Students Services
- Financial Aid
- GED Testing Center
- Library
- Matriculation (Credit & Non-Credit)
- Open Computer Labs
- Testing & Assessment
- Student Council

March 2006
Section II. Context for the Future

1. Issues and Opportunities

One of the major issues facing the John Adams Campus is the age of the facility. The main building was constructed in 1911. The facility needs both major infrastructure and cosmetic repairs. Funds from the 1996 bond proposition have been used to remodel the gym building and the ground floor restrooms of the main building. Through California Prop 55 and the 2005 Prop A Bond Measure, sufficient funds to do the seismic and electrical upgrades of the main building and to complete the remodeling of its classrooms and offices will be available. Safety, in the event of an earthquake, remains an issue until the seismic upgrade is completed. A related concern is the impact of the seismic upgrade on student enrollments. There is a strong probability that the campus will need to close during the period that the seismic upgrade is being done.

Due to the need for health care professionals, health programs at John Adams are impacted. Yet, faculty are concerned that the current and projected budget shortfalls will lead to a situation in which funding will not be available to provide the classes and equipment to meet student demand. For example, although the Cardiovascular program moved into newly renovated classrooms and labs in the Fall 2005 Semester, it will continue to use classroom equipment that is obsolete in California hospitals.

The new immigrant population in San Francisco seems to be in a steady decline. This effects the enrollment in ESL classes at John Adams. Recruitment and retention become a priority. The ESL faculty is considering ways of advertising our classes to the general public, on the CCSF website, within the John Adams Campus and to other campuses. Information about test dates and class offerings are displayed. Students are encouraged to enroll in ESL focus classes, computer classes and attend Saturday classes. Efforts have begun to link ESL students with business, GED/high school diploma, Tai Chi and other JAD classes. DSPS is encouraging its students to attend ESL classes when appropriate.

With declining enrollment, an unimpeded, rapid admission system becomes more crucial. ESL looks forward to the use of computerized testing and registration to make enrollment a one-stop process. Some class offerings have been changed to meet the changing needs of our students. Student interest in specific skill seems to be on the rise. Computer classes, pronunciation classes and a class designed to prepare students for credit classes are popular and contribute to student persistence. ESL will continue to address the areas of broad recruitment, streamlined admissions and incentives for student persistence.

The Transitional Studies Department has restructured its curriculum to include a change in the numeration of all its courses to give its classes greater visibility and congruity to prospective students. The restructured curriculum aims to help students stay on track for graduation and to improve high school graduation/GED rates all while assisting with career exploration and the hurdles of daily life that may be barriers to success.
The underlying philosophy of the faculty and staff at John Adams continues to be “students first.” However, this is not always an easy policy or philosophy to implement, especially when you have faculty and staff reporting to someone other than the campus dean. The instructional departments have either a chair or coordinator who works directly with the dean. This arrangement works well. However, the problems arise when the faculty and/or staff report directly to a department chair or administrator on the Ocean Campus. This is the case with Public Safety, the custodial staff, and the counseling staff. In the case of the counseling program to assure optimum service to students, there should be closer and more formal coordination between the counseling office and the campus dean. This would include assignment and scheduling of counselors and classified staff. The campus dean should have direct oversight of the counseling office to ensure that campus needs are met. Additionally, staff development monies should be set aside to provide flex day workshops on customer service to all employees, who work directly with students. It is imperative that staff understand the importance of a “students first” policy. How the staff serves the student has a direct impact on enrollment. To best serve students, it is also important to have the Dean of Student Advocacy, Rights and Responsibilities available at the John Adams Campus sometime during the school week. It makes all the difference when students know they can consult with the Dean at John Adams and not have to travel across town to the Ocean Campus.

2. New Directions

In the Bay Area there is a large immigrant population who have been trained in a variety of health care fields in their native countries. When they come to this country they are unable to find work in their medical specialty due to their lack of English language skills and problems securing proper licensing. The John Adams Campus with all of its health care programs is in a position to assist these immigrants with medical backgrounds to find new careers in the health care industry. The Welcome Back Center, which is now in its fifth year of operation, provides immigrant healthcare graduates with counseling services, assessment of language competencies, enrollment in appropriate health care programs and appropriate ESL classes along with job placement upon completion of courses. The Center attracts a new student population, and, hopefully, will bolster both credit and noncredit enrollments in ESL and Healthcare Programs.

With the remodeling of the gym building nearly completed, the CVT/ECHO/EKG, Pharmacy Technology and Phlebotomy programs moved into this renovated facility beginning in the Fall 2005 semester. The renovated gym has been designed with considerable input from the programs that moved there for the Fall 2005 Semester, but with enough flexibility so that other programs can use it when it is available. The gymnasiun will be operational before the end of the Fall 2005 Semester at which point the high enrollment dance and Tai Chi classes currently offered in the JAD auditorium will move in. A goal is to expand PE offerings to include basketball, volleyball, aerobics, badminton, martial arts, and adaptive PE for DSP&S students.

Enrollment in computer/office tech classes is up 7% from Fall 2004 Semester. In general the intermediate and advanced level classes on software applications are more popular than beginning level classes. Short-term, Saturday classes and computer classes offered through the Older Adults Department remain among the most popular. The Business Department is in the process of revamping the courses it offers based upon community needs.

March 2006

-182-
Our “student first” policy will be further enhanced with the upcoming installation of computers that will allow a student to apply and register immediately and on-site. Two of the classrooms in the main building that were vacated with the opening of the remodeled gym will be used to improve student services. In one of the rooms a computer-based testing center is nearly ready for occupancy; another room has opened as a comprehensive Career Development Center. John Adams is proud of the depth and breadth of student services that it offers. Student services would be further enhanced by the addition of student health, especially mental health services and on-campus fee payments for credit classes.
### JOHN ADAMS CAMPUS EDUCATION MASTER PLAN

#### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates</td>
</tr>
</tbody>
</table>

#### 1.1. Current Award of Achievement Credit Programs

- Health Care Technology
  - Health Information Technology
  - Medical Office Assisting
  - Medical Administrative Assisting

#### 1.2. Current Certificate Programs (Credit)

- Business
  - Office Information Processing
- Consumer Education
  - Nutrition Assistant
- Health Care Technology
  - CVT/Echocardiography Technician
  - EKG Technician I & II
  - Emergency Medical Technician
  - Health Information Clerk I
  - Health Information Clerk II
  - Health Information Coding Specialist
  - Health Information Technology
  - Medical Office Assistant
  - Medical Biller
  - Medical Transcription
- Paramedic
- Pharmacy Technician
- Phlebotomy Technician
- Residential Service Provider

2. **To offer new credit program options with increased enrollment results**
   - Expand Business Department offerings to include more Internet courses such as a variety of Computer Graphics and Web Design classes, E-Commerce, On-line Trading, E-mail, Photoshop, Internet Searches, and New Media, etc.
   - Expand Library Department offerings to include short-term credit courses such as Health Information Refresher Skills.
   - Create additional partnerships with CBOs and government agencies to deliver occupational foundation skills and health career programs in the community.

3. **To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates**

3.1. **Current Noncredit Certificate Programs**
   - Business
     - Computerized Accounting
     - Microcomputer Business Applications
     - Office Assistant
     - Word Processing
   - ESL
     - Offer ESL computer classes that serve as a bridge into the Office Technology Program
     - English for Health Care Professionals and Saturday classes for students that have enrolled through Welcome Back
- Offer noon time ESL classes that focus on pronunciation, English through film, English through song, etc.
- Step-up advertising through handouts and bulletin boards

<table>
<thead>
<tr>
<th>Health Care Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Care Provider</td>
</tr>
<tr>
<td>Unit Coordinator</td>
</tr>
</tbody>
</table>

### 4. To offer new non-credit program options with increased enrollment results

- Redesign High School Completion/GED courses.
- Develop a student information booklet for Transitional Studies students
- New Media in Business Certificate
- Offer pronunciation, writing and other focus classes to meet the needs of ESL students.
- Develop classes that help non-credit ESL students transition to credit classes.

### 5. To modify existing credit program option and courses

- Expand Child Development and Family Services classes to include afternoon and evening classes
- Offer Physical Education courses in John Adams gym
- Create an intensive accelerated course that prepares students for college level English and Math courses
- Develop linkages with SFSU and their Health Careers Opportunities Program
- Offer Drama class for disabled in new gym
- Expand the Library Information Skills/Library Technology classes to include short-term credit workshops and courses on information research skills related to programs offered at JAD.
- Expand the ‘students first’ policy to include Job Placement Services, the creation of a full time career counselor position and expansion of current services to evening hours.

6. **To modify existing non-credit program options and courses**
   - Expand Home Care Providers course in Russian
   - Increase concurrent enrollment for high school students in CPR and First Aid
   - Mini Certificates in Business

7. **To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities.**
   - Collaborate with Student Development to improve the nature and approach to delivering counseling services on-campus and at community sites
   - Collaborate with Student Development to provide access for students to Students Health Services
   - Collaborate with DSPS to provide DSPS with access to a computer station in each major lab equipped with: Zoom Text Xtra, Job Access with Speech (JAWS) and Dragon Naturally Speaking

8. **To provide administrative oversight for the school, including the areas of planning, use of the facility, budgeting, hiring and supervising personnel, and general management and leadership**
   - Provide leadership for all aspects of management for the John Adams campus, with increased attention to long range planning, facilities improvement, and enrollment growth for the campus.
<table>
<thead>
<tr>
<th>Section IV Resource Implication</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
<td></td>
</tr>
<tr>
<td>• Counseling Services</td>
<td></td>
</tr>
<tr>
<td>• Student Health Services</td>
<td></td>
</tr>
<tr>
<td>• Mental Health Services</td>
<td></td>
</tr>
<tr>
<td>• Career Development Center</td>
<td></td>
</tr>
<tr>
<td>• Financial Aid</td>
<td></td>
</tr>
<tr>
<td><strong>2. Technological Resources</strong></td>
<td></td>
</tr>
<tr>
<td>• On-line and telephone registration for non-credit courses</td>
<td></td>
</tr>
<tr>
<td>• Electronic collection of positive attendance data</td>
<td></td>
</tr>
<tr>
<td>• Student access to textbooks and other resources information at all campuses by means of an expanded Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Facilities</strong></td>
<td></td>
</tr>
<tr>
<td>• Identify and develop arrangements for additional community sites as locations for new classes and programs in the Education Plan</td>
<td></td>
</tr>
<tr>
<td>• Improvements in campus facility: seismic upgrade of main building, remodel of bathrooms, expand library, replace all windows and floors, remodel Vocational Nursing skills labs, remodel joint Counseling, Matriculation and Admissions &amp; Records space, provide office space for faculty, upgrade electrical system, signage for interior and exterior of buildings, remodel DSP&amp;S offices and classrooms</td>
<td></td>
</tr>
<tr>
<td>• Sound absorbing tiles to be installed in the Orfalea Family Center</td>
<td></td>
</tr>
<tr>
<td>• Office space for Business Department faculty.</td>
<td></td>
</tr>
</tbody>
</table>
### 4. Faculty and Classified Staffing

- To support alternative methods to provide faculty and staff training in light of elimination of State funds for Staff Development.
- To proceed with the reorganization of main office staff to include:
  - 1840 Junior Management Assistant classification for the JAD evening site supervisor
- Resolve shortage of custodial staff and campus police
- Reorganize and retain staffs of Counseling, Matriculation and A&E so they operate in support of one another
- International Health Care Counselor
- Internet Instructor
- Transitional Studies High School redesign instructor

### 5. Organizational Structure

- A second senior management assistant in addition to the existing or associate dean is needed to insure that all the changes can be made.
- Campus deans must have discretionary funds to promote instructional initiatives.
MISSION CAMPUS
EDUCATIONAL MASTER PLAN

Section 1. Campus Profile

1. Campus Mission

The Mission Campus staff is committed to providing open access to post-secondary education with the highest quality credit and non-credit courses. Our courses and programs meet the needs of students pursuing an academic degree and those who are vocationally inclined. The Mission Campus also endeavors to serve a large immigrant population by offering courses and programs that promote full citizenship participation of our students.

The Mission Campus houses the administrative office for the Older Adults Department which offers classes in 40 different locations throughout the City and addresses the needs of an ever increasing and significant population.

2. Current Programs/Services

At the end of the fall 2004 semester, the Campus was relocated to an interim facility at 375 Alabama Street while the permanent Mission Campus is built at the 106 Bartlett site. Our program offerings continue without interruption. These offerings include:

Programs:

- Business Courses
  - Computer Applications
  - Word Processing
  - Database
  - Spreadsheets
  - Desktop Publishing
  - Multi-Media
  - Graphics for Business

- English as a Second Language (ESL)
  - Complete day and evening ESL Program
  - Saturday ESL classes.
  - ESL and native Language (Spanish) Literacy Citizenship classes

- The Colegio de la Misión, a program of general education credit courses at Horace Mann Middle School, 3351 23rd Street.

March 2006
• Working Adults Degree Program (WADP), especially designed for individuals who are fully employed. This program facilitates a course of study leading to an Associate of Arts Degree and/or transfer to a four year institution.
• Biotechnology
  On Ramp to Biotech
  Bridge to Biotech
• Older Adults Program offers classes at 41 different locations in the City.
• Construction Administrative Assistant Program
• Graphics Communications/Printing Program
• Transitional Studies Program
  General Education Development (GED) Preparation
  Adult Basic Education
  High School Program
• General Education credit courses offered daily and Saturdays.

Student Services Programs:
  Admissions and Enrollment Services
  Financial Aid Office
  Testing Services
  Vocational, Educational, and Personal Counseling
  Job Referrals

Section II. Context for the Future

1. Issues and Opportunities

It is estimated that the new Mission Campus will be completed by the summer of 2007 with a proposed occupancy for the fall of that year. This new facility will offer 50 teaching stations, a state-of-the-art library, a tutoring center, a Child Development Center, a complete bookstore, a café, and an underground parking facility to serve the needs of staff. The new Mission Campus will house the program offered at the Alabama Street site, the Colegio de la Misión Program, and new programs being developed.

The Mission District is racially and ethnically diverse and its residents have multiple needs. Newcomers, (mostly from Mexico, Central America, and China) represent a range of individuals from semiliterate to educated professionals. Many require mastery competency in English as a second language. Over 6,000 students enrolled at the Mission Campus non-credit classes in the Fall 2005. All of them were seeking orientation to our American culture and the skills necessary to enter the labor market. Of those enrolled, 89% were Spanish speakers.

With one in three San Franciscans being foreign-born, the Mission Campus is increasingly providing services not only to immigrants, but “second generation immigrants,” who have one or more foreign-born parents. Limited education and low skills levels keep Latino workers disproportionately concentrated in low-wage service jobs that offer few benefits. In the post-
The high school dropout rate and the educational and vocational needs of teenagers are of great concern to the Latino community. To this end, the Mission Campus needs to expand its credit and non-credit offerings to meet the growing need.

The Mission Campus additionally serves the needs of the older public high school students. With 53% of students residing in households where incomes are low enough to qualify for free or reduced-lunch, the public school graduates and drop-outs have special needs: (1) the students who attend The Unified School District, 22% are Latinos who live predominantly in the Mission and in the Excelsior Districts (2) many seek to complete their high school diploma, study for a GED and/or seek further academic and vocational education. In an economic in which good jobs require access to post-secondary educational training, the growing economic divide between adults with or without post-secondary education or training will continue to widen. This shift frustrates the American commitment to social mobility. In the Listening Session of 1999 the community requested courses and programs that would meet the academic and vocational needs of low income adults, i.e. courses that would train Mission residents to work in the housing industry.

The Colegio de la Misión was initiated in 1974 to offer general education courses in the Mission. The goal was to improve access to post-secondary education and to develop a host of communities of learners. In the new campus we will be able to expand this program by offering daytime classes, thus fulfilling the community’s goal of having full access to courses that lead to an Associate of Arts Degree in the Mission Campus.

There is an increasing demand for bilingual personnel in the medical services industry in order to serve the needs of the non-English proficient patients. Local medical institutions, seeking to serve Mission residents, often give preference to bilingual staff. CCSF Mission Campus has the opportunity to train individuals interested in working in this field.

The Mission District is also home to a thriving community of artists. This diverse group of artists collaborates to keep vibrant the culture of the Mission. To build on one of the community strengths and to involve young people in the arts, the Mission Campus should include art classes and ESL through drama.

An increasing number of young professionals with post-secondary degrees are moving into the Valencia Street Area. These are part of the workforce of the information-based economy. These new employees define the world of work differently than the older workers. Their educational needs range from learning foreign languages to becoming familiar with the latest computer software and hardware. City College must continue to develop programs to serve them through the Mission and Castro Valencia Campuses and distance education offerings.

Each year the number of older adults continues to increase significantly as the first baby boomers reach 55 years of age. Many of them now realize the need for continuing and life-long education as well as post retirement part-time work and the need to acquire new skills, especially in technology. The Mission Campus-based Older Adults Department has the opportunity to serve...
this population through diversification of offerings that meet the needs of both immigrants and native born senior populations.

The San Francisco Bay Area is a large Latino media market. There are no Bay Area colleges or universities that specifically prepare students to work in the Spanish language radio/television stations and newspapers. Local Spanish broadcast stations currently import their talent from Mexico, Central America, and even South America because they cannot find qualified employees in the Bay Area. The need for well-qualified bilingual broadcasters to reach the fast growing Latino market is expected to increase. City College has the curriculum and infrastructure necessary to address this need.

Biotechnology is one of California’s fastest growing industries. California companies employ over one-third of the nation’s biotechnology workers and the San Francisco Bay Area is home to the largest biotechnology companies in the state. CCSF is the site of one of the six biotech centers in the state and its mission is to stimulate the development of a well-educated, science-literate workforce qualified to work in the biotech industry. In 1999 CCSF was selected as the site for the national center for biotechnology instruction at the community college level (BIO-LINK). In 2003 with National Science Foundation funding, City College developed the On Ramp to Biotech and the Bridge to Biotech Programs both of which prepare students to enter the field. These programs are offered at the Mission Campus.

The establishment of the Mission Bay neighborhood, as a biotechnology district anchored at UC San Francisco, has created an industry need for entry-level workers, and simultaneously created an opportunity to train local residents in basic biotechnology skills. Mission Campus will offer credit courses and programs that prepare students to meet the labor market needs in this field.

Overcoming the digital divide for low-income residents is a continuing challenge. One of the keys to securing a place in our prosperous local economy is educating and training local residents for opportunities in this field. CCSF – Mission Campus is in a unique position to provide vocational training in information technology, digital imaging, graphic communications and multi-media which provide opportunities for families to succeed. This effort will be a major force in stabilizing the Mission District community.

There are currently more than 5,000 children between the ages of 0-5 in the Mission neighborhood. The capacity to serve the children in this community continues to be a problem for working families and single parents. There is a need to increase the availability of childcare services to students enrolled in the Mission Campus and to train adults to work in the field of childcare. In the new Mission Campus we will have the capacity to develop a program to train childcare workers and to offer childcare services to our students.

The need to provide leadership development for young adults in the Mission community is essential to the civic well-being of the Bay Area. Student clubs, art and lecture series on current events, Student Council and student leadership training, will be offered at the Mission Campus to motivate students to persist in classes. When they achieve their educational objectives their civic engagement and ability to contribute to the life of the community will be enhanced.

March 2006

-194-
New Directions

- We will work with the departments to review/revise programs offered at the Mission Campus.

- Strengthen educational bridges with Mission and John O’Connell High Schools to facilitate concurrent enrollment and develop a process of referrals for students who do not complete the high school curriculum.

- The Mission Campus will offer programs that maximize the bilingual skills of our residents such as the Bilingual Medical Interpreter Program.

- We will collaborate with the Castro-Valencia Campus to develop courses that will serve the needs of the professionals who are moving into the Mission District.

- In collaboration with the Older Adults Department we will identify and strive to meet the continuing and life long educational needs of older adults.

- We will work with the Broadcasting Electronic Media Art Department to develop an Electronic Media Center to develop vocational training programs in radio, television, Internet web cast, and broadcast journalism.

- We will continue to offer the On Ramp and the Bridge to Biotech Programs and offer the credit science and math courses that prepare students to enter the Bio Manufacturing, Bio Technician and Stem Cell Research Programs.

- We will collaborate with the Multimedia Program to offer courses and certificate programs in web design and graphics, image and sound, programming, and animation.

- The Child Development and Family Studies Department will operate a full-year child development program serving children from 18 months to 5 years of age. The Program will provide childcare services to students at the Mission Campus and also serve as a model program for child development students to complete supervised fieldwork placements.

- We will offer computer lab programs on Sunday afternoons to serve community members who want to learn new skills for job advancement.

- Provide student services associated with traditional full-service campuses. As the Mission Campus expands students may wish to have greater access to student health services and health education. In addition to financial aid information, students may also want scholarship information, and EOPS related supportive services to be accessible to them at the Mission Campus. Students and employers, especially those seeking bilingual Spanish/English employees, may turn to the Mission Campus for career and other...
employment-related services. The development of the Library and learning assistance laboratories may increase the demand for tutorial and peer-mentoring services.

- There may also be increased demand for student clubs and activities and student leadership training as well as a book-loan program. The need will increase for student services staff located at the Mission Campus to create, manage, and/or coordinate with the Phelan Campus student honors and recognition programs as well as student rights and responsibilities. These are but a few examples of the student development services which may have to expand to meet students’ needs.

(1) San Francisco Chronicle, Sept. 11, 2005; “Miracle worker sought as next S.F. school chief”; pg.A32
(2) Ibid
<table>
<thead>
<tr>
<th>Section III Objectives and Activities</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates</strong></td>
<td></td>
</tr>
<tr>
<td>1.1. <strong>Current General Education Program</strong></td>
<td></td>
</tr>
<tr>
<td>▪ El Colegio de la Misión</td>
<td></td>
</tr>
<tr>
<td>1.2. <strong>Current Associate Degree Programs.</strong></td>
<td></td>
</tr>
<tr>
<td>▪ The Working Adults Degree Program (WADP)</td>
<td></td>
</tr>
<tr>
<td>1.3. <strong>Current Credit Vocational Programs</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Digital Printing and Publishing Program</td>
<td></td>
</tr>
<tr>
<td>▪ Child Care Vocational Training Program</td>
<td></td>
</tr>
</tbody>
</table>

Course offerings have increased

On-going and strong, course offerings have increased

On-going

On-going
### 2. To offer new credit program options with increased enrollment status

<table>
<thead>
<tr>
<th>Program Options</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand the Working Adults Degree Program.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Develop a daytime Colegio de la Misión.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>House the Bilingual Medical Interpreter Program.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Develop Broadcasting Electronic Media Center Program.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Offer credit Pre-Biotech Skills Program.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Develop an Intensive ESL Program for other professionals.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Develop a Multi Media Certificate Program.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Develop a Child Development and Family Studies Program.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Offer Graphic Communications courses in computer operations, digital imaging, and offset printing.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Offer physical education classes including Tai-chi/Yoga.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Offer a weekend, credit program.</td>
<td>Being developed</td>
</tr>
<tr>
<td>Offer Performing and Visual Arts courses including theatre arts.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Offer Library Studies/Research Skills courses.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Offer health education courses.</td>
<td>In the new Mission Campus</td>
</tr>
</tbody>
</table>
3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates

- Maintain the variety of our offerings to the diverse older adult population of the City and outreach to areas not being served.
- Offer a comprehensive Business Program to enable students to complete the certificate course work in a timely manner at the Mission.
- Continue to offer a complete English as a Second Language Program.
- Expand the Saturday Program to a weekend program.
- Work with the Graphics Communications Department to revitalize the recruitment efforts for the Offset Press and Printing Program.
- Work with community-based organizations to develop vocational programs that meet the labor market.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain the variety of our offerings</td>
<td>On-going</td>
</tr>
<tr>
<td>Offer a comprehensive Business Program</td>
<td>Being developed</td>
</tr>
<tr>
<td>Continue to offer a complete English as a Second Language Program</td>
<td>On-going</td>
</tr>
<tr>
<td>Expand the Saturday Program</td>
<td>Being developed</td>
</tr>
<tr>
<td>Work with the Graphics Communications Department</td>
<td>On-going</td>
</tr>
<tr>
<td>Work with community-based organizations to develop vocational programs</td>
<td>On-going</td>
</tr>
</tbody>
</table>

March 2006
4. To offer new non-credit program options with increased enrollment results.

- Offer an Intensive, Fast-Track English as a Second Language Program.
- Offer a Health and Community Program that would offer Physical Education Courses (including Tai-chi/Yoga), Nutrition and Wellness Classes, and Caring for Older Adults.
- Work with the Older Adults Department to include new courses to meet the needs of the new older adults, i.e. Computer applications, the Internet, and developing technologies.
- Offer academic preparatory math and science courses.
- Offer a High School Diploma Program for GED graduates.
- Offer telecommunications classes.
- Develop a Sunday Computer Club for Mission residents.
- Offer library skills workshops.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being considered</td>
<td></td>
</tr>
<tr>
<td>In the new Mission Campus</td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td>In the new Mission Campus</td>
<td></td>
</tr>
</tbody>
</table>

5. To modify existing credit program options and courses.

- Expand the WADP to include a daytime component.
- Broaden the Colegio de la Misión course offerings.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the new Mission Campus</td>
<td></td>
</tr>
<tr>
<td>In the new Mission Campus</td>
<td></td>
</tr>
</tbody>
</table>

6. To modify existing non-credit program options and courses

- Work with the Business Department to revise the courses and programs offered at the Mission Campus.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td></td>
</tr>
</tbody>
</table>
7. **To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling and advising, and other student support activities.**
   - Collaborate with the Counseling Department to develop a comprehensive student matriculation process for credit and non-credit students.
   - Collaborate with the Mission Hiring Hall to bring onto the Campus a student recruiter and a job developer.
   - Develop student clubs and other student activities.
   - Provide guidance to older adults about CCSF services.
   
   Will be planned for the new Mission Campus
   In the new Mission Campus
   On-going
   In the new Mission Campus

8. **To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership.**
   - Request additional administrative staffing to address increased work load in administrative areas in the new campus.
   - Request additional student services staffing to address increased student need/demand for student development services.
   - Request a Senior Management assistant (Class 1844) to work with the Dean on the campus development and growth efforts.
   - Work with the Human Resources Department to review the existing clerical positions and duties being performed.
   - Request the appropriate police coverage for the Campus.
   
   In the new Mission Campus
   In the new Mission Campus
   In the new Mission Campus
   In the new Mission Campus
   In the new Mission Campus

<table>
<thead>
<tr>
<th>Section IV Resource Implications</th>
</tr>
</thead>
</table>

March 2006

-201-
1. **Student Development Resources**

1.1. **List the type and scope of student services needed to serve the new modified or expanded programs within the campus.**

- Assign a student services generalist to coordinate and manage the delivery of a full-range of student development services and programs. In the new Mission Campus
- Collaborate with the EOPS Department to offer EOPS related supportive services at the Mission Campus. In the new Mission Campus
- Collaborate with the Financial Aid Department to provide a full range of Financial Aid Services scholarship services at the Mission Campus. In the new Mission Campus
- Collaborate with the Matriculation Department to provide admissions, enrollment and testing on Saturdays. In the new Mission Campus
- Implement a book loan program with appropriate staff. In the new Mission Campus
- Work with the Learning Assisted Dept. to implement a tutoring program for credit and non-credit students at the Mission Campus. In the new Mission Campus
- Collaborate with the Career Development Resource Center to develop a center on the Mission Campus. In the new Mission Campus
- Collaborate with the Student Health Center to make health services available at the Mission Campus. In the new Mission Campus
- Collaborate with the Dean of Student Activities to provide student leadership classes, the book-loan program, student clubs and additional student activities at the Mission Campus. In the new Mission Campus
- Coordinate with the Dean of Student Advocacy, Rights and Responsibilities to make honors and recognition programs available on Mission Campus and to more fully implement student rights and responsibilities. In the new Mission Campus
1.2. **List the type and scope of student activities needed to serve the new modified or expanded programs within the campus.**

- Develop a campus student newspaper.
- Develop student clubs.
- Maintain a strong student council.
- Develop new or offer existing student leadership courses.
- Develop a book-loan program.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a campus student newspaper.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Develop student clubs.</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>Maintain a strong student council.</td>
<td>On-going</td>
</tr>
<tr>
<td>Develop new or offer existing student leadership courses.</td>
<td>Being discussed</td>
</tr>
<tr>
<td>Develop a book-loan program.</td>
<td>In the new Mission Campus</td>
</tr>
</tbody>
</table>

2. **Technological Resources**

- The Mission Campus staff will work with the architects to ensure that a state of the arts teaching/learning facility is constructed with the specialty rooms and the technology to support our educational program.
- The new labs and new technology will need appropriate support staff to maintain, repair, or replace equipment and/or related software.
- The new labs and new technology will need appropriate staff to develop and provide staff development, including trouble-shooting on a variety of problems.
- The new labs and new technology will be monitored for adequacy to provide the newest systems to serve new application releases to prevent incompatibility.

<table>
<thead>
<tr>
<th>Staff Work</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mission Campus staff will work</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>with the architects to ensure that a state of the arts teaching/learning facility is constructed</td>
<td></td>
</tr>
<tr>
<td>with the specialty rooms and the technology to support our educational program.</td>
<td></td>
</tr>
<tr>
<td>The new labs and new technology will need</td>
<td></td>
</tr>
<tr>
<td>appropriate support staff to maintain, repair, or replace equipment and/or related software.</td>
<td></td>
</tr>
<tr>
<td>The new labs and new technology will need</td>
<td></td>
</tr>
<tr>
<td>appropriate staff to develop and provide staff development, including trouble-shooting on a variety of problems.</td>
<td></td>
</tr>
<tr>
<td>The new labs and new technology will be monitored for</td>
<td>In the new Mission Campus</td>
</tr>
<tr>
<td>adequacy to provide the newest systems to serve new application releases to prevent incompatibility.</td>
<td></td>
</tr>
</tbody>
</table>

March 2006
3. Facilities

- The new building will house the majority of our daytime program, our evening program including the Colegio de la Misión as well as provide for our special space needs. All buildings will be accessible to the disabled.
- Request custodial staff to meet the needs of the new buildings.
- Request appropriate public safety staff for the new facility.

| In the new Mission Campus |

4. Faculty and Classified Staffing

- Request permanent funding for Saturday supervision.
- Request a Senior Management Assistant to assist in administration of new programs and planning of the new campus.
- Request full year calendars for all clerical classified staff.
- Request clerical support dedicated to the Older Adults Program.

| In the new Mission Campus |

5. Organizational Structure

- Revise the Mission Campus Advisory Committee to include representatives from the new community based organizations.
- Develop an Advisory Committee for the Electronic Media Center, the Mission Campus Child Development Center and the Mission Campus Library.

| Being developed |
Section I. Campus Profile

1. Overview of Campus and Campus Mission

The Southeast Campus is an outgrowth of the San Francisco Community College District’s former Skills Center, which offered primarily vocational training classes. In 1987, the campus was relocated to the Oakdale site. This site is a San Francisco City and County owned building which was erected as a community facility – a “mitigation” facility. The building was to be a trade off for the solid wasted treatment plant being established adjacent to the site. According to the city legislation establishing the building, the Southeast Facility is by law supposed to house an educational program, a child care program, a community meeting room and a program for senior citizens. The current tenants in the facility are a Head Start child care program, City College of San Francisco, and a community political action group.

City College of San Francisco is the anchor tenant in the facility, leasing approximately 85% of the building. The Campus offers 30 credit and 54 non-credit sections to approximately 1200 students. In October of 1997, the City and County of San Francisco was given approval to sublease space in the building from City College for its welfare-to-work activities. One community agency is housed at the Southeast Campus; this agency primarily recruits, trains, and places adults and youth in jobs. Additionally, the Community Scholars of Success (C.S.O.S.) Program, a San Francisco Unified School District (SFUSD) alternative high school activity, is also housed at the Oakdale site.

The Southeast Campus serves the Bayview Hunter’s Point, Potrero Hill, Visitacion Valley communities. It is well positioned to respond to the vocational and academic needs expressed by residents in the adjacent Bayview community and the city at large. The present academic programs balance college preparation classes, certificate vocational programs and university transfer courses.

The Southeast Educational Advisory Board is composed of representatives from business, industry, community agencies and the educational community. The Committee plays an important role in communicating and advocating for educational programs and services in response to community needs.

2. Current Programs/Services and Status

Programs:

- Nursing, Vocational
- Adult Basic Education
- Fashion Design
- Computerized Machine Technology

March 2006
• English as a Second Language
• Word Processing
• Unit Coordinator
• Clerical/Secretarial
• Computer Studies
• College Prep and GED Prep
• College classes in Music, Mathematics, History, Engineering Technology, Computer Information Science, Biology/Biotechnology, Community Health Worker (Drug and Alcohol)

Services:

• Library Services
• Counseling Services
• Non Credit/Credit Matriculation and Enrollment Services
• Financial Aid Services

Section II.1.1 Current Associate Degree Credit Programs

• Working Adults Degree Program

Section II.1.2 Current Certificate Programs (Credit)

• Child Development and Family Studies
• Hotel and Restaurant Operation
• Home Health Aide

Section II.2.1 Current Certificate Programs (Non-Credit)

• Business
  Office Assistant
  Word Processing

• Health Science
  Home Health Aide
  Unit Coordinator (Hospital)/Ward Clerk

Section II. Context for the Future

1. Issues and Opportunities

Many targets of opportunity for the Southeast Campus and Visitacion Valley site as the result of infrastructure changes in these areas, such as the implementation of the rail on Third Street, the
revitalization of the Bayview Opera House and surrounding commercial areas on Third Street, street improvements on Third Street and adjacent to the Southeast Campus, and a potential Cal Train station next to the Southeast Campus.

The construction of the UCSF Biotechnology Campus and other buildings signaled the beginning of the Mission Bay Project; over the span of ten years, at least ten buildings will be constructed, and between 20,000 to 36,000 jobs in various specialties will be created and filled. Genentech and thirty other biotechnology firms are housed within a twenty-minute drive from San Francisco. The existing biotech firms and the UCSF Biotechnology Campus will offer numerous job opportunities for southeastern sector residents.

Demographics within the southeastern sector communities of Bayview Hunter’s Point, Potrero Hill, and Visitacion Valley will continue to change, and these changes will impact instructional content and delivery at the Southeast Campus and at the Visitacion Valley sites.

In the Visitacion Valley area, there is considerable interest within the Visitacion Valley community in City College of San Francisco expanding its current academic offerings at a large site in the community. If CCSF is able to obtain additional space, comprehensive courses suited to the needs of the large immigrant group and seniors who live in the community can be offered.

As a result of these infrastructure and demographic changes, opportunities for course expansion at the Southeast Campus exist in computers (higher level offerings); health, science, and math instruction; short-term, modular evening and weekend courses and programs that lead to immediate jobs; online and distance learning classes; biotech bridge classes for high school and CCSF students; short-term, industry driven engineering and/or electronic programs offered in conjunction with community based organizations and job placement agencies; job training and placement programs for CCSF students; and evening and weekend, accelerated courses that lead to the B.A./B.S. degree. Opportunities exist at the Visitacion Valley and other sites for additional ESL, science, computer, and vocational classes.

2. New Directions

As a result of the imminent changes, there are many new directions for the Southeast Campus and Visitacion Valley site including the following:

- Align job readiness and academic vocational courses to business, health, biotech, computer, and other employment opportunities in the southeastern sector
- Expand short-term, modular scheduled, evening, weekend (Sat., Sun., or Sun./Sun.) skills, job training, and vocational courses and programs.
- Expand on site Head Start childcare programs.
- Expand ESL offerings at Visitacion Valley, particularly classes.
- Obtain a new site for ESL classes in the Geneva Avenue/Daly City areas.
- Offer additional workshops, courses, and programs for Older Adults.
- Offer S.F.U.S.D/CCSF High School Diploma program for C.S.O.S. students
- Offer retention classes and programs for at risk, non-traditional high school students.
• MLK program (middle) in place (1/03) *(see NC/NO, section IV).*
• Offer industry specific training programs in business, computers, multi-media engineering/electronics, SEC. *Biotech (entry level classes) started (Fall/02).*
• Develop more partnerships and collaborations with SFUSD, community-based organizations and private industry.
• Continue to expand Peer Mentoring/Tutorial Program and develop a Service Learning Program offered by members of the A. S. Council.
• Offer one day workshops in various academic areas for industry partners and community-based organizations.
• Provide targeted training for jobs in key areas of employment.
• Establish a Kid’s College.
• Become involved, if possible, in Techno Village and other education and training opportunities in the BVHP shipyard.
• Develop entrepreneurial programs to help students and community students. Gateway Entrepreneurial Program established in 2004.
• Recruit high school students for electronic computer, science, and biotechnology classes at SEC. Develop a K-12 program to acquaint students with educational and vocational opportunities at CCSF. Link these initiatives to programs at Phelan and other campuses.
• Establish a youth ornamental horticulture and/or environmental program linked to green jobs and entrepreneurial opportunities at SEC.
• Ask businesses, corporations, and industry to provide hands-on training and mentoring in business, computers, multimedia and biotechnology for SEC students.
• Develop non-credit job readiness courses linked to job placement.
• Obtain a van or bus to transport students to Phelan, Evans, JAD, and the Airport.
**Section III Objectives and Activities**

<table>
<thead>
<tr>
<th><strong>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1. Current Associate Degree Credit Programs</strong></td>
</tr>
<tr>
<td>• Working Adults Degree Program</td>
</tr>
<tr>
<td><strong>1.2. Current Certificate Programs</strong></td>
</tr>
<tr>
<td>• Environmental Technology</td>
</tr>
<tr>
<td>• Child Development</td>
</tr>
<tr>
<td>• Hotel and Restaurant Operation</td>
</tr>
<tr>
<td>• Drug &amp; Alcohol</td>
</tr>
<tr>
<td>• Unit Coordinator</td>
</tr>
<tr>
<td>• Word Processing</td>
</tr>
<tr>
<td>• Certified Nursing Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. To offer new credit program options with increased enrollment results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Augment the Working Adults Degree Program by offering an accelerated evening/Saturday (all day) and/or Sunday (mid way) two year B.A. completion program collaboratively with CSU San Francisco or Hayward State, USF, or another suitable institution, thus allowing students who have obtained their A.A. degrees to complete their four-year degrees.</td>
</tr>
<tr>
<td>• Offer Internet Journalism and/or other multimedia classes.</td>
</tr>
<tr>
<td>• Offer a Senior’s College with courses for Older Adults, including a Gospel class, short-term academic classes, and weekend courses.</td>
</tr>
<tr>
<td>• Offer a joint SFUSD/CCSF Dual Enrollment High School Diploma Program for County Community Students.</td>
</tr>
<tr>
<td>• Offer a comprehensive A+, A++, C+, or C++ certification program and/or</td>
</tr>
</tbody>
</table>

March 2006
A.T.T. or Pac Bell cabling class, thus providing technical programs for Southeast students which lead to good jobs/careers.

- Offer additional advanced Biotechnology/Science courses to augment and complement the existing entry-level On Ramp and Bridge to Biotech classes.
- Offer Psych Tech courses and additional Health/Science classes which provide employment and community awareness of health risks and issues.
- Offer computer and business classes at Visitation Valley when a larger site or additional sites become available.
- Offer business computer classes in demand by workers in the Financial District on evenings and weekends who travel on Cal Train.

### 3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates.
- Current certificate non-credit programs offered at the Campus.
- Academic preparation non-credit classes offered by campus.

### 4. To offer new non-credit program options with increased enrollment results
- Offer a Kid’s College with courses which include but are not limited to the issues of Self Esteem, Being a Master Student, Avoiding Gangs, Preparing for College, etc. Link the Kid’s College with mentoring, internships, enrichment activities, and other community resources.
- Offer an entrepreneurship class for potential small business owners and youth who want to start businesses. Connect this class to the new CCSF Business Development Center.
- Offer vocational educational classes at Visitation Valley to enhance existing non credit courses
- Develop a youth ornamental horticulture program with a CBO, job agency, and floral business.
- Offer short-term, accelerated GED/Invest Lab courses.
- Offer short-term, modular scheduled business classes in the areas of customer service, accounting assistant, office assistant, retail sales, and/or

---

March 2006
related business fields

- Offer short-term, modular scheduled environmental technician programs
- Partner with new dot.com businesses as they re-locate to BVHP, Visitation Valley, or Potrero Hill and co-sponsor training programs for CCSF students in Industry settings or at SEC.
- Offer evening and/or weekend cosmetology classes, including courses like hair dressing or manicuring or courses which lead to licensing re-certification.

<table>
<thead>
<tr>
<th>5. To modify existing credit program options and courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. List the credit programs and/or courses that need to be modified and how plan to reduce or modify (List from schedules)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. To modify existing non-credit program options and courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1. List the non-credit programs and/or courses that each department plans to modify and how this will take place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 List the services needed to improve and provide coordination for new, modified, and expanded programs within the campus.</td>
</tr>
<tr>
<td>• (List the collaborations needed with other educational agencies, CBO’s and industry).</td>
</tr>
<tr>
<td>• Southeast would seek collaborations with the following agencies or educational institutions: San Francisco Unified School District, CSU San Francisco State or U.S.F., or another four-year institution providing an accelerated B.A. degree program, Housing Authority, a number of community based agencies which include the Young Community Developers, Network for Elders, Bayview Senior Multipurpose Center, Senior Central, A.T.T. or Pac Bell, and various private industry partners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. To provide administrative oversight for the school, including the</th>
</tr>
</thead>
</table>

Established partnership with S.F. Housing Authority to other computer training at SFHA sites, Shiloh Full Gospel Church to establish the Hekima Program, Brothers Against Guns, Bayview Even Start Program, Visitacion Valley Community Center, Visitacion Valley Beacon, Mayor’s Office of Community Development, San Francisco Parks Trust, San Francisco Rec and Park.

March 2006
areas of planning, budgeting, hiring and supervising personnel, and general management and leadership

- With the expansion in Visitation Valley sites.
- Additional administrative staff is required.

<table>
<thead>
<tr>
<th>Section IV Resource Implications</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 List the type and scope of student services needed to serve the new, modified, or expanded programs within the school</strong></td>
<td></td>
</tr>
<tr>
<td>• With expansion into a new building and even at the present time – bilingual counseling on a ½ evening basis M-R would be helpful in Visitacion Valley.</td>
<td></td>
</tr>
<tr>
<td>• Van Service.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2 List the type and scope of student activities needed to serve the new, modified, or expanded programs within the school</strong></td>
<td></td>
</tr>
<tr>
<td>• Peer Mentoring/Tutorial expansion. More Student Government sponsored classes and activities.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Technological Resources</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2.1 List the staff needed to support new, expanded, or modified courses/programs within the school.</strong></td>
<td></td>
</tr>
<tr>
<td>• Tech support is needed if there is computer course expansion and further development in Visitacion Valley.</td>
<td></td>
</tr>
<tr>
<td><strong>2.2 List the equipment needed to support new, expanded, or modified courses/programs with the school.</strong></td>
<td></td>
</tr>
<tr>
<td>• This category depends on the new courses implemented at at the Southeast Campus and Visitacion Valley sites and can range from new biotech equipment to additional computers.</td>
<td></td>
</tr>
</tbody>
</table>

March 2006

-212-
- Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.
- Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expanded Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.

3. Facilities

3.1. List the facilities that require remodeling to support the needs of new, modified, or expanded courses/programs
   - Expansion of the Biotech Lab to state-of-the-art is necessary so students will be instructed in an environment that replicates industry facilities.

3.2 List the new facilities that will need to be built to support the needs of new, modified, or expanded courses/programs.
   - N/A – unless there is an opportunity for a new building in Visitacion Valley.

4. Faculty and Classified Staff

4.1 List the number and description of classified staff needed for new, modified, and expanded courses/programs within the campus.
   - Assistant Management,
   - A&E Coordinator,
   - Administrative secretary

4.2 List the number and description of faculty needed for new, modified, and expanded courses/programs within the campus
   - Faculty would be needed to teach new credit courses which were implemented.
5. Organizational Structure

5.1 Describe changes needed in the organizational structure of the campus to support the new modified, and expanded courses/programs within the campus

- The existing structure is functional. Any new programs would require adequate staffing.
PLANNING FOR THE FUTURE:
SOUTHEAST AND EVANS CAMPUSES

Introduction
City College of San Francisco is proud to report on the initiatives relating to the San Francisco Community College District and the Third Street Corridor. The College’s two primary campuses in the southeastern region of the City and County of San Francisco—the Southeast Campus and the Evans Campus programs have grown since February 2003.

The campus administrators continue to work together with City College faculty and staff and residents of the Bayview-Hunters Point community to discuss and implement academic, career and technical educational programs at both campuses. This is a follow-up to the Community Listening Session held in early 1999, which underscored the need to develop specific long-range plans for both campuses and to try to develop these plans in such a way that they are complimentary to each other and directly benefit the community.

City College, as part of its long-term commitment to the southeastern neighborhoods, entered into a partnership with the Department of Human Services (DHS) and the Employment Development Department (EDD) for purposes of establishing the Southeast Career Link, modeled after the highly successful Mission Career Link. The Southeast Career Link provides a broad array of career development and training opportunities for the unemployed and underemployed, as well as for those area residents who are in career-transition. The center represents a potential model for replication in other parts of the city.

A part of its long-term commitment to the City’s Third Street Corridor, and the economic revitalization efforts associated with same, the College purchased the Evans Campus and renovated and remodeled the facility to focus on career and technical programs. The intent is to compliment the offerings at the Southeast Campus. In addition, the College is expanding course offerings in the Visitation Valley area. The Community College Board continues to emphasize the long-term and unequivocal commitment it has made for sustained and continuing involvement in the community through these southeastern campuses, sites, and the programs and services being offered through collaborations with business, government, and others.

Executive Summary
The Southeast and Evans Campuses continue to coordinate educational programming in pre-collegiate, general education/transfer and career and technical programs. Both campuses provide students with state-of-the-art classrooms. Community organizations, city agencies and departments and other educational institutions continue to collaborate with City College and the SEC and Evans campuses in providing coordinated educational programming.

Southeast Campus
The Southeast Campus in an outgrowth of the SF Community College District’s former Skill Center that offered primarily vocational training classes. In 1987, the campus was relocated to the Oakdale site, a City and County-owned building erected as a community facility at the same time the solid waste treatment plant was built. The facility is a shared-use operation with CCSF
leasing 85% of the building offering 30 credit and 54 non-credit courses to approximately 1200 students.

The Southeast Campus currently offers a diverse set of programs including:

**General Transfer Education**
- Working Adults Degree Program; Music, Mathematics, History, Engineering Technology; Biology/Biotechnology

**Health-related programs:**
- Nursing, Vocational; Community Health Worker (Drug and Alcohol); Home Health Aide; Health Science (Drug & Alcohol; Pediatric CPR & First Aid; Pediatric Health & Safety Education); Health Care Technology (Unit Coordinator/(Hospital)/Ward Clerk)

**Business**
- Word Processing; Office Assistant; Clerical/Secretarial; Fashion Design.

**Information Technology**
- Computer Information Science; Computerized Machine Technology; Computer Studies

**Pre-Collegiate Studies**
- Adult Basic Education; College Prep and GED Prep; English as a Second Language

**Early Childhood Education**
- Child Development and Family Studies

**Hospitality Training**
- Hotel Front Office Operations

**SEC Expansion Plans**
The Southeast Campus plans to initiate and/or expand a cluster of educational offerings that will be coordinated with the Evans Campus. These include:

1. Expand the Working Adults Degree program in collaboration with CSU SF and/or Hayward for students interested in attaining a baccalaureate. This may include delivery of upper division classes from CSU-Hayward and/or SFSU at SEC.
2. Establish a SEC Career Link program in collaboration with the Department of Human Services and Employment Development Department. The Career Link program will serve 900 to 1000 residents.
3. Establish a distance learning program as part of the CCSF district-wide education technology Plan. This program will use state-of-the-art technology applications to deliver instruction and student services, including a capacity to offer upper division courses from California State University and the Historically Black Colleges and Universities and “smart classrooms” to link SEC students with courses and programs at other CCSF campuses.
4. Establish information technology programs leading to certification in a number of key technology fields.
5. Expand the biotechnology courses to serve the Mission Bay biotechnology complex. (*Entry level biotech programs in place/Fall 2002*)
6. Initiate an entrepreneurship program for potential small business owners in the community.
7. Expand the GED/Invest lab courses for pre-collegiate students needing to improve basic skills before enrolling in transfer and/or occupational programs. (*In place/Fall 2002*)
8. Offer short-term job readiness classes.
Evans Campus
The Evans Campus, the newest of the CCSF campuses, opened its doors in 1992 with the goal of consolidating CCSF skilled trades and automotive program in one site. Since its opening it has become the center for other training programs including a DHS-funded Center for Construction and Maritime Training, and it houses The Design Studio the preeminent West Coast site for teaching design and production for the fashion industry. Evans offers 43 credit courses and 87 non-credit courses to approximately 3,200 students.

Current programs at Evans include:

Transportation
- Automotive Technology, Auto Body, Motorcycle Technology and Motorcycle Design – Credit; Automotive Technology – Non-Credit; Advanced Transportation Technology.

Construction Trades
- Building and Construction Trades; VESL for Construction;

Custodial
- Custodial Training; VESL for Custodial;

Fashion Design and Production
- The Design Studio, formerly Garment 2000; fashion design and production; customized training.

Other Occupational programs
- Welding; Micro Business Application; Fire Science; Upholstery; TV/VCR Repair; GIS; VESL for Hospitality, OSHA Training.

The Evans Campus is the home of the CCSF Labor and Community Studies Department; the Apprenticeship Programs; Cooperative Work Experience; Career Connection; the CACT and ATT Initiatives; the Bridge to Biotech Program; and the Office of Vocational Education.

Evans Expansion Plans
The Evans Campus initiated and expanded the following educational offerings in a coordinated effort with the Southeast Campus:

1. Expanded the construction and maritime trades training center
2. Developed a transportation hub including automotive, aeronautics, railroad, maritime, and intelligent transportation system. Also included would be training programs for mass transit workers at BART, Sam Trans, and MUNI.
3. Expanded custodial training program
4. Expanded fashion design and production classes and programs in The Design Studio (formerly Garment 2000 teaching factory)
5. Establish a library relying primarily upon computer links to library collections.

SEC/Evans Coordinated Programming Plans

Pre-Collegiate Programming
Southeast will provide a series of pre-collegiate and ESL courses for students enrolling in Evans Campus programs including: custodial, construction, and transportation.
General Education/Transfer Programming
Southeast will provide a core set of general education transfer courses required by the UC and CSU systems through the Working Adults Diploma Program. These courses will also be utilized by students enrolling in the transportation programs at Evans Campus.

Occupational Programming
Southeast and Evans provide coordinated programming in specific occupational areas:

1. Information Technology at SEC will enable students to complete core information technology competencies before entering technical areas of the Transportation hub at Evans.
2. Business Development Center at SEC will provide courses for students interested in small business and entrepreneurial activities and who are also enrolled in the Fashion or Construction programs at Evans.
3. Healthcare, Biotechnology and childcare training will continue to be offered through the Southeast Campus.

Community Enrichment Activities
SEC will continue to offer education courses and activities related to community enrichment.
Section IV: 
Student Development
STUDENT DEVELOPMENT
EDUCATIONAL PLAN

STUDENTS FIRST - STRIVING FOR EXCELLENCE

SECTION I: DIVISIONAL PROFILE

Historically, Student Services was composed of multiple units, each with its own perspective on its role and activities. In 2000, City College of San Francisco restructured the Executive Vice Chancellor’s Office to integrate those units under a single Division, Student Development. The newly formed Student Development Division sought to unify its services to provide more efficient and effective student support, working collaboratively with one focus, one voice, well-defined roles, and highly refined coordination to make its essential contribution to institutional quality and student success. For that reason, the Student Development Educational Plan focused on the philosophy, Students First – Striving for Excellence.

Vision

The Students First – Striving for Excellence philosophy is driven by the orientation of the Division – a continuing effort to anticipate and understand student needs and involve students in helping decide how to meet those needs, contributing to their individual learning and development. Moreover, a focus on student empowerment helps students take charge of their educational experience, increases the impact City College has on their lives, and provides students with the tools to take increased responsibility for their future.

The following objectives will help the Division manifest the Students First – Striving for Excellence philosophy.

- The Student Development team will promote excellence in all programs, integrate credit and non-credit operations and services, deliver essential services equitably to all students at all campuses, and ensure the availability of facilities conducive to – and symbolizing – student success.

- The Student Development team will emulate the “one-stop” concept through matriculation with support services distributed throughout the campuses to improve access to state and local issues and initiatives; and present essential student development-related information cohesively and accurately, in person, in print, and on-line.

- The Student Development team will deliver clear, direct communication of programs and services so that the Division develops a strong voice that connects effectively with students, as well as the other components of the College. In so doing, the Division will achieve service delivery excellence and ensure that the necessary resources and support required are available to students.
• The Student Development team will invest in the professional growth and development of its members to sustain the *Students First – Striving for Excellence* philosophy, promoting its programs and acquiring new ideas in the process. Consequently, student, staff, and the community will be more successful and satisfied with Student Development services.

Our aim is to engage students in expanding their knowledge and understanding of themselves and their world, increasing their sense of direction and reinforcing their sense of belonging to the broader community. By developing confidence and awareness of their personal values, aspirations, and options, students develop informed goals. By drawing on internal and external resources, students develop the flexibility to overcome obstacles and persist to attain their goals. Together with our colleagues we assist students to prepare for a changeable future and to create a full and passionate life.

**Mission**

The overall mission of Student Development is to provide exemplary support for student learning and development equitably throughout the District. With diversity as its hallmark, the Student Development team seeks to increase student access, opportunity, retention, satisfaction, and achievement.

Through this mission, the Division seeks to provide the programs and services that contribute to student learning and reflect students’ needs, helping them attain their educational objectives. To that end, the Division strives to facilitate associate degree completion, career entry and transfer to baccalaureate institutions; assist with the achievement of competence in college-level English, math and computer applications; support the completion of the adult high school diploma and GED; and promote diversity, cultural enrichment, lifelong learning, and life skills.

**Current Programs and Services**

The depth and breadth of programs and services provided by the Division to fulfill its mission is extensive, and includes:

- Admissions, Registration and Records
  - Veterans Educational Benefits (co-sponsored with Continuing Student Counsel)
  - Foreign Student Admissions Services (SEVIS)
- African American Scholastic Programs (AASP)
  - African American Achievement Program
  - Colleges & Universities Spring Tour
  - High School/College Program
  - Historically Black Colleges and Universities (HBCU) Transfer Project
  - Peer Mentoring Program
  - Summer Bridge
- Asian Pacific American Student Success Program (APASS)
- CalWORKS
- Career Development and Placement Center
- Continuing Student Counseling
Re-Entry
Gay, Lesbian, Bisexual and Transgender Counseling (GLBT)
• Disabled Students Program and Services (located in Academic Affairs)
• Extended Opportunity Programs and Services (EOPS)
• Financial Aid Services
• Homeless Student Program (HARTS)
• International Student Counseling
• Latino Services Network
  Latina/o Service Center
  Men’s Support Group
  CLASS Project
  High School Partnerships
• Learning Assistance
• Math Bridge (co-sponsored with Academic Affairs)
• Matriculation and Testing Services
• New Student Counseling
  Athletic Counseling
  Puente (co-sponsored with Academic Affairs)
• Outreach and Recruitment Services
• Student Activities
• Student Affairs
  Athletics
  Concert and Lecture Series
  Middle College/High School
  Peer Mentoring and Service Learning
  Student Health Center
  Student Rights and Responsibilities
• Transfer Counseling Center
  Jack Kent Cooke Transfer Scholarship
  Transfer Admission Guarantee Programs

The college has made a commitment to serving underrepresented students through approaches embedded in two major strategies:

1. *Early Intervention*
   Programs continue to be developed to serve African American, Latino, Asian American and Pacific Island as well as other underserved high school students at City College. The Middle School Program and the Concurrently Enrolled High School Student Programs provide an opportunity for students to experience college while still in high school. The African American Scholastic Program, the Latino Services Network, and the Asian Pacific American Student Program have developed programs to address the unique needs of their respective communities.

2. *Staff and Curriculum Development that reflects the diversity of the CCSF community.*
   CCSF has made a commitment to staff these respective programs with diversity that reflects the students they serve. Teaching and counseling faculty work collaboratively to develop
culturally relevant curriculum. They serve as role models to the students. The faculty also provides community linkages and resources to the students.

Excellence is represented throughout the Division in areas such as the:
- Volume of students served, quality of the services, and level of services provided
- Diversity of programs, services, sites, and personnel
- Improvements in service delivery resulting in increased responsiveness and decreased student wait time
- EOPS as an exemplary program and model for service delivery
- Learning Assistance Program as an exemplary co-curricular support service
- Student Health Services, the only community college health services in California with an independent clinic license, as a model health services program
- High level of leadership to promote continuous quality improvement across the Division
- Impact on student learning and achievement

However, the work of the Division is made more challenging by the:
- Size and complexity of the institution
- Limited staffing in key areas, e.g., student discipline, clerical and technical support
- Need to develop technological applications to create a seamless system
- Increasing need for faculty participation in technically-based operations
- Need for a comprehensive staff development plan for continuous training
- Inconsistent application of policies and procedures across the College
- Substandard facilities to serve the volume expected
- Inadequate coordination and communication across the College
- Lack of planning and collaboration with Academic Affairs
- Vacancies in critical administrative positions
- Effort to respond to the ever-changing student population

Overall, the programs and services of the Division seek to address the needs and interests of the students Collegewide; with the continuation of selected programs, the expansion of others, and the development of new initiatives, the Division will work to attain this goal.

SECTION II: CONTEXT FOR THE FUTURE

Initiatives and Accomplishments

As a new Division, the first few years brought tremendous change; today Student Development continues efforts to systematically improve service delivery. Initially the Division restructured and expanded two essential programs - the African American Retention Program and the Latino Services Network - both designed to provide access, retention, and success to underrepresented students. Since then the Division also established a program for underserved Asian Pacific American students. Admissions and Registration implemented the new web product and a pre-registration process for continuing students along with other systemic improvements, later adding web-based admissions and registration for credit students and web-based admissions for
non-credit students. Matriculation expanded its services on-site, off-site, and on-line while improving pre-requisite enforcement. Financial Aid moved into new quarters and initiated a comprehensive effort to improve service quality. Student Affairs expanded the peer-mentoring program and Student Advocacy improved documentation and training, while Student Activities implemented district wide election process for Student Trustee and AS Council elections with a significant increase in student participation throughout the District. Moreover, the counseling departments increased service availability across the campus, differentiated services in accordance with students needs, and fueled technological improvements from appointment systems to case loading and electronic educational planning. Career Development, Transfer, and Learning Assistance each increased service availability, providing a plethora of new services in the process. Finally, CalWORKs developed a model web-based information system, and Outreach developed a comprehensive outreach and recruitment program for the institution. It has been a busy few years with the development of many initiatives to improve services to students and faculty – with much more work ahead!

**Issues and Opportunities**

As a Division, Student Development has coalesced, found its role and created its voice. Moreover, issues and opportunities abound as represented through the analysis of the continuing needs of the Schools and Campuses, the Self-Study, and the Student Services Review. These documents powerfully articulate the college’s needs and expectations.

**School and Campus Needs and Expectations**

Overarching themes identified through the review of the School and Campus Educational Planning expectations of Student Development and Student Activities included the need for:

- A College-wide plan to respond to demographic and common trends
- A vision at the campuses regarding transitions and program linkages
- Expansion and improvement of outreach and counseling services at virtually every campus
- Decentralization and development of “full service” campuses
- Increased integration of credit and non-credit services
- More collaboration with schools and campuses
- More dissemination of student development information to schools and campuses
- Clarification of the role of campus/school deans in relation to Student Development

To achieve these expectations, the Student Development Division continues to promote dialogue and create partnerships with schools and campuses.

**Reaccreditation Self-Study Needs and Expectations**

Themes emerging from the review of items extracted from the Reaccreditation Self-Study included the need for:

- Improved communication between students, Student Development and Academics Affairs, including the use of multilingual as multimedia communication strategies
Assessment of policies and procedures to increase clarity and assure appropriate application
- Increased college wide focus on the issue of the centralization of student services
- Expansion of the availability of general counseling services to provide more access
- Improved access for students through the web, e-mail, and in-person

To achieve these aims, the Student Development team continues to improve the delivery of counseling and matriculation services with increased staffing, technological development and training, and facilities improvement.

**Student Services Needs and Expectations**

Themes emerging from the Student Services System Review included the:
- Use of technological applications as a key strategy to increase access and accuracy
- Improve communications with the public, students, faculty, and others in the College community.
- Need to develop a more hospitable, customer-service response and increased professional development
- Clarification of policies, procedures, and processes to alleviate frustration and disillusionment such as that produced through inaccurate or inaccessible information
- Need to improve staff morale through increased recognition and reward

To achieve these results, the Student Development Division will continue to apply technology, streamline operations, and invest in staff promotion and development.

**New Directions**

After reviewing the results of the School and Campus Educational Plans, the Self-Study, and the Student Services System Review, several priorities emerged with corresponding strategies to facilitate the priorities.

**Priorities**
- Promotion of the development and delivery of a “Student First” philosophy
- Cultivation of a Student Development Team with a strong voice at the institution
- Development of a partnership with Academic Affairs, the campus deans, and students
- Inclusion of student input in planning services and programs
- Improvement and expansion of technological applications
- Development and implementation of a staff development plan
- Reassessment of staffing qualifications to support technological advances

**Strategies to Facilitate Priorities**
- Articulate the Division’s philosophy, vision, and goals
- Review College policies and procedures.
- Expand the partnership with academics affairs and students through joint planning.
- Improve the use of technology through the development of an infrastructure.

March 2006

-226-
• Increase staff efficiency, productivity, and morale through the implementation of a comprehensive training and development program

The Student Development Division has aggregated these priorities and strategies into a three-prong approach addressing **Access**, **Retention**, and **Student Success**.

**Access**
- Expand the comprehensive outreach and recruitment plan through college-wide consultation and collaboration with outreach to targeted schools and community-based organizations.
- Collaborate with the English, ESL, and Math Departments to identify, field test, and validate computerized placement tests.
- Continue to develop, enhance, and improve programs for underserved students to increase the numbers of Latinos, African Americans and Asian and Pacific Islander students served by AASP, LSN, and APASS.

**Retention**
- Expand counseling and advising services to improve student access, contribute to student learning, and increase student satisfaction.
- Intensify the development of an integrated Banner database that contains students’ records in academic, career, financial aid, and special programs to facilitate the delivery of student services and tracking of student progress.
- Continue to offer a variety of student services classes, develop new courses, and increase enrollment.

**Student Success**
- Support the Enhanced Self-Study (ESS) process and shared governance committees to develop and implement ESS recommendations.
- Implement smart cards or bar-coded IDs to increase efficiency in student attendance and service contact accounting.
- Further develop, improve, and expand Transfer Center’s programs and services, facilities, and staffing.
- Continue to develop the learning assistance, expanding services on all sites with new facilities on the Mission and Chinatown/North Beach campuses.
- Pursue the development of grants to augment funding available to increase the impact of Student Development on student learning and success.

Hence, the future of the Student Development Division looks bright. The Division has a clear goal, challenging and attainable objectives, and a talented team dedicated to carrying out the **Students First – Striving for Excellence** philosophy.

**SECTION III: OBJECTIVES AND ACTIVITIES**

The following Objectives and Activities reflect the priorities and strategies of the Student Development Division to improve the delivery of programs and services to both credit and noncredit students over the next three years.

March 2006
1. To continue the review of the service delivery system to ensure consistency with the Division’s *Students First* philosophy.
   1.1 Review the organization of the Division and the units that comprise the Division to create an effective delivery structure.
   1.2 In collaboration with Academic Affairs, review the placement of all student services.
   1.3 Review policies and procedures in collaboration with other units for consistency with the mission of the college.

2. To increase the efficiency of service delivery through the use of technology Collegewide.
   2.1 Update the Divisional Technology Plan for the next three years.
   2.2 Articulate Divisional issues, concerns and long term plans in regular meetings with Information Technology Services, The Learning Technology Roundtable and the Information Technology Policy Council.
   2.3 Collaborate with the College in the expansion of an integrated student services system
   2.4 Develop the College web portal to provide students with easy online access to relevant information and services.
   2.5 Implement the electronic educational planning and degree/transfer audit application for access by staff and students to help them keep track of their academic progress towards an identified goal.
   2.6 Expand computerized Testing Centers to all campuses to allow for more flexibility for students and to increase the types of tests that can be administered.
   2.7 Develop a comprehensive plan and the specifications for an implementation strategy addressing the need to provide the full array of up-front and continuing student support services via web-based applications.
   2.8 Establish the capability for scanning, storing and retrieving incoming documents for students—such as transcripts from another College—for counseling use.
   2.9 Implement smart cards or bar coded student IDs to increase efficiency and monitor student use of services.

3. To expand Divisional programs and services through strategic investment.
   3.1 Invest in Divisional programs and services with increased potential to improve student success.
   3.3 Expand the capacity to identify at-risk students and deploy early intervention strategies.
   3.4 Implement and expand policies and procedures related to academic progress.
   3.5 Continue to develop, improve, and expand transfer student services.
   3.6 Continue to develop, improve, and expand all retention programs.
   3.7 Collaborate with Academic Affairs to improve vocational and job placement services.

4. To develop effective cooperation with Academic Affairs.
   4.1 Develop a master calendar in collaboration with Academic Affairs.
4.2 Expand collaboration between academic and student support services and academic departments and programs.

4.3 Increase interaction with Academic Affairs throughout the matriculation process, including assessment and pre-requisite identification and enforcement.

4.4 Increase collaboration with Academic Affairs in the development and delivery of outreach and recruitment to the high schools, CBOs, and non-credit constituents.

4.5 Expand joint development of retention initiatives within and beyond the classroom.

4.6 Develop informational presentations with academic faculty, staff, and administration.

4.7 Collaborate with Academic Affairs on the development of the compressed calendar, particularly for non-credit.

5. To expand student leadership through increased collaboration and participation.

5.1 Increase collaboration and conduct regular dialogue with the student leadership Collegewide.

5.2 Contribute directly to the delivery of a specific leadership-training program to be implemented with campus AS Councils.

5.3 Increase support for student governance initiatives.

5.4 Increase involvement and student participation in Shared Governance through district wide communication and campus councils.

6. To improve staff development and training at all levels of Student Development through strategic professional development programs.

6.1 Conduct ongoing staff development programs orienting new faculty while supporting continuing faculty, and addressing specific issues identified in the departments and units.

6.2 Conduct continuing training sessions addressing the use of critical technological applications.

6.3 Improve participation in Collegewide technological training on developing applications at all levels: management, professional and classified staff.

6.4 Improve participation in professional conferences and workshops to share exemplary initiatives and develop new initiatives.

6.5 Initiate at least one professional development activity for all members of the Division each year.

6.6 Expand the “Grow Your Own” project to support faculty, staff and administrative development.

6.7 Increase the focus on diversity and student learning outcomes through the expansion of programs such as the Multicultural Infusion Project (MIP) and the Student Learning Outcomes Initiative.

7. To expand the collaboration among departments within the Division through improved interdepartmental interchange.

7.1 Continue to focus departments on supraordinate divisional objectives.
7.2 Continue to develop more comprehensive Divisional materials and briefings such as the newsletter and showcases to keep all members apprised of initiatives taken and impact achieved.

7.3 Work collaboratively on the review of policies, procedures, and systems.

7.4 Improve the representation of the Divisional perspective in discussions of critical issues throughout the District.

8. To publicize Divisional programs and services through the expansion of multiple media.

8.1 Incorporate information on continuing programs and services in all external and internal outreach and orientation sessions.

8.2 Enhance access to information for students, faculty, and staff in multiple media.

8.3 Develop multimedia and multilingual orientations and make information available in a variety of formats to meet the needs of diverse student populations.

9. To increase the presence of the Division within the community through improved collaboration and partnerships.

9.1 Place key information on the College television station, radio and web site and expand College programming.

9.2 Continue to develop a Divisional relationship with Marketing and Public Relations to improve promotional efforts for continuing programs and services.

9.3 Continue to increase outreach efforts within the community in partnership with education, business, and social service organizations.

10. To ensure the effectiveness and impact of the educational plan through managed implementation.

10.1 Continue to designate a manager to assume primary leadership for each objective and activity in the plan.

10.2 Use regular meetings to address the objectives of the plan on a regular basis in an effort to integrate the plan into the collaborative work of the Division, to strategize as a team, and to achieve closure.

10.3 Link administration and organizational change to budget development and resource allocation.

SECTION IV: RESOURCE IMPLICATIONS

Academic Affairs

1. Increase staff support and involvement in critical tasks delivered through Student Development such as assessment advising.

2. Encourage instructor participation in early alert systems and retention efforts such as Peer Mentoring.

3. Ensure the timely submission of grades, census sheets, and student drops, etc.

4. Increase responsiveness to student needs in the development of the class schedule and the reform of the curriculum.

5. Reinforce the services provided by Student Development.
Schools and Campuses
1. Participate in continued constructive dialogue with the Student Development.
2. Reconsider the role of “schools” in a community college environment.
3. Create new non-credit programs aligned with financial aid requirements to increase
   student access to available funds.
4. Continue to support the enhancement of “essential services” on-site at the campuses.
5. Improve the collection of enrollment information in a timely and efficient manner.
6. Join in collaborative training with Student Development to improve the deployment of
   services using technology as well as direct delivery.

Facilities
1. Develop an assessment facility for computerized testing and placement.
2. Develop a transfer facility that accommodates the expansion of transfer and placement.
3. Develop a facility to integrate credit and non-credit Admissions and Records to increase
   the effectiveness of resource utilization.
4. Develop academic and student services within new facilities.

Technology
1. Develop applications for computerized assessment, educational planning, and degree
   audit.
2. Partner in the development and implementation of the Divisional Technology Plan.
3. Collaborate on the development of on-line service delivery systems.
4. Promote the potential of the CCSF television channel.

SECTION V: ANTICIPATED OUTCOMES

Student Enrollment
1. The ability to systematically attract, educate, retain, and graduate students on a timely
   basis with results reflected in increasing enrollment, persistence, and completion.
2. The provision of a student-oriented system to enroll and serve students with impact
   reflected in increasing student satisfaction.
3. The provision of regular reports assessing the quality and quantity of service delivered
   thereby documenting contributions of the Division to increased learning and development
   as well as enrollment and retention.

Divisional Recognition
1. Increased knowledge of the work of Student Development at all levels of the institution,
   from the Board of Trustees to executive leadership, management, faculty, staff, and
   students.
2. Increased affirmation of the contributions of the Division and its individual staff
   members.
3. Continued and sustained support for the development of Divisional priorities.
Section V:  
Library Technology Plan
City College of San Francisco Library Technology Plan
2006 - 2010

The Library Technology Plan describes activities designed to expand and enhance access to services, proposes remedies for existing problems, and outlines strategies and activities for reaching our desired goals as stated in the library's mission statement and the library's 2005 Program Review. These goals are also consistent with the College as described in the Strategic Plan 2003-2008, and Education Master Plan, February 2003.

Goal 1: Information Resources
Utilize the latest technologies to enhance student, faculty and staff access to the library's information resources

I. A. From the Library's Mission Statement:

- Strives to provide equal access to print and electronic materials and to develop services, including distance learning services, for students with a wide range of scholastic abilities, learning styles and comprehension levels;

- Is supportive of and responsive to the changing needs of people with diverse ethnic, cultural, social and economic backgrounds; Advocates for faculty and staff participation in building and enhancing library resources and creating new services;

- Contributes to the college's curricular goals by providing programs and exhibitions and by publicizing available resources and activities;

- Encourages forging of partnerships and integrating of new technologies to increase access to resources and services external to the college's physical collections.

I. B. From the College Strategic Plan 2003-2008:

- Institutional Goal #1: Enhance access to City College of San Francisco
2.9.: Integrate visual resources into the institutional life of the College
5.7: Utilize technology to strengthen the delivery of student services.

- 7: To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources, and contribute to improved levels of communication and organizational effectiveness.

- 7.2.b: Continue to provide CCSF students with access to Web-based services and resources....

I.C. From the Educational Master Plan, February 2003

- Section V: Technology Plan
• I.A: Students will have more access to City College programs and services from work, home or from one of our campuses.
• I.D. The community will have consistent, quality information about City College, promoting access and increased utilization of resources.

I. D. Strategies

1. Provide optimal universal access to print, non-print, networked electronic resources, other library resources, and the Internet.

2. Widen the scope of accessibility to resources by increasing the range of electronic resources for on-campus, distance, remote, and disabled users.

3. Continue to investigate and develop alternative means of delivering library services and other resources (wireless, streaming media, chat, online workshops, database access, web-based resources, blogs, podcasts) to support our students, faculty and staff both on and off-campus.

4. Ensure that computer and internet access for patrons and staff is reliable and responsive.

5. Ensure that all services and resources are made accessible to disabled users.

I. E. Activities

1.E.1. Workstations & Equipment

1. Work with the College's IT department to upgrade or replace staff and student hardware (including printers) and software to avoid obsolescence (approximately every three years) at all Library and Learning Resource Center facilities, thus providing optimal access to the library's information resources.

2. Work with the College's IT department to provide all library staff with access to workstations, printers and appropriate software, including service desks; standardize hardware and software as much as possible for improved maintenance.

3. Provide appropriate hardware and software (e.g., screen reader, screen enlarger, alternative input devices, OCR scanner, etc.) for patrons with disabilities at every library site including the Mission and Chinatown campus libraries.

4. Purchase or lease 4 new microfilm reader/printers in order to provide more reliable access to our microfilm collection.

5. Consider solutions for centralized management of public workstations which could add: session registration and timeouts, office applications, patron authentication, virus protection, security features, and which may reduce hardware maintenance and replacement costs.

6. Identify and remove obstacles to the use of various multimedia formats and storage devices (e.g., CD-ROMs/DVDs, flash drives, portable hard drives)
7. Investigate and upgrade or acquire as needed equipment needed to play the latest media formats at the Media, Audiovisual and Language Centers, multimedia rooms, instructional labs, and campus libraries.

**I.E.2. Integrated Library System:**

1. Continue funding for the maintenance of the integrated library system.

2. Continue membership and subscription to OCLC services for cataloging and ILL.

3. Provide library patrons with detailed information about CCSF periodical holdings by implementing the III Serials module.

4. Provide library patrons and staff with detailed information about materials on order by implementing the III Acquisitions module.

5. Explore options for our integrated library system that support patron convenience - self check out, online catalog interface in other languages, etc.

6. Fund and implement student, faculty and staff access to Link+, a resource sharing consortium of California and Nevada libraries that utilizes the Innovative InnReach product.

7. Provide library patrons with enriched content (book jackets, table of contents, indexes, book reviews, sample text, etc.) for records in our online catalog. Contract with a vendor such as Syndetics Solutions or Baker & Taylor for this service.

8. Set priorities for the development, cataloging and indexing of local databases and digitization of local collections including the Guardsman, special resources at the Statler Library, College Archives, and Diego Rivera materials.

9. Implement as appropriate the III Media Management module to provide library patrons with access to digitized resources from the City College Library collections.

10. Plan for and fund the ongoing maintenance of the online catalog's authority file. A major cleanup should also be undertaken approximately every five years.

11. Purchase and implement WebBridge, a dynamic linking III product that accesses external web resources or consider alternatives that may provide a more technologically and economically efficient solution.

12. Provide students with more information about textbooks on reserve by scanning book covers and adding this image to the opac bibliographic record display. Upgrade an existing server (replace current hard drive) to store the data.

13. Expand access by providing electronic reserves through the integrated library system.

14. Implement as needed the media booking module for the booking, scheduling or reservation of group study rooms, instructional labs, other facilities, and audiovisual equipment.

March 2006
15. After implementation of the III acquisitions module, acquire and implement Inventory Express, a III product used to check book vendor inventories for title availability and price comparison, and to create acquisition order records; consider alternatives that may provide a more technologically and economically efficient solution.

16. Determine the status of the implementation of the College wireless network. Implement III wireless-enabled PDA for circulation and inventory applications or consider alternatives that may provide a more technologically and economically efficient solution.

17. Expand broadcast searching using Z39.50 technology that allows library users to search multiple library catalogs from a single interface.

18. Purchase five additional staff Millennium user licenses.

19. Purchase additional Millennium review files (create lists).

20. Utilize Innovative's statistical functions to improve the delivery of data and investigate and implement a data management system to standardize statistical data between all library locations.

**I.E.3. Electronic information resources**

1. Continue funding for our periodical and reference databases and seek funds for the purchase of additional databases.

2. Begin cataloging free electronic books and full-text web documents in order to provide immediate access to quality information sources for our students.

3. Investigate e-book vendors such as Safari, NetLibrary and eLibrary. Seek additional funding for e-book collections especially in subject areas that require currency, such as technical books.

4. Continue to ensure remote access for City College Library users to the online catalog and to subscription-based databases.

5. Continue the development, updating and maintenance of the Library’s web page with compliance to ADA accessibility standards.

6. Enhance the library's Exhibitions and Programs web pages to provide a richer, more interactive and informative experience for the viewer.

7. Implement as appropriate Innovative's Web Access Management functions for providing a single sign-on for all subscription databases.

8. Continue the electronic reference service (ERef) and explore other means of delivering reference assistance.

March 2006
I.E.4. Applications Development and Support

1. Identify, acquire, and implement software or utilities that support or improve the work of all library staff in making resources accessible and available to students.

2. Identify, acquire, upgrade and implement software or utilities that are available to students in library computer labs (e.g., upgraded/current versions of Microsoft Word, Access, Excel, FrontPage that match those used in courses) where a site license is available from ITS.

3. Identify, acquire, upgrade and implement software or utilities that are available to students in library's public workstations (latest browsers, updated plug-ins, capability to display a variety of roman and non-roman languages)

4. Provide the capability to type non-roman characters (word processing/internet) in every library.

5. Continue the subscription to Library of Congress software for cataloging work and for instruction (Library Information Technology program).

6. Consider centralized acquisitions interface between the library and the CCSF financial system for efficient processing of invoices and payment vouchers.

7. Implement automated circulation for the Alice Statler Library, the Media Center, and the Teachers Resource Center Library.

8. Consider the adoption of a standard web design and development program to be used by staff for maintaining and updating the library's web site.

9. Provide staff with release time as needed to work with library system vendor on joint application development to ensure development of applications that meet the needs of our library.

10. Purchase 5 or the appropriate number of Adobe Creative Suite licenses for digitization projects.

Goal 2: Instructional Resources

Develop diverse learning opportunities utilizing the latest technologies to meet the needs of CCSF students, faculty and staff.

II. A. From the Library's Mission Statement:

- Contributes to student learning outcomes by actively engaging in both the development and implementation of an information competency initiative that supports the curriculum and lifelong learning;

March 2006

-239-
• Provides users with assistance and instruction for success in the use of library resources for their present studies and lifelong learning;

• Is supportive of and responsive to the changing needs of people with diverse ethnic, cultural, social and economic backgrounds; Advocates for faculty and staff participation in building and enhancing library resources and creating new services;

II. B. From the College Strategic Plan 2003-2008:

2: To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

5.7.e. Implement on-line delivery of student orientations where appropriate

7. To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources, and contribute to improved levels of communication and organizational effectiveness.

7.1.c. Provide faculty with access to the appropriate training and equipment to improve the use of technology for instruction...

II. C. From the Educational Master Plan, February 2003

Section V. Technology Plan

Strategic Goal 1: Develop and implement enhanced educational technology services.

1.5 Assess and plan the development of new instructional technologies.

II. D. Strategies

1. Collaborate with department/program faculty and instructional support staff, to provide CCSF students with diverse learning opportunities by utilizing new technologies to develop and improve existing courses, workshops, and online tutorials that emphasize information competencies (http://www.ccsf.edu/Library/instruct/competency.html)

2. Continue the development of online equivalents to library skills workshops, creating tutorials on use of library resources, providing electronic reference services, and placing more brochures, handouts, and information on the library web site.

3. Ensure that all online or web-based instructional activities or materials meet the latest ADA accessibility guidelines or standards.

4. Provide training workshops and other learning opportunities for faculty and staff that develop their awareness/understanding of search tools and encourage the incorporation of information resources/library use in assignments that develop students’ information competency.
5. Utilize appropriate instructional technology facilities, hardware, courseware and software for the development and effective use of teaching-learning opportunities.

6. Ensure librarian participation in the planning of new technology-enhanced classrooms/labs/library spaces at the new Chinatown-North Beach and Mission campuses, as well as renovations at John Adams and other campuses.

II. E. Activities

II. E.1. Workshops and courses

1. Continue to revise and redesign library research skills workshops and supporting instructional materials as needed to stay current with the latest search tools and information resources, making use of appropriate instructional technology.

2. Develop new online tutorials that are equivalent to the classroom research skills workshops for students in Area B: Written Composition classes (ESL 170, English 96 and English 1A) that will satisfy the new information competency graduation requirement.

3. Review orientation and instructional materials on the Library website to identify the need for revision and additional information, keeping in mind the needs of all constituent groups.

4. Based on a needs assessment and feedback from appropriate student development staff, explore the development of new orientation and learning opportunities, such as an interactive online orientation to library resources/services; campus library “open house” or drop-in workshops; or instructional tutorials available from the Library website, that serve students district-wide.

5. Review current online or web-based instructional activities and materials (e.g. tutorials, “how-to-use” guides, LIS 10 course) to ensure ADA accessibility compliance and modify as needed.

6. Develop/revise information and instructional materials targeted to faculty/staff on the Library website.

7. Explore the feasibility and need for an online orientation for new faculty focused on LLR overall services, facilities and instructional support services;

8. Survey librarian needs for professional development related to instructional technology and collaborate with TLC and other appropriate units to facilitate access to needed technology training for librarians.

9. Work with Distance Learning librarian to purchase appropriate software, equipment needed to develop online workshops and orientations. This may include video capture, digital editing, audio/video software, digital camera, and video camera.

10. The Distance Learning and Instructional Services Librarians will consider the use of the College's video infrastructure to distribute or broadcast instructional or staff development workshops to locations throughout the College.

March 2006

-241-
11. The Distance Learning and Instructional Services Librarians will consider the video capture of instructional or staff development workshops for on-demand broadcast via the internet.

II. E. 2. Demonstration classrooms, laboratories and Equipment

1. Encourage librarian membership on the Facilities Committee and appoint librarians to building planning groups in order to assist in the planning and implementation of new technology-enhanced classrooms/labs/library.

2. Work with administration to upgrade Library & Learning Resources instructional labs to allow instructor control of all student workstations.

3. Work with Administration to place an increased emphasis on maintaining or replacing instructional equipment needed to access audio, visual and multi-media materials.

4. Acquire additional workstations as needed to extend access in campus libraries to benefit instructional activities.

5. Work with DSP&S staff to ensure that at least one workstation in each library instructional lab is made accessible for disabled users.

6. Create a Library Instructional Lab (similar to R414 in the Rosenberg Library) in the John Adams remodel.

7. Work with administration to develop the educational specifications for a Phase II learning resources facilities expansion.

<table>
<thead>
<tr>
<th>Goal 3: Infrastructure and Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide software, telecommunications, equipment, wiring, and architectural frameworks to deliver required technological services.</td>
</tr>
</tbody>
</table>

III. A. From the CCSF Strategic Plan 2003-2008, Strategic Priorities:

5.7. Utilize technology to strengthen the delivery of student services

6.5. Continue to upgrade and maintain facilities to support learning.

#7: To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources, and contribute to improved levels of communication and organizational effectiveness.

#7.2: Improve network services

#7.2.d. Plan and support wireless access to Web services for all constituencies.

#7.2.e. Plan for next generation of network technologies including convergence of voice, data,
and video; new telephone/voice system; and video distribution alternatives such as interactive TV.

III. B. Strategies

1. Work with College Information Technology Services staff to maintain and upgrade the library's wide area network.

2. Work with ITS & appropriate administration to plan for, maintain, and expand secure wireless access to the internet for students and staff at all campus libraries.

3. Work with ITS & appropriate administration to plan for the next generation of network technologies including convergence of voice, data, and video to optimize student access to library resources, and to provide for the development of alternative systems of delivery for instruction.

4. Work with College Information Technology Services staff in the planning for network access for future library sites (Chinatown/North Beach campus, Mission campus) and those undergoing renovation or remodeling.

5. Implement the Banner interface program developed jointly by the College and Innovative that allows real-time downloading of patron information to our integrated library system. Work with ITS and Innovative Interfaces staff as needed to resolve interface issues and problems.

6. Evaluate staff work environments, workstations and furniture to make sure that they are healthy and ergonomically sound and to correct deficiencies as needs develop.

7. Work with ITS and Campus Deans to develop technology and equipment needs for Chinatown/North Beach and Mission campuses.

III. C. Activities

III. C. 1. Network hardware & other equipment

1. Install and maintain Novell servers for the Alice Statler Library, the Downtown Campus Library, the John Adams Campus Library, and the Josephine Cole Library and future libraries at the Chinatown and Mission campuses.

2. Continue annual maintenance for existing network hardware (servers, routers, hubs)

3. Work with the appropriate ITS personnel to maintain and upgrade hardware and software for the Rosenberg and Campus Libraries network, creating additional subnets and implementing a switched network technology.

4. Network printers: Provide as needed additional networked printing capability for all public and staff workstations. Implement networked printing at the Chinatown-North Beach, Mission, the remodeled John Adams and Downtown campus libraries. Add an additional networked...
printer at Rosenberg Library, Reference West. Provide centralized network color printing services for patrons at all libraries. Investigate wireless printing to the network.

5. Work with Automation and ITS to purchase additional workstations for the additional conduits between Reference West and Reference East (near the Circulation desk) as funds become available.

6. Periodically review and upgrade as needed the memory and storage capacity of the Innovative server.

7. Provide scanners at all campus libraries.

8. Purchase approximately 137 PCs with 17" LCD monitors for student use at the Mission campus; 118 at the Chinatown/North Beach campus

III. C. 2. Wiring

1. Plan and install electrical power and data wiring for instructional classrooms, integrating with plans for network infrastructure for the new John Adams, Chinatown-North Beach and Mission campus libraries.

III. C.3. Facilities

1. Identify and secure additional space for Library Automation Services staff, hardware and supplies in the Rosenberg Library/LRC.

2. Create a new, 24-hour computer lab in the Rosenberg Library/LRC (a current function may be relocated to accommodate this function) or advocate for the development of additional college computer labs.

3. Upgrade and/or acquire equipment as needed in multimedia rooms and instructional labs in order to provide the capability to utilize the latest broadcast/video distribution alternatives (e.g., interactive TV, satellite and broadband network programs), and to originate/distribute broadcast quality video content to other College or remote locations.

4. Provide a separate computer lab area as part of the John Adams Campus Library remodel, in order to separate lab activities from study spaces, thus improving the work environment for students pursuing different activities as is done in the Rosenberg (R521) and Downtown Campus Libraries.

<table>
<thead>
<tr>
<th>Goal 4: Human Resources</th>
</tr>
</thead>
</table>

*Raise the skill levels and information technology competencies of the library and learning resources staff, and the faculty and staff of City College AND provide sufficient staffing, and training when implementing any new technologies.*
IV. A. From the CCSF Strategic Plan 2003-2008

#7.c. Provide faculty with access to the appropriate training and equipment to improve the use of technology for instruction in traditional classroom settings, technology-enhanced instruction, and distance education.

#7.i: Provide staff development and training opportunities for all CCSF employees in the use of technology and in applications of technology to enhance teaching and learning.

#8: To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and the promotion of diversity at all levels of the College.

IV. B. From the Educational Master Plan, February 2003

College-wide initiatives, Section 1, #4: Expand professional/staff development activities for faculty, staff and administrators to promote more innovation within the College.

IV. C. Strategies

1. Increase the technical expertise of all library faculty and staff.

2. Provide adequate staffing to support optimal functionality of equipment and software for Library and Learning Resource Services.

3. Develop human resources in the library to assure effective functioning of all units including the new Chinatown-North Beach and Mission campus libraries via the hiring of additional and/or the redeployment and training of existing faculty and staff.

IV. D. Activities

IV. D.1. Training and education

1. Seek funding for staff attendance at workshops and conferences in order to encourage information awareness and enhance technical skills.

2. Offer adequate opportunities and a procedure to provide coverage for training of all library employees.

3. Transfer current awareness gained from workshops and conferences to library faculty and staff through short workshops, orientations and focused discussions.

4. Train librarians and staff in the loading, installation, and de-installation of CD-ROMs, flash drives, portable hard drives, DVDs, and other multimedia formats or storage devices.

5. Expand our program of faculty/staff development to respond to their need to learn to use new
technology to access and use information.

6. Provide ongoing training to all library staff in the use of the various functions and modules of the III system including the creation and updating of appropriate print, audiovisual, and online training materials, tutorials, etc.

7. Provide opportunities for staff training in the use of software and equipment needed to produce online instructional courses and workshops (e.g., WebCT, quiz generators, presentation software, audio-video capture and editing software).

IV. D. 2. Hiring and reclassification

1. Investigate staffing needed before implementing any new module, function, feature or project related to the integrated library system.

2. Maintain adequate staffing levels to support the activities of cataloging and indexing in order to add new formats, resources, and other new sources of information to the online catalog and other database tools. Hire two catalogers to handle the additional workload from the new Chinatown and Mission Campus libraries.

3. Hire one half-time library technician for each of the following: Alice Statler, Southeast Campus libraries, and Periodicals Department to assist in the automation of library functions.

4. Provide adequate classified and certificated staff and student help at the new Chinatown-North Beach and Mission campuses or any future library sites to support the technological, instructional, reference and other activities of the libraries.

5. Seek funding to increase library automation staff to achieve a ratio of one System Administrator Level 1, (class 1021) for every 75 workstations supported by the department. Current ratio is approximately 1 for every 111 workstations

6. Seek funding for instructional lab aides to assist at the Downtown, John Adams, and other campus library open-access computing labs.

7. Review and revise library job description to ensure that duties and responsibilities related to information technology use and oversight are clearly stated.

GOAL 5: Implementation and funding

Identify and promote strategies that provide the funding needed to accomplish the goals set forth in the Library's Technology Plan.

V. A. From the CCSF Strategic Plan 2003-2008

Strategic Priority #6: To identify and promote strategies that provide a stable pattern of funding
for CCSF's Strategic Priorities.

V. B. Strategies

1. Provide appropriate resources in leadership, money and time to actualize the goals of this plan.

2. To make maximum use of regular district sources of funding.

3. To explore funding opportunities via grants and other external sources.

4. To obtain adequate funding for equipment needs, training costs, staffing, and the purchase of services, utilities, and vendors.

5. Continue a strong, cooperative relationship with the "Friends of the Library."

6. Work with the administration for the funding needed to accomplish plan goals.

V. C. Activities

V. C.1. Organization of funding needs and sources

1. Identify library technology costs and create an organized list of these costs.

2. Identify current sources of library technology funding and create an organized list of these sources.

3. Develop an articulated, coherent system for matching costs with funding sources.

V. C.2. Internal funding

1. Create and maintain a coordinated list of library technology expenditures currently met through internal funding.

2. Create and maintain a list of unmet library technology funding needs in anticipation of internal funding opportunities.

V. C.3. External funding

1. Maintain contact with state agencies such as the California State Library, etc. to determine what funds may be available.

2. Seek support from non-profit organizations or foundations.

3. Standardize grant-writing procedures and cooperate with the City College Research and Planning office.

4. Investigate collaborative efforts and consortia options to maximize funds and expertise.
This document was composed by the Library Technological Committee comprised of the following members:

Rita W. Jones, Dean of the Library and Learning Resources
Julia Bergman, Librarian, Automation Coordinator
Lori, Brown, Librarian, Southeast Campus Library Coordinator
Y.C. Karen Chan, Librarian, Periodicals Department Coordinator
David Gallerani, Assistant to the Dean
Kimberly Ginther-Webster, Librarian, Reference Department
J. R. Hall, IS Administrator - Supervisor, Automation
Clinton Kamiya, Automation, Technician
Chris Kox, Library Information Technology, Chair
James Lim, Librarian, Distance Learning and Electronic Services
Suzanne Lo, Librarian, Campus Librarian
Karen Saginor, Library Information Technology/Library Services

December 2005