

END-OF-YEAR ASSESSMENT REPORT

2001-2002

Section I

Institutional Progress Review

Section II

Institutional Effectiveness Assessment



CITY COLLEGE OF SAN FRANCISCO

SEPTEMBER, 2002

END OF YEAR ASSESSMENT

FOREWORD

During the 2001/2 fiscal year, the College addressed over 300 objectives from the Annual Plan. This end of the year report provides an overview of what the College cost centers have done, and as I review the progress we have made, I am truly amazed by the number, scope and depth of our accomplishments.

The City College of San Francisco Planning, Budgeting and Evaluation system is now fully operational and we are beginning to see some impressive results from all parts of the College community. We have expanded our efforts to promote access to the residents of San Francisco and once in the door, we are finding new and innovative ways of supporting students' educational goals and aspirations.

The Planning, Budgeting, and Evaluation system consists of five integrated components that comprise a comprehensive process for institutional effectiveness. The components are: 1) strategic planning; 2) annual planning; 3) unit planning; 4) budget planning; and 5) evaluation/assessment. The Strategic Plan is a five-year, long-range plan, focused on growth or change. The Annual Plan consists of one-year objectives for the institution, developed by the College units and derived from the priorities of the Strategic Plan. Each Unit plan contains a Budget Plan that reflects the requested resource requirements necessary for the unit objectives to be achieved. Finally, there is the evaluation/assessment component, conducted twice a year to review the progress of the College units.

In addition to narrative reports from the senior administrative staff on institutional progress, this report includes current performance data that provides a picture of how well the college is doing to meet core performance indicator targets.

Four sections comprise this report: the first is a series of reports from the Vice Chancellors and myself that review the work of this last year including a list of activities and accomplishments based upon the objectives in the Annual Plan. The second section contains the College Core Performance Indicators. The third section contains the reports from the major cost center managers on their units' activities and progress in meeting the Annual Plan objectives and is only available from the Office of Research, Planning and Grants at 239-3014, CCSF Libraries, or a the following URL http://www.ccsf.edu/Offices/Research_Planning/planning_budget.htm

The End-of-Year Assessment is an arduous process involving hard work on behalf of administrators and the Office of Research, Planning and Grants. It gives us all a better sense of the exciting activities occurring throughout the institution and the enthusiasm associated with those projects. This report is a testament to the incredible accomplishments of a dedicated and talented faculty and staff.

Please circulate this document so that everyone can know how well their community college is doing.

Dr. Philip R. Day, Jr. Chancellor
September 2002

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MAJOR COST CENTER

Chancellor's Office/Group

Public Information
Research and Planning
Government Relations
College Development
General Counsel Office
Affirmative Action

Vice Chancellor of Academic Affairs

Scheduling
Tenure Review
Contract/Continuing Ed
School of Applied Science & Evans Campus
School of Science and Math
School of Behavior and Social Science
School of Business and Downtown Campus
School of Liberal Arts and Castro Valencia Campus
School of International Ed/ESL and C/NB Campus
School of Health & PE and John Adams Campus
Alemany Campus
Southeast Campus
Mission Campus
Library and Learning Resources

Vice Chancellor of Student Development

Financial Aid Office
A & R – NonCredit
A & R Dean's Office - Credit
Outreach and Recruitment
Student Affairs Office
Matriculation Office
Dean's Office
Dean of Counseling
Student Activities
Cal Works/TANF

Vice Chancellor of Finance and Administration

Administrative Services
Business Office
Human Resources
Information Technology Services
Academic Computing
Buildings and Grounds

MANAGER

Dr. Philip R. Day Jr.,

Martha Lucey
Robert Gabriner
Leslie Smith
Kathleen Alioto
Ronald Lee
Linda Jackson

Frances Lee

Terry Hall
Brian Ellison
Judy Teng
Phyllis McGuire
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Sandra Handler
Steven Glick
Bruce Smith
Joanne Low
Linda Grohe
Gary Tom

Veronica Hunnicutt
Carlota del Portillo
Rita Jones

Don Griffin

Jorge Bell
Mary Lou Leyba
Balestreri, Robert
Elizabeth Brent
Frank Chong
Nicholar Chang
Rod Santos
Larry Klein
Skip Fotch
Bernice Brown

Peter Goldstein

Stephen Herman
James Kendrix
Clara Starr
Doug Re/Mamie How
Mamie How
Jim Keenan

OFFICE OF THE CHANCELLOR

OFFICE OF THE CHANCELLOR

During 2001-2 the College accomplished a great many objectives. Among the most significant are the voter-approved Proposition A Bond Initiative; the initiation of a new college strategic plan for 2002 to 2007; the continued growth of student enrollments; and the award of a \$1.7 million grant from the Department of Education—Strengthening Institutions.

The second phase of the updated strategic planning process was completed this past year and a draft of the **Strategic Priorities Plan** is currently in circulation among key constituent groups for comment. This draft was the continuation of a very productive and highly participatory, two-day strategic planning workshops held in March. A follow-up session was conducted in April, the feedback of which produced the draft currently in circulation.

A strategic *Vision Statement* was drafted by the Chancellor and served as a basis for review and consideration by the strategic planning workshop participants. It was slightly edited and finally approved by the participants and later by the Planning and Budgeting Council (PBC). A similar review process was conducted for the College's *Mission Statement* and *Institutional Goals*. Both were updated, edited, and approved by all workshop participants. A draft version of the *Strategic Priorities* document has been circulated to every full- and part-time employee of the District over the summer, with an eye toward preparing for open review and hearings on the matter during the early phases of the Fall Term. It is noteworthy that the feedback from all parties involved—both internal and external—has been very positive, with expressed appreciation for the level of participatory involvement in the development of the Plan.

The new planning and budgeting system is now in full operation. This includes the implementation of both the **Mid- and End-of-Year Assessment Reports**. The continued work associated with updating and expanding our list of performance indicators continues and has been incorporated to some extent within the strategic planning process. At the workshop session in April, the participants had a discussion about an expanded array of core performance measures that could be instituted. A special working group will be addressing these issues over the summer so that a recommended strategy can be reviewed by the PBC and incorporated into the overall planning system.

A new **Technology Plan** has been developed and approved by both the Education Technology Roundtable and the Information Technology Policy Committee. It was included as part of the Strategic Planning Workshop materials, along with copies of the **Educational Master Plan**. It is important to note that each of these documents are continually evolving, changing, and being updated.

The College has made tremendous strides in **information technology services** and are moving into a phase of implementation that will finally implement our network at the work-site level (classrooms, faculty offices, support staff desk operations, etc.) and at the level of new tools and applications. This next phase is at least a two-year process, but nevertheless will provide for the full realization of our technology plans.

In the past year, we also completed the wiring work associated with the building of the actual physical infrastructure. In part, this included major work at rebuilding our electrical systems (e.g. John Adams and Science Building/Ocean Avenue Campus) so that the facilities could support the new technical/fiber optic infrastructure and the new communications systems to be utilized. We have also expanded on our implementation efforts regarding the Banner Database Management and Application System, which includes a range of development options now being used with Web-based applications. For example, on-line registration has already been implemented and faculty are currently piloting a program for reporting grades on the Web. More than 30% of our students registered on-line. Additionally, the academic year of 2001-02 was the first full year of the operation of the Office of Educational Technology. We have had great success with our new training labs, which are used for faculty development and for the expansion of our on-line courses.

The College's **Enhanced Self-Study**, dedicated to the development of initiatives to improve student success college-wide, was initiated in the fall of 2000. More than 170 faculty, staff, and students volunteered to participate on five Ad Hoc Committees, each of which addressed a specific sector of the institution. Over the course of the year, these teams examined the issues under their purview considered exemplary initiatives at the College and beyond, and produced 34 recommendations. By the end of the fall 2001, the Ad Hoc Committees had concluded their work, and the first phase of the project was successfully completed. To date, the Academic Senate has received and approved six recommendations. These six recommendations will now move to the Planning and Budgeting Council and the respective unit responsible for implementation. By next year, implementation plans for each of these recommendations should be developed and approved by the Planning and Budgeting Council. The remaining recommendations are still being reviewed with the expectation that the review process will be completed during the fall 2002 semester.

One major step toward supporting many of the Enhanced Self Study recommendations is the award of another **Title III grant totaling \$1.7 million**. Developed by a team of faculty and staff working collaboratively, the Title III proposal addresses the development of a robust student services network linking with the development of an integrated basic skills program for ESL, English and Mathematics. The project will improve student achievement, persistence, and retention over the next five years.

For the first time in many years, the College has exceeded its assigned enrollment cap. For fiscal year 2001-2002, that cap was 1.75%. The final reported FTES for this year will be 37,003 or a 6.54% growth in enrollment. This growth also generates \$1.4 million in new growth funds and \$731K in one-time Basic Skills funding. Both of these were sufficient to not only pay for the growth that occurred, but also contributed significantly to our end-of-year budget surplus, thereby helping us in what is admittedly a tough year. It is worthy to note that the College has “turned the corner” on the downturn in non-credit enrollment, which, during the mid- to late-nineties was in decline. This year we experienced a growth of nearly 7.85% in this program area.

Over the past year, several key initiatives have been taken to ensure maximal enrollment growth, including the implementation of an **Enrollment Development Work Group**, the expansion of the Outreach and Recruitment Initiative, the improvement of enrollment tracking and reporting capacity, the reorganization of General Counseling, the expansion of efforts to monitor students in academic jeopardy through the probation process, and the coordination of technological development to support enrollment management.

Over the course of the year, plans for the **reorganization of General Counseling** have proceeded apace and have now been completed. During the fall of 2001, the members of the General Counseling Department considered various alternative structures resulting in the development of a comprehensive reorganization plan by the conclusion of the semester. The new structure seeks to increase the accessibility and impact of counseling services by creating four interrelated departments and two specialized programs, each focused on the needs of a specific group of students: new students, continuing students, international students, and transfer students, as well as African American and Latina/o students.

The College’s commitment to provide leadership of a formal articulation and transfer network through the **National Articulation and Transfer Network** has continued to gain momentum. The first year of funding from the Department of Education (\$375,000 for Year 1 of a three-year grant) for the NATN initiative has been implemented and augmented by a special Congressional Earmark (\$800,000).

CCSF experienced an overall increase of 25% in funds allocated to the College through financial aid, scholarships and grant awards over the previous year. Based on a comparison of fourth quarter reports from FY 2001 and FY 2002, federal, state, local, foundation and child development grant funds rose across the board. Through the work of the **Office of Grants Resources** the College collected twice the Small Business Association funds from the previous year and added new streams of funding from the National Endowment for the Humanities and the Department of Health and Human Services—in particular an Early Child-hood Mentoring Program at \$3,873,022. Additionally, the College has received over \$1.6 million to support the development of the NATN initiative.

At the state level, CCSF experienced a doubling of Telecommunications and Technology and Foster Parenting funds from the previous year. Instructional Block Grant funds more than doubled over last year, rising from nearly \$2 million to almost \$5 million. FII, FSS, and other state grants comprised another significant increase in funds over the previous year with nearly \$1,400,000 more in grants received by the College. State grants total approximately \$15 million.

Child development funds more than doubled at the state level and quadrupled at the local level over the past year to approximately \$3.5 million. Finally, foundation monies significantly increased with the awarding of a grant to the College by the California Endowment and with the increase in city-funded programs including the Muni Safety Training and Community Health Works. Foundation funds total approximately \$669,000 and local funds approximately \$457,000.

In fall 2001, the College received \$274,487 from the federal Department of Education to develop Community Technology Centers in conjunction with the San Francisco Housing Authority to engage public housing residents in a course to explore technology and build their own computers. This spring, the National Science Foundation awarded the College \$815,435 to create “Fix-a-Gene” within CCSF’s biotechnology program. Fix-a-Gene will recruit community college students and support them in performing actual research as part of their biotechnology curriculum. This March, CCSF became the new host of the California Real Estate Education Center—a program funded by the State Chancellor’s Office to provide a statewide resource offering leadership in real estate education policies and services to California’s 108 community colleges.

The **City College Foundation** continues to grow. Working in concert with our Dean of Development and at least one very key faculty member and long-time member of the Board, a new set of by-laws was drafted and adopted; the old Board was eliminated and a new Board was formed, which now includes a new, high-level Investment and Finance Advisory Committee, charged with the oversight of all of the Foundation’s portfolio and assets. The **Development Office** has received two major gifts this past year, one from the Orfalae foundation and the other the Bernard Osher Scholarship Endowment for Vocational Scholars in the amount of \$1 million.

ISSUES TO BE ADDRESSED 2002/2003

1. Provide leadership to complete the new college strategic plan.
2. Provide leadership for Proposition A Capital Projects activities.
3. Develop and expand the Office of Development fund-raising efforts
4. Pursue state and federal legislative action agendas and work for an appropriate level of support for CCSF.
5. Oversee the implementation of the rollout of new computer technology for all faculty and staff.

SUMMARY OF ACHIEVEMENTS: OFFICE OF THE CHANCELLOR

OPERATIONAL OBJECTIVES

To provide high quality services in the areas of fiscal and administrative services, facilities management, data processing, enrollment management, public information, comprehensive planning, research, institutional effectiveness and assessment, fund raising and grants, personnel management, academic management, faculty/staff development, and executive leadership.

- Mailed 340,000 copies (each) of “Report to Our Neighbors” the College’s Annual Report, Class Schedules (Fall 01, Spring 02), and Thank You/Spring 2002 Recruitment postcard.
- Organized CCSF’s participation in following: Chinese New Years Parade, Latina Leadership Conference, Pilipino American Arts Expo, Juneteenth Festival, Black Cuisine and Family Festival, Carnival Celebration, Gay Pride Parade, Dr. Martin Luther King, Jr. and Cesar Chavez marches.
- The Office of Governmental Relations (OGR) has worked to ensure that all of the college’s constituents and interests have been represented in the most effective manner possible.
- Provided overall leadership and management guidance for all major areas of the college: academic; student; admin and external relations.
- Continuing to identify areas where additional communication and planning with and for Board of Trustees can be expanded. Re-inventing of Board Committees has been given priority considerations
- Continuing to represent the college among external agencies and constituencies.
- Continuing to provide high quality services in the areas of planning, research, assessment of institutional effectiveness; and grants. Great progress as evidenced by the increasing tendency for State Board of Governor’s to look to CCSF for problem resolution, grants management, and technical assistance.
- Continuing to provide legal services and advises to college administrative staff in employment; instruction; business services; Board activities and actions. Highlight has been development of “draft” recommendations related to PLA’s and Sunshine Ordinance.

To continue to maintain a high level commitment to college participatory governance for faculty, classified staff, students and administrators.

- Continuing to foster shared governance throughout the college.

DEVELOPMENTAL OBJECTIVES

Establish a systematic enrollment development and management planning effort

- The OGR regularly advocates for the development of public policies in many arenas, including regulatory, legislative and constituency-based opportunities to benefit all City College interests.
- Marketing Office hosted representatives from 19 Bay Area radio and TV stations; mounted marketing campaigns for Fall 2001 and Spring 2002 featuring transit advertising, movie theatre ads, radio and TV commercials, and newspaper ads, etc.; and arranged Editorial Board meetings advocating for increased City and State funding.
- Expanded international students enrollment through aggressive global marketing.
- Exceeded cap for first time; record year for enrollment growth; development plan for continued enrollment being sustained.
- New initiatives with Fire, 911, MUNI and others continues to be planned and implemented.
- Utilized TV/Radio in expanded way which contributed to significant enrollment growth and expanded visibility

Plan and implement a new Title 3 grant application to address and support student needs that are identified through the Enhanced Self-Study for each of the five study areas: Pre-Registration and Matriculation; Pre-College Learning; College-Level Learning; Student Outcomes; Enrollment Management Tools.

- Title III proposal developed and submitted and awarded to CCSF.

Continue the development of college-wide information technology services

- Technology plan drafts completed.

Continue to pursue state funding for college projects.

- The OGR has been extremely successful in accessing funding for City College's highest priorities, especially in the area of capital outlay, providing COLA, and growth dollars, and restoration of program cuts. Focus continues to be on basic skills, human resource development, and student services.

Undertake and complete the process for developing a new Strategic Plan for the college.

- Completed the process for developing a new Strategic Plan for the college.
- Established and implemented a participatory process for developing the new strategic plan under the auspices of the Chancellor's Office and the Planning and Budgeting Council.
- Departments, Schools and college organizations completed review of draft Strategic Plan.
- Initiated; achieved broad-based participation; strong consensus around new mission, goals, and vision statement.

Continue to improve the college planning and budgeting system.

- Mid-Year and End-Year Rpt processes completed and implemented.

Implement appropriate recommendations from Enhanced Self Study process

- Completed ESS and now supporting review and approval through shared governance

Expand alternative revenue sources and advancement opportunities for the college

- Two significant functions - the Getty reception and the PlumpJack/Diego Rivera event - provided the college with additional potential donors and publicity for the college.
- An additional five members have been added to the CCSF Foundation Board of Directors bringing the total to 19 Directors.

Expand college institutional effectiveness reporting.

- Core indicators established. Additional indicators are now being considered.
- Annual College-wide surveys of graduating/leaving students and reports of results implemented.
- Periodic student and employee surveys of satisfaction with the college operations have been implemented.

VICE CHANCELLOR FOR ACADEMIC AFFAIRS

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The Vice Chancellor of Academic Affairs has overall management responsibility for the following areas: the seven schools (School of Applied Science & Technology, School of Behavioral & Social Sciences, School of Business, School of Health & Physical Education, School of International Education & ESL, School of Liberal Arts, and School of Science & Mathematics); eight campuses (Alemany, Castro/Valencia, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast); Library and Learning Resources; Faculty Support Services; Curriculum, Faculty Evaluations and Tenure Review; Contract Education and Continuing Education. The Dean for Educational Technology also works closely with the Vice Chancellor on developing and expanding the use of technology at City College.

End-of-Year Assessment Reports of Annual Plan Objectives have been prepared by each major cost center manager in the Office of Academic Affairs. In their reports, included in the appendix, the cost centers “made progress” or, in most areas, “made progress at levels greater than expected”. This summary highlights the activities and accomplishments for the year.

This past year, high unemployment in all business sectors resulted in an unprecedented **enrollment growth** for the College. To weather the economic downturn, people were coming to us to gain new or additional job skills, to earn a certificate or an associates degree or enroll in classes to transfer to higher institutions. Facing the increase in demand, our challenge was to manage the tremendous growth with the same resources. Through our nine campuses and over 100 sites, we offered 3,277 sections of noncredit classes, 7,230 sections in credit, 40 in contract education and 473 in continuing education.

In spite of the large number of classes offered, we were unable to keep up with the demand. Many students were unable to register for the classes they needed. Thousands of noncredit ESL students had to be placed on waiting lists.

Besides offering high quality programs and courses at the campuses and sites, we continue to partner with SFUSD, city agencies and community based organizations.

Some examples of our partnership with **SFUSD** included: our Art Department working with the District’s School of the Art, AP Laboratory Science classes for over 200 high school students, an Asian American Studies class at Lincoln High School, Medical Terminology classes at Galileo and Thurgood Marshall High Schools and the Health Science Department’s School to Career Pathway with John O’Connell High School. Efforts are underway at the Southeast Campus to develop a partnership with a middle school. For a complete listing of all our partnerships, please refer to the Articulation booklet available through the Articulation Office.

In addition to our classes, the Rosenberg Library and Learning Resources hosted 350 students from Leadership High School, as well as the SFUSD librarians, to introduce them to our campus-based services and online services.

Our relationship with 4-year institutions continues to expand. Since most of our students transfer to **SFSU**, our relationship with State is very extensive. Last year, the Child Development & Family Studies and the Health Science Departments and their deans participated in discussions to plan for a possible new building, located on the CCSF campus, to be used jointly by the two institutions.

SFSU also signed off on a Guaranteed Admissions Program for students in our Honors Program. A complete listing of our partnership programs and activities is available in the Articulation Office.

This past year, we also began a program with the **UCSF** Dental Outreach Program to recruit under-represented students to enter the dental profession. For this initial effort, 25 students participated by enrolling in the required science courses.

Our relationships with various **city agencies** have also expanded. As we continue our training programs with the SF Police and Fire Departments, we are also adding Emergency/911 as a training partner. Through a grant from MUNI, the College is working with them to develop a Career Ladder Education and Training Program for their current and future employees.

Southeast Campus successfully collaborated with the SF Housing Authority on a grant funded project that graduated 22 students in the first cohort. These students learned basic computer skills, and they each assembled a computer that they kept at the conclusion of the training.

Our relationship with **community-based organizations** continues to grow. To maximize resources, City College usually provides instruction while the agencies provide the wrap-around support services such as recruitment, counseling and placement. Cost sharing has allowed agencies to keep class sizes lower than our required minimum class size.

A report published in May 2002 by the Workforce Investment SF Board titled, "Building Tomorrow's Workforce: Community-based Adult Employment and Training Programs in SF" indicated that City College provided instruction for about a third of all programs offered by the CBO's.

This past year, some of the agencies we partnered with included Goodwill, Jewish Vocational Services, Glide Memorial, Arriba Juntos, Bay Area Video Coalition, Larkin Youth Center, Self-Help for the Elderly, On Lok, Walden House and Young Community Developers and many others. In Spring 2002, the Lesbian, Gay, Bisexual and Transgender Community Center was opened. CCSF became the first occupant by offering 13 classes.

In an ongoing effort to align our **courses and programs** with student and community needs, new courses and programs were developed and outdated courses were either deactivated or deleted. A total of 93 new credit and noncredit courses were added to our inventory including 12 new online courses and modularized courses. Eight new certificate programs were added.

In Fall 2000, we started offering online courses with 9 classes. As of Spring 2002, we increased our offerings to 24 classes with an average enrollment of 29, which is higher than

the college average. Along with the telecourses, students now have access to almost all of the courses required for an AA degree via distance learning.

Inter-departmental **collaborations** are always encouraged. This past year, the Art, Photography, Graphic Communications, and Architecture Departments and Multimedia Program have been meeting to develop a program focusing on a “Design Collaborative.” The group secured a planning grant and conducted a modified DACUM this summer. The group will continue to work on this project this coming year.

Instructional equipment and library materials grant from the State was greatly reduced. From the usual \$1.4 million, we only received \$502,000. \$150,000 was allocated for library materials. The remainder was used to cover computer leases and other emergency equipment needs of the instructional departments. Fortunately, VTEA funding augmented some of the equipment requests to upgrade labs or to add new computer stations to such departments as Business, Film, Broadcast Electronic Media Arts, and Graphic Communications.

In the area of **professional development**, a total of 647 instructor evaluations were conducted. These included tenure reviews, regular evaluations and management initiated evaluations. In addition, 25 faculty were granted sabbaticals for Fall 2002 and 21 for Spring 2003. Supported by VATEA funding, twenty-six instructors participated in SCANS. As a result, their course syllabi have been revised and their teaching strategies have been expanded to include general workplace competencies. Seventeen more instructors have revised their course syllabi to include an “Asian perspective” as a result of their participation in the Asian Infusion Project. Through a State Chancellor’s Fund for Student Success grant, 15 instructors met to discuss and strategize ways to support the success of ESL students in mainstream classes.

The College continues to be committed to **replacing instructors** who have retired or resigned. Towards this goal, we hired two new tenure instructors in Fall 2001 who began teaching in the Spring. 28 new tenure track instructors were hired in Spring 2002 to begin in Fall 2002.

ISSUES TO BE ADDRESSED IN 2002/2003

1. Enrollment management will continue to be an issue. With the same class schedule, we will continue to find ways to serve as many students as possible.
2. An alternative calendar, such as a 16-week calendar, continues to be discussed and debated by a College “working group”. A recommendation is expected in this coming year. At the same time, we will continue to encourage departments to offer short-term classes and weekend classes, as appropriate.
3. With the shortage of RN’s in the country, the State Chancellor’s Office has allocated additional funding for colleges to enroll more students in the program. Our RN Department is enrolling 10 more students in the Fall. The Department is working on another funding proposal that will enable them to accept more students in the Spring.

4. The Biology Department was awarded a NSF-ATE “Fix-A-Gene” grant for \$800,000. We will be working closely with UCSF in implementing this grant.
5. As a result of a successful proposal to the State Chancellor’s office, the statewide Real Estate Education Center is now housed at the Downtown Campus. Working closely with the Business Department, the Center will serve the needs of the real estate community.
6. Biotechnology is currently the largest growth area with developments on many fronts. With the Mission Bay and UCSF campus expansion and the City attracting biotech companies to do business in the City, City College has to position itself to meet the employment demands. Working with SF Works, the Chamber of Commerce, 4-year institutions, K-12, the industry and others, we are expanding our curriculum to include a “Bridge to Biotech” program for noncredit students, bio-manufacturing to be taught by our first full-time biotech instructor. These are new programs to complement our biotech certificate program. Marketing the programs and educating our faculty, staff and students about the field of biotech are part of the overall plan.
7. We are continuing to examine the Math and English graduation requirements. This matter is being discussed in the Academic Policies Committee. A recommendation to go before the Bipartite Committee on Graduation Requirements is expected soon. In addition, the issue of including Information Competency as a graduation requirement will also need to be addressed.
8. In addition to supporting Puente and the African American Achievement Program (AAAP), the English Department is working with the Latino Services Network to pilot other English classes geared to reach Latino students.
9. Using the experience gained from the Summer Bridge Math E class and with input from the Diversity Committee’s meeting with student leaders, the Math Department will continue to examine the need to provide additional support to ensure student success in Math E, Math EX and other math classes.
10. Using the Honors Guaranteed Admissions model, we will work with SFSU to establish a guaranteed admissions program for our international students.

SUMMARY ACHIEVEMENTS: VICE CHANCELLOR, ACADEMIC AFFAIRS

OPERATIONAL OBJECTIVES

To provide high quality educational programs and courses for associate degrees, transfer to baccalaureate institutions, career education and workforce training, English as a Second Language, adult high school diploma, non-credit, and cultural enrichment, lifelong learning.

- Reorganized and revised departmental curriculum in order to meet the needs of customers; CASC merged with Fashion Merchandising to become the Fashion Department; taught Clothing Study I in the Garment Factory at Evans in Summer 2002 with over 25 students pre-enrolled; merged Hotel & Restaurant Department and Hospitality Department into Culinary Arts and Hospitality Management Program
- Scheduled upcoming meetings with San Francisco State to discuss articulation between Administration of Justice Programs; hosted Workforce meeting on Biotechnology with CCSF School of Math and Science and representatives from SFSU, SFUSD, SF Chamber of Commerce and CCSF Research, Planning and Grants (Evans)
- Working with MUNI to develop a Career Ladder Education and Training Program for current and future employees; developing certificates in Train the Trainer and Supervision in collaboration with other CCSF Departments (Evans)
- Making a valiant effort to maintain School of Applied Science and Technology/Evans Campus equipment and to insure programs reflect industry standards given limited resources due to State and Federal fund reductions which force departments and programs to get by with fewer upgrades and aging equipment
- Circulated 1,827 pieces of instructional equipment in the Library
- Produced 4,284 slides for faculty and administration
- Increased use of multi-media rooms in Library to a record 3,701 hours this academic year ('01-'02)
- Added 133 audio recordings to the Media Center Collection in Library
- Added 298 video recordings to the Audio Visual Collection in Library
- Added 110 compact disks to the Library collection
- Implemented self-service print stations on each floor of the Rosenberg Library.
- Upgraded 24 computer stations and replaced 5 terminals in Library
- Worked with the Student Services Division to move from SSN based I. D. Number to computer generated identification in order to comply with Privacy Laws (Library and Learning Resources)
- Completed over 350 AV repairs and assumed responsibility for maintaining 12 video projects located throughout the Science Building (Library and Learning Resources)
- Installed close captioning decoders in each multimedia room in the Library to assist those with hearing impairment to comply with ADA requirements
- Installed a video magnifying system at Southeast Library to assist students with visual impairments

- Organized six major exhibits on a wide variety of topics through the Library; most exhibits can now be viewed on the CCSF Library web page; many of the exhibits also traveled to other campus sites
- Drew 3,000 viewers to the Disability Mural 911 (Sept. 11 events)
- Attracted 3,000 students and community people to the Hats from Central Asia exhibit (1-3/02)
- Drew 2,500 to the African American History Exhibition (1-3/02)
- Attracted 500 to the Cinco de Mayo Exhibition (4-5/02)
- Drew 1,200 to the Asian American Filmmakers display in May 2002 (Ongoing)
- Drew 2,000 to the Cayuga Park Exhibition to date (5-9/02)
- Attracted 4,000 people to the Comics & Cartoons Exhibition (Fall '01)
- Attracted 1,250 people to the Women's History Month Postcards, and Community Newspapers exhibits
- Submitted new and revised courses to the Curriculum Committee for almost every School of Liberal Arts department
- Connected five School of Liberal Arts departments with the S.F. Art Institute in a unique partnership providing lower division training for SFAI students and early admission assurance for some CCSF students
- Continue to offer School of Liberal Arts students the opportunity to work collaboratively and integrate learning through Learning Communities
- Actively reconsidering graduation requirements for English Department
- Approved and began work on a major revision of the Reading and Composition sequence for the English Department
- Establish a pilot program for students identified by the Latino Services Network (LSN) through work done by English Department and the LSN
- Include developmental courses in about half of the learning communities for School of Liberal Arts
- Made changes to address current industry standards in each of the School of Liberal Arts departments with vocational programs (e.g., expansion of computer-based training, enforcement of prerequisites to upgrade training, etc.)
- Continue to include internships as a vital part of most vocational programs in School of Liberal Arts
- Significantly expanding the use of technology in instruction in some School of Liberal Arts departments (e.g., projects in Art and Graphic to digitize image libraries)
- Developed new courses in some School of Liberal Arts departments targeting populations not currently served by the departments (e.g., Photography for Enthusiasts, Medical Options in Older Adults, etc.)
- Developed a common core curriculum and an interdisciplinary design program for Art, Graphics, Photography, Architecture, and Multimedia
- Continue to connect BEMA, Film, and Multimedia in areas of common curriculum and computer laboratory needs
- Continue to connect vocational programs with industry advisory boards
- Conducted a "mini DACUM" as part of the Design Collaborative's grant funded retreat
- Piloting an intern teacher program through the English department with the goal of diversifying the faculty as well as improving access to required courses

- Offered an intern program for the Foreign Languages department
- Sponsored Playwrights of Color Festival through the Theater department
- Sponsor Asian Music Club, African Drumming Ensemble, and Latin American music performances through the Music department
- Expanded offerings in Bayview and Sunnydale for the Older Adults department
- Investigating the possibility of bilingual journalism component in the Journalism program
- Initiated piloted programs with youth agencies (e.g., Larkin Street Youth Center)
- Developed an MOU to stabilize Art Department models budgets and the relationship with the Models Guild (Castro/Valencia)
- Experienced major improvements for School of Liberal Arts with new copier in the Arts Building and simplified code system
- Collaborating with the San Francisco Housing Authority and the One Stop Career Center Southeast Campus business computer instructors to train housing development residents in vital skills; graduated 22 students from our first cohort; enrolled 46 students in the present cohort; opening two new classes in other locations
- Continued scheduling Southeast Campus students at the new Britton Court Transitional Studies location
- Investigating hair braiding classes at Southeast Campus
- Expecting Southeast Campus to receive a Biotech Bridge class next year
- Experienced continued success with Certified Nursing Assistant Program at Southeast Campus
- Enrolled maximum number of students in Southeast Campus fashion (sewing) classes
- Restructured Discover College, Southeast Campus' middle school program; in the fall, Southeast will debut a new program that offers study skills classes, library information skills class, learning activity sessions, and visits to corporate and organizational institutions
- Experiencing increased enrollment in Southeast's Working Adults Degree Program (W.A.D.P.), an accelerated A.A. Degree program
- Working with the San Francisco Unified School District to develop an alternative high school program that offers concurrent classes for next fall
- Developed a collaboration between CCSF & SFSU Nursing departments to transfer CCSF graduates to SFSU Community Health program
- Continued Community Health Works (CHW) partnership between CCSF Health Science and SFSU Health Education Departments
- Added five new dance classes in PE; created a nutrition program for Fitness Center participants through a PE and Consumer Education collaboration; PE instrumental in transferring large number of students to 4-year colleges
- Developed Skills for Home Care Providers through HTC
- Up-dated and enhanced lectures and labs to utilize new equipment and videos/CDs for Dental Assisting
- Received an internship for Dental Assisting Chair to enhance computer skills in dental office billing
- Added several Health Science Department courses including two HIV courses, one childhood asthma course, and one new counseling course for the Drug and Alcohol Certificate Program; revised six other courses for the Community Health Worker Certificate and Drug and Alcohol Certificate

- Selected a new tenure track instructor for the Health Science Department to teach in the Health Care Interpreter program
- Applied for and received funding from State Chancellor's Office for Enrollment Growth for Associate Degree Nursing Programs; will admit 10 additional students this Fall 2002 and hired two additional part-time instructors and found extra clinical facilities at SF General Hospital
- Developed new 1 unit course "Hepatitis ABC's" (H91C) through HIV/STD Education Office
- Awarded 19 students 33 HIV/STD Prevention Education Specialty Certificates
- Continued funding CTS-WE Instructor through HIV/STD Office
- Revising and updating Business Department curriculum at John Adams Campus to meet changing needs of students
- Developed four new 8-hour courses for Welcome Back Center's Introduction to the Health Care System
 - Contemporary Health Issues
 - Organization of Health Services
 - Public Health & Society
 - Health Professions & Practice Culture
- Implemented the second year of the Welcome Back Program in collaboration with RHORC, and more than doubled the number of Welcome Back courses offered through the Health Science Department, including the addition of six courses to the Spring and Summer 2002 calendar (John Adams).
- Piloted intensive ESL class for foreign born medically trained professionals (John Adams).
- HIV/STD Education Office developed new non-credit course 'HIV/AIDS: Current Issues' (H5500) for CEU requirements for Nurses & Social Workers set to begin F'02 (John Adams).
- Increased ADA to highest level ever recorded for the Mission Campus by working with the community, community-based organizations
- Worked with the Office of Noncredit Attendance and the Mission Campus staff to streamline the attendance recording
- Supported Mission Science Workshop programs
- Worked with the Chancellor and the community to maintain support for the new campus
- Improved department enrollments for School of Business by calendar years over the last three years
- Offered online School of Business courses and several telecourses
- Offered School of Business classes at employer sites
- Initiated School of Business course offerings at the new Gay, Lesbian, and Transgendered Community Center
- Offered School of Business classes to accommodate concurrently enrolled high school students
- Hired diverse and well qualified full-time and part-time School of Business instructors
- Increased enrollment in all School of Math and Science departments (with the exceptions of Architecture, Astronomy, and CIS) to a point that it is necessary to add new sections to keep up with the demand
- Added 21 new courses in Biology, Chemistry, CIS, Engineering, Math and Physics
- Reviewed and revised vocational programs in the area of manufacturing/welding, CAD, electronics, computer programming, computer networks, and biotechnology

- Developed four online courses in Biology, Chemistry, and CIS; and offering three telecourses in Astronomy, Chemistry and Physics
- Offered many technical and cutting edge classes in Biotechnology, CIS, Engineering, as well as hands on training classes in computer maintenance and repair
- Have well-rounded course offerings in all School of Math and Science departments; offered many sections in both Fall and Spring semesters
- Developed and received approval for two new, three-unit courses in African American Studies; six short term IDST courses addressing the “isms;” a history course which meets the American Culture requirement at UCB; and two new on-line courses in Behavioral Sciences, which also meets UCB requirements
- Offered new courses including *Ethnic Politics*, a Political Sciences course which meets the American Cultures requirement (Fall 2001); and an Asian Studies course, *East Asia Calligraphy*, (Fall 2001, Spring 2002)
- Hired new tenure track instructors in Latin American Studies and Philosophy
- Gained approval by the CSU Chancellor’s Office for 35 courses in the School of Behavioral and Social Sciences for CSU General Education
- Gained approval for seven courses in the School of Behavioral and Social as a result of the IGETC review by CSU and UC
- Involved 26 more instructors in the SCANS Project; instructors revised their course syllabi and expanded their teaching strategies to give students opportunities to strengthen general workplace competencies
- Involved 17 more instructors in Asian Infusion Project; instructors revised their course syllabi to include an “Asian perspective;” Project supported by the general fund for the first time this year
- Involved 15 instructors in the first year of a three year project bringing together ESL instructors with those from mainstream classes to discuss ways to support the success of ESL students in mainstream classes (FSS Grant)
- Provided career advising to students in the Early Childhood Development Professional Development Project through bilingual advisors who meet with students in various SF locations
- Continued to train and retain qualified child care staff throughout California through the California Early Childhood Mentor Program
- Provided classes in three languages to providers and supported three conferences for providers city-wide through the Family Child Care Higher Ed Institute
- Planned a study abroad trip to Cuba for the coming winter break; an instructor in Latin American Studies will lead the trip and conduct the course
- Covered most needs sufficiently in School of Behavioral and Social Sciences through departmental and dean’s office supply budgets; updating the multimedia labs continues to be a challenge
- Got Web sites up and running for SCANS, Asian Infusion, and 11 of the 12 School Behavioral and Social Sciences departments
- Developed new brochures for several Behavioral and Social Science departments
- Connected Behavioral and Social Science Chairs with Human Resources to advertise widely for both adjunct and tenure track positions to promote diversity
- Reviewed and strengthened the Internship Program, coordinated by the Chairs of African American Studies

- Met with Dean of Behavioral and Social Sciences counterparts at SFSU with the goal of improving student transfer rates and course articulation
- Completed an articulation agreement with the Art Institute for the Multimedia Program
- Continues to offer one course at Lincoln High School through Asian American Studies
- Offered Transitional Studies courses at several community based organizations and in the jail in response to requests from the community

To provide high quality student development and educational services in areas of financial aid, student information, admissions and records, matriculation, advisement, counseling, career and job placement, childcare, academic support, and library and learning resources.

- Developed and promoted the OIS (On-line Occupational Interest Survey) and the SFBayCareemap.Com targeting High School Students and Career Connection, the on-line job listing free to CCSF students and employers;
- Maintain strong ties between the Office of Vocational Education Departments and Programs and industry; provide internship experiences for students that lead to job postings and placements
- Installed 18 public access computers through Library Technology Department
- Consolidated 58 periodicals titles due to the Budget cuts by the State of California for library materials
- Increased our on-line full-text periodical collection to 8,938 periodicals by negotiating a new subscription at the same price (last year we had over 2,000 full text periodicals available on-line).
- Maximized student access to on-line materials by adding over 400 Web sites to the CCSF Library Web Page
- Recorded:
 - Attracted 1,209,064 people to the CCSF Library sites
 - Drew 852,573 visitors to the Rosenberg library
 - Served 95,098 people at the Language Center
 - Served 78,968 visitors at the Media Center Library
 - Served 75,780 students at the Downtown Library
 - Served 64,847 students were served at the John Adams Library
 - Attracted 28,924 students patrons to the Alice Statler Library
 - Served 12,874 people at the Southeast Library
 - Added 7,800 books to all the library collections
 - Added 95 new DVDs and videocassettes to the AV collection
 - Instituted a new procedure allowing student access to the Audiovisual department collection through a collaboration of AV and the Media Center
 - Added 138 books concentrating in areas of ESL, multiculturalism, and technology to the Southeast library
 - Offered French Language and the Middle East Film presentations to 140 students and faculty
 - Continued to subscribe to Ethnic Newswatch that covers 203 ethnic diverse materials
 - Worked with faculty to acquire necessary library materials to support students and new curriculum

- Offered basic skill workshops to 2,715 students at the Rosenberg Library; received high rating from students for these workshops
- Created 35 new Library workshops for the EOPS students after consulting with the Dean and the Counselors
- Reviewed LIS 10 for ADA-compliance with Educational Technology Office staff
- Supported 109 meetings last year in Rosenberg 518; Adelsen Conference Room (R206) was used 661 hours for Departmental meetings, Hiring Committee Workshops, Hiring Interviews, Web CT Training, Depositions, Committee Meetings for Works of Art, Parking, Graduation, Student Development, Counseling, Concert/Lecture, EOPS, etc.
- Answered 59,596 reference questions through Rosenberg Reference Librarians
- Registered 199,188 searches on our periodical databases last fiscal year
- Expanded Library Literacy Skills for under served population and augmented transfer skills through courses, listed LIS 10 and ENGL 1A Learning Communities, through close collaboration of Library Services and EOPS, AAAP, AARP, Outreach, ESL, Learning Communities, International Students
- Had 1455 hits on the Southeast Web Page
- Continued to prepare and process materials for all five-campus libraries, Media Center, Audiovisual Dept., and the special archive collection through efforts of Cataloging staff; finished cataloging a backlog of sheet music; continued to clean up and maintain the online public catalog in order to provide a convenient, flexible, accurate, easy-to-use catalog of materials in the library for use by students and faculty; achieved high quality of cataloging by entering Content Notes (an alternative OPAC search to Keyword searching) to enhance searching flexibility in the OPAC; provided refresher cataloging workshop for staff by an outside instructor to ensure a high level of performance
- Increased Video Conferencing 100% due to conversion to a dual platform configuration
- Supported 46 video conferences in various Multi-Media Rooms in the Rosenberg LLRC
- Continue to provide individual discipline-based advising to Castro/Valencia/School of Liberal Arts students
- Continued English Department work with matriculation to best advise students regarding placement
- Set up a peer mentoring program through the digital printing program
- Continued collaboration of English Department with Puente, AAAP, Learning Communities, and Latino Services Network programs
- Successfully connected Graphics with Learn to Earn More (and other Cal Works programs)
- Offer educational and career counseling, financial aid, admission and enrollment, matriculation, childcare, and library and learning resources services at John Adams campus
- Hold Job Fairs every semester for both the Registered and Vocational Nursing Departments
- Held 10 focus groups: 7 in Spanish and 3 in English for Welcome Back
- Opened Dental Assisting Program facilities for the University of Pacific to utilize and provide dental exams for not only CCSF students but to the public
- Received many scholarships this year for graduates of the dental assisting program; five for the Osher Grant, one for the California Dental Association, one from the American Dental Assistants Association and one from the Hispanic Dental Association
- Offering the RN Department a Career Mentoring Program through a mini grant from the Career Development Placement Office of Mentoring and Service Learning

- Experienced high employment rates for RN graduates; as of March 2002, nine were hired at CPMC
- Connected the RN program with “After College”, an organization which posts jobs where the prospective applicant can compare jobs and benefits and actually apply at no cost to school (and school was very helpful in getting us started); hosted speakers at the RN Trends and Issues class in April to explain to students the process and the advantages
- Worked with the Mission Campus coordinators, counselors, A&E staff and the Noncredit Matriculation Coordinator to streamline the enrollment and scheduling process
- Worked with the Latino Services Network (LSN) to develop a bridge between the Mission Campus and the Ocean Campus
- Worked with the Dean of Student Activities to establish a process for developing a student council at the Mission Campus
- Supported the Cesar Chavez project
- Collaborated with the Office of Outreach and Student Recruitment in recruitment efforts for Mission Campus
- Translated and developed bilingual outreach material for the Mission Campus
- Filled vacant A&E position and hired a part-time 3598 to assist with student intake at Mission Campus
- Increased the number of GED graduates; this year, 110 students graduated from the Mission Campus
- Increased the number of noncredit students receiving financial aid at Mission Campus
- Hired additional lab aides to assist in student intake; developed new publicity materials for Alemany Campus
- Planned a new test to be used starting Fall 2002 for noncredit ESL
- Creating on-going changes to improve services such as limited Saturday and Sunday support services at Chinatown/North Beach Campus
- Created ongoing evaluation/review to improve services at Chinatown/North Beach Campus
- Continued ads/press releases for Chinatown/North Beach Campus
- Participated in North Beach Festival, June 2002
- Worked with the Downtown Campus Associated Student Council to improve support services for noncredit and credit students
- Maintained ongoing dialog between School of Business/Downtown Campus and Counseling, Matriculation, Career Development & Placement Center, Student Services, including Outreach program, and School to Career
- Provided job placement and direct support for all business students seeking employment through the Job Development Group
- Hired a tenure track accommodations specialist to provide better coverage at all campuses for School of Behavioral and Social Sciences
- Continue to provide advisement and support via all School of Behavioral and Social Sciences chairs; the new “Continuing Students Counseling Department” has been housed in the Arts Building and evening hours have been added
- Boosted all Orfalae Family Centers, models of the full inclusion sensory integration toddler and preschool programs, to full operating capacity and began process of national accreditation from the National Association for the Education of Young Children

- Provides qualified students the opportunity to work in Child Development Centers and in elementary schools through the Americorps Grant
- Promoted clearer communication on multi-cultural/ethnic studies issues as the chairs of African American Studies, Asian American Studies, Philippine Studies, Latin American Studies and Women's Studies are working closely with student leaders
- Three Philippine Studies students received Filbright Hays scholarships for study at De La Salle University in the Philippines

To provide high quality extra-classroom opportunities in areas of cultural, recreational and educational activities.

- Upgraded the facilities in the Horticulture and Culinary Programs to increase efficiency and cost effectiveness to meet college's needs
- Purchased the Student Attendance Database for Library and Learning Resources, implementation and staff training in progress
- Provided events for cultural enrichment plays, music performances, gallery exhibits, film festival, etc.) through each of the visual and performing arts programs in School of Liberal Arts
- Participated in the national American College Theatre Festival
- Involved several School of Liberal Arts departments in the Outlook project
- Sponsored forums and a "Community Press Day" through Journalism
- Won numerous awards in statewide competitions for the Guardsman
- Initiated a Mentoring Program for Vocational Nursing & Radiation Tech students
- Sponsored four Registered Nursing students to attend the National Student Association in Philadelphia
- Provided Peer Educator classroom presentations to approximately 525 CCSF Health Science students, including multi-language presentation in four languages
- Participated in six CCSF Health Fairs and eight Project SAFE A.S. Club Phelan campus events (Health Science)
- Participated in the World Aids Day Forum (Health Science)
- Developed 5 new clinical sites for Radiation Technology program and increased new placements for CNA students
- Added to the RN curriculum outreach into the community:
 - a) Professional Health Care at Home (Pediatrics)
 - b) Sherman Elementary School (Pediatrics)
 - c) Pacifica Nursing and Rehab Center (Med/Sur/Geriatrics)
- Sponsored a Job Fair on May 3rd through the RN Nursing Student Association and 18 hospitals attended
- HIV/STD Education Office participated in four community-based Fairs and Events:
 - a) Homeless Summit, Herbst Theatre
 - b) HIV Prevention Planning Council
 - c) Washington High School
- Incorporated cultural materials into curriculum at Alemany Campus

To provide high quality services in the areas of fiscal and administrative services, facilities management, data processing, enrollment management, public information, comprehensive planning, research, institutional effectiveness and assessment, fund raising and grants, personnel management, academic management, faculty/staff development, and executive leadership.

- The Office of Workforce and Economic Development successfully partnered with several Community Based Organizations (Goodwill, Jewish Vocational Services, Glide, Arriba Juntos, BAVC) to provide on-demand technical training to at-risk populations; as part of the SFITC (San Francisco Information Technology Consortium), the SFITC has been awarded \$900,000 from the Governor's WIA 15% funds and \$3,000,000 from the H1B Visa Grants
- Started utilizing a counselor for drop-in students at John Adams through Counseling Department
- Pre-enrolled John Adams students through close collaboration of Admissions & Enrollment and ESL, Business and Transitional Studies Departments
- Trained a Matriculation Clerk to register on site credit students at John Adams
- Worked closely with contractors regarding elevator construction; developed own spread sheets for budgetary administration and personnel management at Alemany Campus
- Continued support of faculty participation at CATESOL, TESOL, NAFSA, CASAS workshops/conferences
- Supported CCID faculty development program
- Supported participation of School of International Education/ESL in East/West Center professional development program
- Tried new class hours for School of International Education/ESL
- Improved systems for monitoring fiscal affairs, facilities management, enrollment management, data collection and processing for Chinatown/North Beach Campus
- Continued to provide administrative services to the Downtown Campus, especially in the areas of planning, budgeting, hiring and supervising staff
- Upgraded School of Business Web site; developed new brochures for several program areas; participated in a variety of outreach programs
- Facilitated instruction by installing audio-visual equipment in every ESL classroom at Mission Campus
- Provided staff development for Mission Campus classified staff on "The Student as a Client" and "Understanding AB540"
- Supported the implementation of a new teacher-initiated recycling program at Mission Campus
- Worked with the Coordinating Committee to make May Mission Campus' File-it, Box-it, Recycle-it (FBR) Month
- Worked with Mission Campus faculty to distribute and to display information regarding immigration laws, sexual harassment, and domestic violence
- Worked with SFUSD personnel and CCSF Building & Grounds Department to improve the physical appearance of the inside of the building at Mission Campus; the health and safety of the teaching environment has also been improved
- Worked with the principal of Downtown High School to address the concerns of the SF Fire Department
- Continued meeting with the Coordinating Committee to resolve Mission Campus issues
- Continued to publish Mission Campus Bulletin

- Attended meetings with community organizations to provide update on the status of the new campus, e.g., Mission Merchants, Arriba Juntos, and Mission Hiring Hall
- Established off-campus classrooms (Alemany Campus)

To continue to maintain a high level commitment to college participatory governance for faculty, classified staff, students and administrators.

- Faculty, staff, students and administration participated in all shared governance committees, WASC Accreditation, Self-Study, etc.
- Identified Alemany Campus goals and objectives for student council
- Revived Chinatown/North Beach campus student council
- Encourage Chinatown/North Beach faculty and staff in plans for new building

DEVELOPMENTAL OBJECTIVES

Establish a systematic enrollment development and management planning effort.

- Sent SFBayCareerMaps.Com to every high school in the Bay Area; distributed over 60,000 brochures of the on-line service promoting the over 600 occupational programs offered at the 26 community colleges in the Bay Area
- Experienced major improvements in student access with English reading and composition courses; increase in number of sections 8-10 %; Access for summer school is still a significant problem
- Effectively met demand of entry-level foreign language courses, although demand exceeds capacity for Spanish classes
- Expanded offerings at Castro-Valencia for Theatre, Art, Journalism, and Photography Departments
- Offered classes at the new LGBT Community Center for BEMA, Older Adults, GLST, Journalism, and English; other departments also want to offer sections at the Center, but space is limited during desirable time slots
- Developing collaborative design program with Art, Photography, Graphics, Architecture, and Multimedia
- Developing course offerings for LGBT older populations through a collaboration of Older Adults and GLST
- BEMA, Film, and Multimedia continue to collaborate in using “high end” lab space effectively
- Added foreign language sections based on demand for more advanced classes
- Increased Journalism and Theatre enrollments in some courses by offering them at Castro/Valencia
- Initiated a series of 1-unit Photography topics courses
- Working with the San Francisco Unified School District to develop an alternative high school program at the Southeast Campus that offers concurrent classes for next fall
- Developed bilingual outreach materials for Alemany Campus
- Worked with Alemany faculty and staff to improve registration and class scheduling processes

- Reviewed enrollment projections and data integrity through the Enrollment Management Workgroup
- Supported new course and program offerings through the Scheduling and Cataloging Office
- Implemented 50 minute hour FTES accounting method
- Implemented online registration to increase ease in registering
- Led discussions about alternative calendar

Expand and improve recruitment efforts and linkages with schools, colleges, universities and community-based organizations.

- Continue to work on plans to ensure Evans Campus and program offerings reflect current and future student, community and employer needs
- Continuing to work with Police and Fire Departments
- Offering three 3-unit Emergency Dispatcher courses in Fall 2002 through Administration of Justice Department
- Receive numerous scholarships through the Hotel and Restaurant Foundation for Culinary Arts and Hospitality Studies Department students; the San Francisco Garden Club awarded over \$8,000.00 in scholarships to CCSF EH/RF students
- Engaged over 350 students from Leadership High School in LLRC tours
- Expanded Library and Learning Resources publicity; distributed 10 LIS flyers that lead to increased enrollment in our LIS on-line class
- Held an Open House for SF and San Mateo County High School counselors that led to a significant increase in the interest in the on-line class
- Promoted LIS 10 to the SFUSD High School Librarians at their last meeting of the year; will host their first meeting of the year
- Working with the Speech Dept faculty which will result in a development of an online interactive tutorial for all the Speech classes (Library and Learning Resources)
- Acquired a heavy-duty, environmentally friendly industrial mounting and laminating machine to enhance AV graphic production capabilities
- Advertise arts and media programs and provide press releases to local professional publications as well publicizing events in citywide and neighborhood newspapers
- Publish School of Liberal Arts departmental course offerings brochures and counseling guides
- Initiated a four-page supplement for Journalism to promote its department on campus as well sponsoring “Community Press Day”
- Connected Art Department with SFUSD School the Arts to provide skills enrichment for students needing additional support
- Partner Graphics with John O’Connell H.S.
- Hosted a Journalism Department “high school” day with local students on-site at Ocean Ave.
- Developing a 2+2 articulation agreement for Photography
- Developing a unique system for Foreign Language that gives students credit for high school classes upon completion of the next level class at CCSF
- Find the facilities at James Lick Middle School adequate for Castro/Valencia campus; the administration and faculty of the School and College have developed very positive relationships

- Find JLK facilities appropriate space to offer classes not previously available at CEV (e.g., drawing); although the demand is very high, there is no additional space to offer more classes at JLK (except on Saturdays)
- Added Bookstore services at Castro/Valencia Campus with a very positive response from faculty and students
- Installed a handicap access ramp at Castro/Valencia campus
- Meet the needs of CEV students through a Middle School PTA sponsored refreshment stand
- Offer a Working Adults Degree Program at Southeast Campus that has classes to meet transfer and A.A. Degree requirements; made progress in this area by offering more short-term classes
- Continued to provide informal mentoring of Southeast students by faculty
- Continued to partner Southeast Campus with community-based organizations and civic groups
- Provided a forum for HS teachers to network with School of Health
- Working with SFSU on new HealthPath grant to recruit high school students into health careers
- Provided speakers from School of Health & PE for high school Health Careers
- Continued to work with RHORC through Health Science Department to develop and support programs, including future expansion and dissemination of the Health Care Interpretation Program and the Welcome Back Program
- Provided a Medical Terminology class to Galileo HS through HCT
- Working with John O'Connell HS to enhance their Health/Science School to Career Pathway with an Introduction To Health Careers Class
- Worked with Seton, St. Mary's, St. Francis, UCSF and SFGeneral hospitals to recruit students for C.N.A. program; enrolled 38 students
- Maintained HIV/STD enrollment increases:
 - H67 enrollment: F'00=15 S'01=26 F'01=32 S'02=33
 - H68 enrollment: F'00=9 S'01=18 F'01=24 S'02=24
- Collaborated with JVS, Job Corps, CHW, Self Help for the Elderly, On Lok, IHSS, Public Authority, Arriba Juntos, Family Violence Prevention Fund & SFDPH City Clinic
- Implemented the third year of Health Science's Yes We Can Urban Asthma partnership with Community Health Works, the SFDP, SFUSD, USD and Blue Cross and analyzed preliminary data demonstrating that community health workers have been effective at increasing rates of appropriate treatment among children under five with asthma, and lowering rates of hospitalization and Emergency room visits
- Continued to work with Chinatown CPR/First Aid Committee to publish and disseminate child health and safety educational material in Cantonese; working with other community-based partners to explore development of Spanish language materials
- Worked closely with School to Career Health & Science Pathway Advisory Board to provide resources for HS health program instructors
- Created a Speakers Bureau with CCSF instructors willing to speak in HS health classes
- Taught a Medical Terminology class at Thurgood Marshall HS and an EMT course at Mission HS
- Increased the credit and noncredit attendance significantly for Mission Campus
- Increased the number of credit courses offered at Mission Campus

- ESL Department's new and innovative courses continue to be popular with the students at Mission Campus
- Worked with Office Technology staff to address recruitment issues and streamline courses offered at Mission Campus
- Collaborative efforts with ESL and Transitional Studies resulted in strong enrollment with the Learn to Earn Program (LEM) on Mission Campus
- Graphic Communications Program credit and non-credit classes are doing very well. We continue to produce a large percentage of City College printed documents.
- The Mission Campus Brochure has been completed; it is being utilized to promote the campus
- Increased distribution of Alemany Campus information
- Hosted numerous community events through the School of Business/Downtown Campus
- Relocated Real Estate Education Center to the Downtown Campus
- Continued to enroll high school students in Business Department courses during regular semester
- Continued partnerships between School of Business and School to Career, San Francisco State University (College of Business), General Motors Marketing Internship program, Scholarships from Employers Advisory Council (EDD), California Unemployment Insurance Council, Levi Strauss Foundation
- Hired new director for San Francisco Small Business Development Center
- Invited Biotech, CIS and Engineering industrial partners to discuss current trends and to provide suggestions for improvement in our vocational program
- Actively pursued bridges with high schools in San Francisco; established labs for high school AP Biology, Chemistry, and Environmental Science; ASTR 1 is offered at Galileo, Physics 10 and Bio 50 are offered to 25 students in the UCSF Dental Outreach program.
- Provided field experience for students in environmental conservation, and restoration through the Center for Habitat Restoration
- Met with School of Behavioral and Social Sciences counterparts at SFSU, with CBOs and GBOs, and with SFUSD; joint use plans are moving forward with SFSU; the Teacher Prep project and the Child Development curriculum work with SFSU were successful this year
- Participated in community events when appropriate (i.e., North Beach Festival, Levis Resource Fair) around Chinatown/North Beach campus
- Continued to regularly meet with Chinatown/North Beach Advisory Committee

Continue to implement and evaluate Partnership for Excellence funded initiatives

- Expanded tutoring and advising activities within School of Math and Science with funding from PDX grants

Improve delivery of educational services.

- Worked to incorporate ESL, Basic Skills and Student Services into Construction, Custodial and Printing Technology Programs through LEM (Learn to Earn More) and categorically funded programs
- Provided employers an opportunity to offer students internships and work experience through Career Connection; several departments are seeing more opportunities to develop student placements

- Merged the CASC Department with the Fashion Merchandising Program into the Fashion Department effective 2002; held First Annual Fashion Show at Ruby Skye in May to a standing-room-only audience
- Scheduled a streaming-video project for June 2002 to test the delivery of Library research skill instructional offered at the Ocean Campus; Educational Technology Office is leading this effort
- Held a meeting with the Coordinator of Library Instructional Services and the Dean of the LLRC and the SFUSD High School librarians to share information and promote the LIS 10 credit course for concurrently enrolled students
- The library's web pages were accessed 309,442 times this academic year
- Answered nearly 100 questions via our e-Reference Service
- Arranged for students to access the CCSF Library's Web page at home or abroad 24/7
- 199,188 periodical data bases searches were made by students, faculty and staff this fiscal year
- Added 400 new Web sites to the Library Web page
- Converted the Picture Tel Video Conferencing System to accept four CNet and ISDN in order to interface with all videoconference systems is complete.
- Added a speech class; a speech class and an online 1A are under development.
- Developing two additional Foreign Language courses; initial offerings have been very successful
- Developing an online Film course for Fall 2002
- Developed online courses for Art, Foreign Language, English, BEMA and GLST
- Piloted a more efficient structure for BEMA for meeting demand in certain lecture/laboratory courses
- Offered 13 courses in the day and evening during the first semester at the LGBT Center; enrollments appear to be increasing; courses included: Behavioral Science; English; Learning Assistance; ESL; GLST; Business; and Older Adults; several new departments will be represented in fall 2002 offerings
- Improved Theatre and Journalism enrollments for more specialized courses by scheduling in evening time slots
- Offered events celebrating and honoring all holidays and cultures at John Adams campus
- Expanded the credit courses offered at Mission Campus in the spring 2002 to include History 18B; made arrangements to offer Math EX, Physics 10, and Music 25 in the fall 2002
- Developed a page on the CCSF Web site that includes basic information, testimonials, current schedule, current newsletter and contact information for Mission Campus; it has served as an effective recruitment tool.
- Recruited new students to Mission Campus through community based contacts, articles in local papers, newsletters of organizations, and distributed informational pamphlets to agencies and private companies
- Secured a FSS grant for School of International Education/ESL to establish linkages between noncredit ESL and other credit programs
- Developed a Weekend College with School of Business/Downtown Campus in cooperation with Department of Human Services
- Expanded number of classes and sites on Saturday at Downtown Campus
- Graduated first MD from the NIH program; 20 others are working on their MD or Ph.D. degrees.

- Implemented the HealthPath program; program will assist and mentor students who are educationally or economically disadvantaged into a health career; HealthPath is a joint CCSF- SFSU program funded by the federal government.
- Involved 17 instructors in Asian Infusion Project; instructors revised their courses' syllabi to include "Asian perspectives," making this year the most successful of the Project; received general fund support for this effort for the first time
- Strengthen connections between the communities served and our students and faculty with a small allocation for outside speakers
- Purchased all necessary textbooks for Basic Skills students in Transitional Studies
- Promoted multi-cultural approaches to curriculum in the *Asian Infusion Project*; the *ESL Project: Strategies for Content Faculty*; and in all of the American Cultures classes developed in the School of Behavioral and Social Sciences
- Obtained additional counseling support for student assessments attending Alemany Campus
- Included the five major cultural celebrations in holiday displays at Alemany Campus
- Explored possibility of having Transitional Studies courses at the Alemany main campus
- Offering 7:10 and 7:30 a.m. classes for Fall 2002 at Chinatown/North Beach Campus

Review and develop the College's organizational capacity to develop a comprehensive workforce education and economic development effort.

- Successfully relayed information to departments regarding current legislation and compliance requirements from Office of Vocational Education
- Planning construction for seismic upgrades and shops and classrooms in September 2002 at Evans Campus
- Need to formally establish and institutional a Transportation Academy and identify Director. Contracts with Muni have been awarded
- Actively involved in the San Francisco One Stop, One Stop Committee of WIB, Biotech Workforce Group, SF ITC and Bay Area ITC, United Way for Sustainable Families, etc. (Evans)
- Partnering Graphics Department with S.F. Graphics Arts Institute to offer classes in their state-of-the-art facilities
- Joined the California Newspapers Publishers Association (Journalism)
- Initiated discussions on possible collaborations between the Bay Area Video Coalition and Art, Photo, Multimedia, Graphics, and BEMA
- Exploring a Geriatric Aide program for On Lok employees
- Applied for MedTech Grant to recruit Health Science students into health careers
- Working on the Fitness Trainer Certificate through Consumer Education and PE
- Collaborating with Health Science, ESL, HCT and Nursing to provide classes and educational counseling for Welcome Back students
- Produce student performances through collaborations of the Theater Arts and Dance departments
- Secured a planning grant and conducted a modified DACUM for the Design Collaborative (Art, Architecture, Film, Graphic Arts, Multimedia and Photography)
- Completed the sixth year of the SCANS Project with 25 instructors who have integrated new teaching strategies into their classes giving the students opportunities to strengthen basic workplace competencies while mastering the academic course content.

Plan/develop a comprehensive improved delivery system of student support services.

- Automation took the lead in the Social Security Number conversion for the LLRC
- Working with departments to revise and streamline enrollment systems (John Adams).
- Working on further development of Web page and School brochures (John Adams).
- Developed new class schedule for distribution to neighborhood, libraries, coffee shops, etc. around the John Adams Campus
- Continued ongoing review and evaluation of matriculation services at Chinatown/North Beach Campus

Continue the development of college-wide information technology services.

- Provided 415 images, icons and buttons with descriptive information in order to meet accessibility guidelines; in Fall 2002 the DSPS Web accessibility advisor will be asked to review the library's web site to ensure that it meets recommended guidelines
- Received full-time computer technician for Graphics, Photography, Multimedia and Film through a VTEA grant
- Reclassified Graphics support position to better meet department/student needs
- Received a \$7,000 grant from Technology Learning Center for the Film Department to provide faculty advanced digital training
- Provided faculty training on updated course-related materials through the Language Laboratory/Center
- Connected Older Adults with a CBO that provides training for people working with seniors and disabled on computer technology
- Used the CCSF TMI staff for training Art and Graphics faculty on digitizing course materials
- Funded 4 additional stations in the Electronic Publishing Lab at Mission campus, 5 additional stations in the Film lab, and six new AVID stations in the BEMA Lab (3 in '01-'02; 3 for '02-'03) through VTEA funding
- Replaced computers for one of the Graphics labs with VTEA funding
- Funded upgrades in the BEMA sound studio with a block grant

Remodel college facilities.

- Devoted extensive planning to the remodel of the sculpture and painting/drawing facilities at Castro/Valencia campus; however, the final architectural plans have not yet been reviewed; final plans for the other "old" bond issue renovations also have not been finalized
- Began renovation of the Fort Mason facilities
- Installed two new exterior signs at Downtown Campus
- Replaced outdated overhead signs in front of main building on Alemany Campus
- Installed elevator on Alemany Campus and replaced most of windows

Continue to develop supportive working environment for all CCSF employees.

- Conducted regular fire drills throughout semester at John Adams campus
- Expanded hours of computer lab use to support TOEFL prep curriculum and increased faculty use for instruction

Develop plan to build a joint use facility with San Francisco State University on the Phelan Campus which will eliminate college bungalows and provides access to Two Plus Two (AA/Baccalaureate) programs in the areas of Teacher Preparation; Early Childhood Education; and Health Education/Health Science.

- Faculty and administration participated in the planning of the facility

Conduct follow-up activities to address recommendations from the Accreditation Report.

- A committee composed of four faculty and two administrators met and reviewed the Math E graduation requirements and were unable to reach consensus; issue was referred to the Academic Policy Committee

VICE CHANCELLOR FOR STUDENT DEVELOPMENT

VICE CHANCELLOR FOR STUDENT DEVELOPMENT

During the 2001-2002 academic year, under the leadership of the Vice Chancellor, the Student Development Division made significant advancements in the areas of student access, retention, and success.

The Student Development Division continues to provide student services in impressive numbers. More than 100,000 students received Admissions and Records services; students received 201,949 hours of academic support (tutoring) at the Learning Assistance Center; 19,000 were assessed in Math, English, ESL, or Basis Skills; 1,468 took the GED test; 16,800 new students received orientation and pre-enrollment counseling/advising; 9,576 received Student Health medical nursing and mental health services; 13,000 obtained Transfer center services; and 9,611 attended high school and community Outreach and Recruitment activities sponsored or supported by CCSF.

General Counseling was restructured into four departments (New Student, Continuing Student, Transfer, and International Student) to increase the effectiveness of service delivery and increase student persistence and retention. Special programs, i.e., the African American Scholastic Programs (AASP) and the Latino Services Network (LSN) have been recognized as individual entities with Administrators at the helm.

The Latino Services Network (LSN) provides counseling, bilingual and bicultural programs, services and classes; as well as a computer lab for Latino and other underserved students. Its offices are located in recently remodeled facilities in Cloud Hall.

Utilizing a collegewide consultation and collaboration process, the Division developed a comprehensive enrollment development and outreach and recruitment plan. Through this effort and the commendable work of the Office of Outreach and Recruitment, the college expanded outreach to targeted schools and community-based organizations.

Personnel advancements include filling essential administrative openings and the election and appointment of department chairs. Specifically, there were administrative appointments for the Director of the African American Scholastic Programs (AASP) and the Director of the Latino Services Network (LSN). Moreover, the counseling departments held department chairperson elections and the Chancellor appointed chairpersons to the reorganized counseling departments: New Student, Continuing Student, Transfer, and International Student.

Collegewide technology enhancements have greatly improved the Student Development Division's ability to implement state-of-the-art technology. End-users and technology specialists in student services offices collaborated with ITS and SIG to ensure Banner conversion from 4 to 5 and installed compatible hardware, software and network upgrades. Web for Student has been completed and now enables students to register and enroll for classes on-line. Strategically placed computer workstations in student services offices and labs provide students with free access to on-line services. Matriculation and the Transfer Center implemented new web sites, and Learning Assistance Center established a new on-line College Success course. Online advising was expanded to include an interactive web-based format.

Student governance experienced a significant milestone during the spring 2002. The college successfully collaborated with the Associated Students (A.S.) to hold a district wide election of A.S. President and Student Trustee. Nonetheless, the level of student participation was significantly lower at the campuses than at the Ocean campus. To help resolve the issue of inclusiveness, the Chancellor initiated Student Governance Study Group, facilitated by the Dean of Student Affairs, began analyzing and discussing ways to establish a more inclusive student governance.

The Division participated in the Enhanced Self-Study (ESS) process and shared governance committees. In many instances, Division members advocated for ESS recommendations in the relevant shared governance committees. Moreover, some of the ESS recommendations were implemented, e.g., the 8-hour orientation course. Further, the Division initiated another ESS recommendation: the RFP process for the smart cards or bar coded student identification cards to increase efficiency in student attendance and service contact accounting.

Overall, considerable progress has been made in Student Development to expand and improve student services and facilities. Two facilities enhancements were: the remodeled Transfer Center (S132) and the Latino Services Network Office (Cloud 364 -365). Each facility has been upgraded to full network capability, new or upgraded hardware and software installed, and new furniture.

Finally, thanks to the dedication of several members of the Student Development Division and the college community, City College of San Francisco has won a prized Title III grant! After a year of collaboration, CCSF's well developed and clearly articulated plan has won \$1,709,400 to revolutionize student services and basic skills over the next five-years. There were 197 applications for this major grant from Title III of the Higher Education Act and only 19 were funded nationally. This was a truly great achievement. The award will go a long way in helping the college focus on and support the areas that need strengthening in student services and basic skills instruction in order to help improve student access, retention, and success.

ISSUES TO BE ADDRESSED 2002-2003

1. General Counseling has been reorganized into smaller, more manageable units with clearly defined areas of responsibility. The reorganized departments will work closely with Academic Affairs, particularly campus deans, to improve coordination of student services and communication to ensure counseling needs of students at all campuses are met.
2. Remodel and enhance the Career Development and Placement Center, develop a computerized assessment center, and improve facilities in the Student Union.
3. Support and implement, where appropriate, the Title III grant objectives.
4. Maintain the reliability and comprehensiveness of the college's apportionment accounting.
5. Support and implement, where appropriate, the Enhanced Self Study recommendations.
6. Implement document imaging and an interactive admissions application.

7. Admissions and Records is anticipating a substantial workload increase with the passage of the Enhanced Border Security and Visa Entry Reform Act (SEVIS). The reporting of technical requirements will require allocation of additional staff to foreign student admissions to ensure full compliance.
8. CalWORKs has experienced a nearly 60% funding cut at the state level. Consequently, the college will accelerate the institutionalization of CalWORKs initiatives, programs, and services.

SUMMARY ACHIVEMENTS: VICE CHANCELLOR, STUDENT DEVELOPMENT OFFICES

OPERATIONAL OBJECTIVES:

To provide high quality student development and educational services in areas of financial aid, student information, admissions and records, matriculation, advisement, counseling, CalWORKs, career and job placement, childcare, academic support, transfer, outreach and recruitment, and library and learning resources.

- Restructured General Counseling into New, Continuing, Transfer, and International Counseling departments, and two administrative units, LSN and AASP.
- Established the Latino Services Network, hired a full time director, counselors and support staff.
- Dramatically improved enrollment services, including “on-line” application and web-based registration. More than 40% of Summer 2002 credit students registered via the Web.
- Assisted in the application for Title III funds to improve student services.
- FAO successfully passed the California Student Aid Commission’s Program Review for State funded programs.
- Resolved and/or reconciled discrepancies in attendance accounting method for some courses, particularly daily census. Continued to monitor closely the application of repeat policy which determines the number of times a student is allowed to repeat a class in which substandard grade was received.
- Streamlined the evaluation and processing of petitions for the Certificate of Completion and Award of Achievement ensuring the integrity of the Certificate and Award Programs and enhancing reporting to the State of California.
- More than 200 students received orientation via the new eight-hour orientation classes.
- Developed a new 17 unit Human Services Certificate and coordinated an intensive 2-week seminar/conference for CalWORKs/CDPC participants.
- Significantly increased workshop and classroom presentations to students on a variety of topics, including financial aid, career development, EOPS services and scholarships.
- In collaboration with Academic Affairs, scaled back and re-designed the Summer Bridge program to better serve students.
- Implemented Faculty Web mid-term and final grading on a pilot basis.
- Processed over 750 I-20 visas for foreign students from 60 countries.
- Enrolled 3,199 international students in combined Summer 2001, Fall 2001, and Spring 2002 School Terms.

To provide high quality extra-classroom opportunities in areas of cultural, recreational and educational activities.

- Significantly increased both workshops and classroom presentation to students.
- Concert/Lecture produced over 39 lectures and concerts. CCSF athletic teams have established highly successful programs and have increased student interest and participation.
- Concert/Lecture Series provided a series of lectures focusing on the aftermath of Sept. 11. Over 300 CCSF community members attended.

- Developed a Concert/Lecture advisory committee comprised of students, faculty, classified and administration.
- Conducted Flex Day transfer workshops for faculty and staff.

To provide high quality services in areas of fiscal affairs, enrollment management, public information, institutional effectiveness and assessment, faculty/staff development and executive leadership.

- Achieved an efficient and effective process for Fiscal year FTES projections. Apportionment (320) reports submitted to the State Chancellor's Office on or before the required deadlines dates.
- In collaboration with offices of the Academic Affairs and ITS, developed effective procedures to ensure the accurate reporting of credit and noncredit FTES to the State.
- Assisted in the testing and conversion from SSN #s to computer generated ID's.
- Assisted in the conversion from Banner 4 to Banner 5.
- Admissions & Enrollment (A & E) and counseling clerical staff were trained to issue student identification cards at their campuses.
- In consultation with administrators, Associated Students, Students Survey Students, Family Resource Center, Bookloan staff and the Building Users Group, created a new plan for remodeling and better utilizing the Student Union.
- Improved staffing of the Learning Assistance Center: upgraded 3598's to 1021 and 1022 positions and utilized the New Writing Success Project grant to hire tutors and a new full time counselor.
- Provided training workshops in Web IMAP (e-mail), windows and telephone techniques for all staff.
- Sponsored staff to attend 2001 Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO) annual conference; the 2002 California Association of Community College Registrars and Admissions Officers Regional Workshop; the 2002 State Chancellors annual conference, and the 2002 California Association of Community College Registrars and Admissions Officers annual conference.
- Sponsored training for the Admissions and Records staff on BANNER processes and BANNER up-grades as required. This essential technical training ensured that the data provided to the College, Federal and State governmental agencies were accurate and submitted in a timely manner.
- Provided training/professional development opportunities to counselors including conferences, in-service training, and monthly meetings with presenters from a variety of campus programs and departments.
- Developed Flex Day transfer workshops for faculty and staff.
- Provided training to high school and agency counselors.
- Offered staff development for English and foreign language advisors.

To continue to maintain a high level commitment to college participatory governance for faculty, classified staff, students and administrators.

- Participated on shared governance committees and supported student and classified staff involvement.

DEVELOPMENTAL OBJECTIVES:

Establish and implement an enrollment management planning effort based upon the review of registration priorities, Title V regulation parameters, class scheduling, class cancellations and the needs of both new and continuing students.

- The College experienced a very large volume of students applying for admissions on-line and registering on-line. The implementation and future enhancements of the technology will have a positive impact of increasing the visibility and image of City College of San Francisco.
- In coordination with the Offices of Matriculation, Information Technology Services and the Office of Outreach and Recruitment the delivery of admissions and enrollment services have improved significantly. However, processing applications and matriculation exemption forms remains a manual process.
- Implemented internet-based student services which have increased student satisfaction.
- In collaboration with Outreach and Recruitment, increased matriculation services for concurrent and graduating HS students.
- Increased the number of concurrently enrolled high school students by more than 50%.

Expand and improve outreach and recruitment efforts and linkages with schools, colleges, universities, and community- based organizations.

- More than 600 students attended the CDPC Annual Career Fair. 4229 students logged onto MonsterTrack and 3203 reviewed the job binders.
- Office of Outreach and Recruitment Services (OORS) made a total of 9,611 prospective student contacts.
- Developed *CCSF Resource Guide* and *Desk Reference* to community-based organizations, CCSF counseling and instructional faculty, and CCSF administrators.
- Assisted with the development of the Middle School College Program at the Southeast Campus.
- Developed the Back on Track Program in collaboration with San Francisco State University Student Outreach Office and Educational Opportunity Program and EOPS.
- Co-sponsored a concurrent enrollment program for Library Information Skills 10 (LIS 10) with Rosenberg Library to be implemented Summer and Fall 2002.
- Provided *Concurrent Enrollment* and *Early Decision Programs* orientation to high school principals.
- Established the Outreach and Recruitment Advisory Board.
- Provided outreach services to 14 San Francisco High Schools, 5 in the Jefferson Unified School District, and 3 private high schools.
- Hosted Second Annual Outreach Conference for those who counsel high school students from SFUSD and Jefferson Unified High School and private schools.
- Developed a biannually newsletter which is delivered to College Community, high schools, public agencies, and community-based organizations.
- Established an Outreach and Recruitment Network linking external inquiries with internal resources.
- Collaborated with Academic Affairs on review of format and content of time schedule.
- Hosted First Annual Spring Forum for Community-Based Organizations with over 65 agencies in attendance.

Continue to explore specific partnerships with various community-based organizations.

- Forged successful collaboration with SFSU, UCB, UCSF, and USF for participating in coordinating outreach activities. Also, in cooperation with SFSU, established the Back-on-Track Program was to enroll students at CCSF if they received denial letters from SFSU. Once requirements are completed, the students will be redirected to SFSU.
- Utilized SARS appointment system to track electronically students' counseling appointments.

Continue to promote multi-cultural diversity through college programs.

- Continued to develop articulation agreements with HBCUs.
- In collaboration with the VC of Academic Affairs, the Director of the African American Scholastic Program, redesigned and scaled back the Summer Bridge program to better serve students.
- P.E. Department received a grant from Peer Mentoring to develop a peer mentoring program targeted at African American athletes.
- Increased the number of Peer Mentoring Programs from twelve to thirty nine, and significantly increasing the number of instructional departments participating.

Continue to expand transfer support programs for students seeking to transfer to baccalaureate institutions.

- AASP students received Transfer and Articulation grant funding to attend a weeklong tour of campuses.
- Worked with CCSF's web master to improve the public's access to the Transfer Center's home page.
- Expanded student access to transfer resources via the internet.
- Developed Transfer Admissions Agreements with San Francisco Art Institute, Santa Clara University, Sonoma State University, and Capella University.
- Expanded the college tour program to include a greater number of first generation, ethnically underrepresented transfer students.
- Provided campus and inter-segmental support for staff development of counselors to enhance student transfer.
- Established counseling "caseload" method for students expressing intent to transfer to HBCUs.

Plan/develop a comprehensive improved delivery system of student support services.

- Added multiple orientation formats, e.g., on-line orientation; eight-hour orientation course to accommodate diverse student needs.
- Piloted with the Department of Career Development and Placement, The Career Mentoring project.
- Assisted in the application for Title III funds to improve student services.
- Assisted in Program Reviews for Student Health Services and the Athletics Department.
- Developed a plan for restructured counseling departments.

Continue to develop revise matriculation services to noncredit programs.

- Collaborated with campus administration, faculty and staff to improve matriculation services.
- Developed multimedia material and handbook on vocational programs for noncredit students.

Develop Internet-based Student Services Delivery system and where feasible, implement outreach to potential new CCSF students, admission, assessment, registration, financial aid information and application, advising, tutoring and supplemental instructions for new and continuing CCSF students.

- Coordinated web-based admissions, matriculation and registration
- Developed online orientation and online matriculation exemption process
- The implementation of on-line Matriculation Services will further enhance the new student registration process.
- On-line admissions and matriculation processing, telephone and Web assisted registration address some of the special needs of students with disabilities. Technology to serve students who are either visually or hearing impaired should be acquired.
- Installed computers for student use in Admissions and Records, and the Registration Center.

Implement appropriate recommendations from Enhanced Self Study process.

- Supported Enhanced Self-Study recommendations going through shared governance committee review.

Conduct follow-up activities to address recommendations from the Accreditation Report.

- Updated the Orientation Handbook with involvement of pertinent offices.
- Provided additional customer service training to all Student Development staff.
- Developed and updated Student Development Plan.
- Implemented the recommendations of the NASFAA “Standards of Excellence Review Program” for the Financial Aid Office.
- Continued to encourage students to participate in the shared governance process by giving the college credit in leadership classes.
- Sought dedicated, appropriate facilities for placement testing.
- Investigated expanding support services for campuses and Saturday classes.
- Improved bilingual staffing of Student Services units as needed.
- Made information about academic support services more readily available.
- Relocated student services on the Ocean Campus to make them more accessible.
- Established the Office of mentoring and Peer Support.
- Offered staff development to improve the delivery of services.

VICE CHANCELLOR FOR ADMINISTRATION & FINANCE

VICE CHANCELLOR FOR FINANCE AND ADMINISTRATION

The Vice Chancellor for Finance and Administration has management responsibility for the following areas: Finance, Payroll, Purchasing, Administrative Services, Contract Administration, Real Estate, Human Resources, Administrative Technology, Risk Management, Buildings and Grounds, Facilities Planning and Construction, and Public Safety.

Challenges during the past year have been significant, including efforts to move capital projects forward, expand the use of Banner's various capabilities and maintain fiscal stability.

The College managed its spending during the past year in a manner that allowed an additional \$750,000 to be transferred into the Board's designated reserve, bringing the total reserve to \$5.5 million. The College's annual independent audit was completed in a timely manner and progress was made on key areas highlighted by the independent auditors. Specifically six of the twelve FY 2000 audit recommendations were fully implemented, and work is progressing to implement the remaining six.

The accomplishments of Human Resources included the production of an employee orientation video, as well as informational packets for new hires. Human Resources also launched a website that contains a variety of useful items for current and future employees. Finally, Human Resources increased its efforts to recruit a diverse pool of applicants for both certificated and classified positions.

Significant progress was made by the ITS department with respect to information technology. The construction of College-wide computer network neared completion, with all of the Ocean Campus completed and only the John Adams Campus needing additional work.

The ITS department accomplished many things during the year, including migrating away from social security numbers for identification purposes, upgrading the College's "firewall", conducting more than 100 training sessions for faculty and staff. Finally, ITS also moved forward in leading the implementation for the College's rollout of new computer technology that will be completed during fiscal year 2002-03.

The Administrative Services Department continued its efforts to support the critical business-related functions of the College. The department provided critical leadership in a number of real estate activities including new leases with SFUSD and in the area of contract compliance. The department completed its revision of contract forms to make them more user friendly. Once again, the department successfully processed more than 3000 contracts for a wide variety of activities. Finally, it should be noted that Administrative services added the direction of College mail services to an already full basket of activities.

The Office of Facilities Planning made significant progress in the implantation of projects funded by the 1997 bond issue as well as initiating projects funded by the 2000 bond. Specifically, replacement roofs were completed for both Cloud Hall and Science Hall, the shops Building was completed and the Alemany elevator was completed to name only a sample. In addition, the process for selecting design teams for major projects such as the Community Health and Wellness Center, and the new Chinatown/NorthBeach Campus. Finally, the department acquired a new software package that facilitates project management.

Buildings and Grounds and Public Safety continued their efforts to provide a clean and safe environment for the College's students and workforce. The installation of new leadership gave the custodial department a much needed boost in morale, while the College's small but talented skilled crafts unit completed many small remodeling projects. Finally, the public Safety department continued its efforts to increase the "professionalism" of its workforce.

ISSUES TO BE ADDRESSED IN 2002-2003

1. Maintain fiscal stability in the face of a state budget crisis.
2. Improve the efficiency of business processes within current resources.
3. Accelerate the pace of implantation of capital projects.
4. Maintain staff morale as workload increases.
5. Full implementation of the rollout of new computer technology for every faculty and staff.

SUMMARY ACHIEVEMENTS: VICE CHANCELLOR, FINANCE AND ADMINISTRATION OFFICE

OPERATIONAL OBJECTIVES

To provide high quality student development and educational services in areas of financial aid, student information, admissions and records, matriculation, advisement, counseling, career and job placement, childcare, academic support, and library and learning, resources.

- Converted Student ID numbers from Social Security numbers to a generated number.
- Web 4 usage is increasing at an accelerated pace. Summer 2002 registration is about 40%.
- ID-card, document imaging projects are in final selection phase.
- Worked with DSP&S and Student Health to provide data views for improved access to customer data.

To provide high quality extra-classroom opportunities in areas of cultural, recreational and educational activities.

- ITS established a stable connectivity environment.

To provide high quality services in the areas of fiscal and administrative services, facilities management, data processing, enrollment management, public information, comprehensive planning, research, institutional effectiveness and assessment, fund raising and grants, personnel management, academic management, faculty/staff development, and executive leadership.

- Revised contract forms to be more user friendly with input from users. The number of contracts coming through for review have considerably increased in number.
- Continuing to offer budget training and fiscal management to AS leaders as well as overseeing and approving expenditures.
- Bookstore continues to expand services to locations of need.
- Administrative Services has now taken over the mail services department of the college.
- Web 4 products are providing improved access to information. We are currently piloting Web Grades.
- ITS worked with Office of Research, Planning, and Grants to provide data views for the Executive Information System project.
- ITS is testing Desktop Reporting/SDA to improve customer access to Banner data.
- HR staff received trainings on various Banner modules aiding the staff with their day-to-day work and building confidence as well as morale.
- HR continues monitoring retirement longevity, termination, and temporary exempt salary increments in accordance with SFCCD/SEIU contracts.

- H.R. implemented salary increment audits. Developed new Form 3 Procedures.
- H.R. implementing SEIU contract:
 - o Transition of temporary exempt employees to permanent status.
 - o Step 6 project: employees with 25 years of service or more.
 - o Bilingual pay.
 - o Calendar restoration from STO to full year.
 - o DCC secretarial calculation.
 - o CCSF enrollment fee reimbursement program.
- H.R. created new drug cost reimbursements forms to speed up the process.
- Staff development office receives over a hundred internal proposals every flex event.
- Staff development database helped staff to maintain accurate timely data and scheduling workshops.

DEVELOPMENTAL OBJECTIVES

Continue the development of college-wide information technology services.

- All campus wiring projects completed except for John Adams (with an expected completion data of 8/1/02).
- New network management tools in place, including HP OpenView for college-wide management and WebTrends for firewall management.
- Developing plans for new PC deployment.
- Upgrading the firewall software to improve security.
- Established a Technical Review committee to form standards for both hardware and software.
- Instructional designer, programmer, and faculty support positions filled.
- Held 109 workshops for faculty and staff.
- Increased the number of on-line courses from 12 to 18
- Piloted Faculty Web Grade. Production planned for Fall 2002.
- Web registration averaging 30% during Spring 2002, for Summer 2002 that number grew to 40%.

Continue to develop supportive working environment for all CCSF employees.

- Developed staff development database to track staff development grants and workshops presentation.
- Developed and implement a user-friendly staff development website to effectively disseminate information regarding workshops, grants, upcoming events, and forms.
- Databases created to automate accurate recording of attendance, finance, and other staff development data to accurately analyze data for state reports.
- Developed an employee orientation video.
- Developed a new hire information packet for new classified and academic employees.

- Developed and implemented a Human Resource Benefit brochure outlining various benefits available.
- Developed and implemented a user-friendly HR website to effectively disseminate information regarding benefits, health and dental, retirement and procedures for changes.
- Attended job fairs to bring awareness about CCSF's employment opportunities. Advertise jobs on-line with major job posting companies.
- Developed and implemented clear procedures for classified personnel tracking.

INSTITUTIONAL PERFORMANCE INDICATORS

INSTITUTIONAL EFFECTIVENESS INDICATORS

With the adoption of core institutional indicators, City College declares its recognition of the importance of measuring its performance and fostering institutional commitment to accountable results. These indicators pertain primarily to achieving educational results for the students in such areas as access, retention, skills development, graduation, job placement, etc. Such indicators are increasingly becoming the accepted measures of successful performance in higher education. Other measures, such as fiscal performance, asset management, personnel productivity, and societal impact are not yet considered core performance indicators. However, the system may be modified in future years to embrace these areas.

As defined by the CCSF Mission and the CCSF Strategic Plan, the College has three core performance indicators. Each indicator contains a number of measures.

- 1. Access to City College Programs**
 - 1.1. Percentage of Adult Population Served
 - 1.2. Enrollments in Credit programs
 - 1.3. Enrollments in Non-credit programs
- 2. Student Success**
 - 2.1. Overall Successful Course Completion (%)
 - 2.2. Transfer Course Completion (%)
 - 2.3. Vocational Course Completion (%)
 - 2.4. Basic Skills Course Completion (%)
 - 2.5. Successful Completion of Vocational Courses (#)
 - 2.6. Achievement of Degrees
 - 2.7. Achievement of Certificates
 - 2.8. Transfers to UC, CSU and Independents
 - 2.9. Transfer Prepared
 - 2.10. GED Certificates
- 3. Student and Employee Satisfaction**
 - 3.1. Student Satisfaction
 - 3.2. Employee Satisfaction

Other Performance Indicators Identified and Currently Being Reviewed by Planning and Budgeting Council

1. Basic Skills Improvement
2. Businesses Benefiting Through Contract Education Training
3. Employees Benefiting from Contract Education Training
4. Numbers of Individuals Receiving Fee-Based Job Training
5. Licensure Pass Rate
6. Numbers and Amounts of Grants and Donations Received Annually

Specific indicators and performance targets are on the following pages:

1. Access to City College Programs

There are three main measures to assess how well the college is doing in providing access to college programs. They are:

- 1.1 Percentage of adult population served in the City and County of San Francisco
- 1.2 Enrollments in credit programs
- 1.3 Enrollments in non-credit programs

1.1 Percentage of Adult Population Served

Year	CCSF Participation Rate
1994	7.9%
1995	8.2%
1996	8.4%
1997	8.4%
1998	8.3%
1999	8.2%
2000	8.4%

Source: CCSF Office of Research, Planning & Grants, July2001.

Note: All figures have been revised to reflect more currently reported San Francisco population estimates and refinements in the collection of student zip code data.

Performance Objective: To maintain a CCSF participation rate of at least 8.0%.

1.2 Credit Enrollment FTES

1.3 Non-Credit Enrollment FTES

FTES	1999-2000 FTES	2000-2001 FTES	2001-2002 <i>estimated</i>	Percentage Growth 00/01 to 01/02
CREDIT Residents (CA)	21,617.28	21,842.96	23,103.94	5.8%
CREDIT Nonresidents	1,713.61	1,853.20	1,975.27	6.6%
NON-CREDIT	12,984.23	12,887.52	13,898.74	7.8%
TOTAL FTES	36,314.12	36,583.68	38,977.95	6.5%

Source: California Community Colleges Apportionment Attendance Reports CCSF.

Data updated since previous management plan printed in bold. 1999-2000 figures were previously reported as approximately 60 FTES higher. Nonresident figures not previously reported.

Note: FTES figures are factored per state requirements.

Performance Objective: To increase the College’s FTES enrollment levels by 1.5%.

2. Student Success

There are seven measures of student success. They are:

- 2.1 Successful course completion (Transfer; Vocational; Basic Skills)
 - 2.1.1 All Courses
 - 2.1.2 Transferable Courses
 - 2.1.3 Vocational Courses
 - 2.1.4 Basic Skills Courses
- 2.2 Successful course completion in vocational courses
- 2.3 Achievement of an associate degree
- 2.4 Achievement of a certificate
- 2.5 Transfer to UC, CSF, and Independents
- 2.6 Transfer prepared
- 2.7 Achievement of a GED certificate

2.1.1 Successful Course Completion – All Courses

Year	CCSF	California
1995-1996	69.0%	68.1%
1996-1997	68.8%	67.9%
1997-1998	69.4%	68.1%
1998-1999	68.3%	68.4%
1999-2000	68.8%	67.9%
2000-2001	69.3%	68.6%

2.1.2 Successful Course Completion – Transferable Courses

Year	CCSF	California
1995-1996	70.0%	68.3%
1996-1997	69.8%	68.3%
1997-1998	70.5%	68.7%
1998-1999	69.4%	69.1%
1999-2000	69.9%	68.7%
2000-2001	70.5%	69.2%

2.1.3 Successful Course Completion – Vocational Courses Courses

Year	CCSF	California
1995-1996	76.5%	77.2%
1996-1997	75.2%	76.4%
1997-1998	71.5%	77.2%
1998-1999	71.0%	78.8%
1999-2000	66.2%	78.7%
2000-2001	71.2%	80.2%

2.1.4 Successful Course Completion – Basic Skills Courses

Year	CCSF	California
1995-1996	58.7%	60.3%
1996-1997	55.7%	59.5%
1997-1998	56.1%	59.0%
1998-1999	55.3%	58.7%
1999-2000	55.4%	58.2%
2000-2001	51.8%	58.4%

Source: District Performance on Partnership for Excellence Goals, Chancellor's Office California Community Colleges, April 2002

Data updated since previous management plan printed in bold.

Performance Objective: To increase overall success course completion rates to 69%, transferable completion rates to 70%, vocational completion rates to within the range of 70% to 75%, and basic skills completion rates to 56.5%.

2.2 Successful Completion of Vocational Courses

Year	Advanced Vocational (SAM code B)	Introductory Vocational (SAM code C)
1995-1996	11,128	11,235
1996-1997	10,293	12,648
1997-1998	12,684	14,893
1998-1999	9,088	16,580
1999-2000	10,048	16,748
2000-2001	9,883	17,410
Percentage Increase from 99/00 to 00/01	-1.6%	4.0%

Source: District Performance on Partnership for Excellence Goals, Chancellor's Office California Community Colleges, April 2002

Data updated since previous management plan printed in bold.

Performance Objective: To increase the total number of students successfully completing vocational courses in SAM Code A, B, and C by 5% each year.

2.3 Achievement of Degrees

Year	Number of Degrees
1995-1996	1,070
1996-1997	1,047
1997-1998	263*
1998-1999	1,053**
1999-2000	994
2000-2001	939
Percentage Increase from 99/00 to 00/01	-5.5%

*Data problem recognized by both the State Chancellor's Office and City College of San Francisco.

**Previously reported in PFE as 1,069.

Source: District Performance on Partnership for Excellence Goals, Chancellor's Office California Community Colleges, April 2001.

Data updated since previous management plan printed in bold.

Performance Objective: To increase the total number of associate degree graduates by at least 5%.

2.4 Achievement of Certificates

Year	Certificates
1996-1997	728
1997-1998	311*
1998-1999	676
1999-2000	857
2000-2001	918
Percentage Increase from 99/00 to 00/01	7.1%

*Data problem recognized by both the State Chancellor's Office and City College of San Francisco.

**Previously reported in PFE as 688.

Source: District Performance on Partnership for Excellence Goals, Chancellor's Office California Community Colleges, April 2001.

Note: All figures have been revised to reflect figures reported in PFE. CCSF continues evaluate the accuracy of this reporting with regard to Certificates for 18 units or more.

Previous

Performance Objective: To increase the total number of students achieving certificates by at least 5%.

2.5 Transfers to UC, CSU and Independents

Year	UC	CSU	Independents/ Out of State (Fall term only)
1995-1996	251	1,302	Unknown
1996-1997	239	1,231	Unknown
1997-1998	241	996	Unknown
1998-1999	246	1,056	56*
1999-2000	279	1,092	100*
2000-2001	264	1,090	Unknown
Percentage Increase from 99/00 to 00/01	-5.4%	-0.2%	Unknown

*Reporting on transfers to Independents is in the beginning stages; numbers are subject to change.
Source: District Performance on Partnership for Excellence Goals, Chancellor's Office California Community Colleges, April 2002.

Data updated since previous management plan printed in bold.

Performance Objective: To increase the total number of transfers by at least 5%.

2.6 Transfer Prepared

Year	Transfer Prepared
1997-1998	2,231
1998-1999	2,222
1999-2000	1,985
2000-2001	2,292
Percentage Increase from 99/00 to 00/01	15.5%

Source: District Performance on Partnership for Excellence Goals, Chancellor's Office California Community Colleges, April 2001.

Data updated since previous management plan printed in bold.

Note: Transfer prepared is the number of students who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00.

Previous

Performance Objective: To increase the number of transfer prepared students by at least 5%.

2.7 GED Certificates

Year	Total Tested	Completed	Number Qualified for Certificate	Percent Qualified for Certificate
1998	1,202	818	679	83%
1999	1,139	855	673	79%
2000	1,234	882	650	74%
2001	1,468	1,173	854	73%
Percentage Increase from 99/00 to 00/01	18.9%	33.0%	31.4%	N/A

Source: State of California GED Statistical Report.

Data updated since previous management plan printed in bold.

Performance Objective: To increase the number of GED examinees prepared and certificates awarded by a factor of 5% annually.

3. Student and Employee Satisfaction

There are two areas of satisfaction. They are:

- 3.1 Student Survey Results 2000
- 3.2 Employee Survey Results 2000

3.1 Student Survey Results 2000*

3.2 Employee Survey Results 2000

STUDENT RATINGS	Scale**	Left before census	Petitioned for graduation
Would you recommend CCSF to a friend?	Yes	85.4	93.5
Do you plan to attend CCSF in future?	Yes	77.7	57.4
I felt a sense of belonging at campus I attended.	Yes	61.1	81.8
Students at CCSF showed respect for one another.	Yes	88.2	88.7
Faculty and staff at CCSF were supportive of me.	Yes	77.7	89.1
Quality of Instruction	1.0-4.0	2.9	3.1
College Services***	1.0-4.0	2.7	2.8

EMPLOYEE RATINGS

College Services****	1.0-4.0	2.9
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* A new "Student Survey Series" seeks to periodically survey different cohorts of CCSF students to evaluate their satisfaction with CCSF instruction and services. Cohorts surveyed so far include credit "students leaving before census" (surveyed in Spring 2000) and "students who petitioned for graduation" (Fall 2000). An Employee survey seeks ratings regarding a similar list of college services.

**Yes is the percentage of respondents who answered "yes" to the question or statement.

A rating of 3.0 equals "Good" on a 1.0-4.0 scale where 4.0 is the highest possible rating.

***Overall average of forty services; no service received "Excellent" (4.0) or "Poor" (1.0) as its average rating.

****Overall average of sixty-four services; no service received "Excellent" (4.0) or "Poor" (1.0) as its ave. rating.

Source: CCSF Office of Research, Planning & Grants, July 2001.

<http://www.ccsf.org/Services/Planning/planning/grad.pdf>

<http://www.ccsf.org/Services/Planning/planning/beforece.pdf>

<http://www.ccsf.org/Services/Planning/planning/ccsfemp.pdf>

**Performance Objective: To achieve a 90% consensus for the college-wide average
To achieve at least a 3.5 in each measure***

*Previously referred to as a 7.0 on an 8 point scale, which corresponds with a 3.5 on a four point scale.