End-of-Year Assessment Report
2005-2006

Office of the Chancellor
Office of Institutional Advancement
August 2006
CHANCELLOR FOREWORD

In terms of key operational objectives, the work of the senior finance management team has resulted in the creation of a viable plan that has allowed CCSF to not only sustain itself, but also build in modest opportunities for growth. In terms of developmental objectives, we have been able to achieve progress with the augmentation of special grant funding and support from our capital projects budget.

The District continues to battle inadequate State funding, increases in health care benefits, and rising construction costs. To address these issues, the Planning and Budgeting Council approved the Budget Review and Recommendations Process (BRRP) earlier this year. This process involves the systematic review of the District’s budget via a fact finding phase and continues with the identification and assessment of budget options and cost-savings recommendations. Ultimately, the BRRP will identify key areas and strategies to reduce the District’s overall expenditures and ensure the long-term fiscal health of the District. To date, three public Budget Review sessions have been held (March, April, and May 2006) to review and discuss areas where savings may be found. This initial review process resulted in a set of short-term and long-term options with specific fiscal implications and I anticipate a final list of recommendations will come before the PBC no later than December 2006.

Despite these continuing resource limitations, we educated over 35,000 full-time equivalent students this past academic year. The College was also successful this year in passing the Phase II Prop A Bond Campaign, which brought $246.3 million in voter-approved bond funds to the District. These funds have allowed us to continue our facilities improvement and planning efforts and have, to date, afforded CCSF the opportunity to secure an additional $140 million in State matching funds. Prop A funds are currently being utilized on the construction of the Health and Wellness Center, the Student Health Services Building, which is scheduled to open to in Fall 2006, and the John Adams Campus seismic upgrade and building modernization project. The new Mission and Chinatown Campuses are underway and the Downtown Campus hosted a “Grand Re-Opening” in April 2006. Technological upgrades, renovations, and accommodation-related updates are taking place at campuses across the City as well.

I would also like to acknowledge the efforts of faculty, staff, students, and administrators, who worked tirelessly to complete the Self-Study. I received notification from the Western Association for Schools and Colleges (WASC) that CCSF’s accreditation will be extended another six years. Clearly, this has been an incredibly productive year and when I reflect on all that has been accomplished, I remain very proud of the College and the accomplishments of its students, faculty, staff, and administrators.

Dr. Philip R. Day, Jr.
Chancellor
City College of San Francisco
August, 2006
MAJOR COST CENTER
Chancellor’s Office/Group
Public Information
Government Relations
General Counsel Office
Vice Chancellor of Academic Affairs
Scheduling
Tenure Review
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
Admission and Records
Matriculation, Assessment and Testing
Financial Aid Office and EOPS
Student Affairs
Student Support Services
Vice Chancellor of Finance and Administration
Administrative Services
Human Resources
Information Technology Services
Buildings and Grounds
Public Safety
Vice Chancellor of Institutional Advancement
Research, Planning and Grants
College Development

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Doug Re
James Keenan
Carl Koehler
Dr. Robert Gabriner
Dr. Robert Gabriner
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  Office of the Chancellor
  Office of Vice Chancellor – Academic Affairs
  Office of Vice Chancellor – Student Development
  Office of Vice Chancellor – Finance and Administration
  Office of Vice Chancellor – Institutional Advancement
OFFICE OF THE CHANCELLOR

The overall progress of the Chancellor's Office and the offices reporting to it is good. I would refer readers to the summary assessment written by each of the Vice Chancellors to get a more specific overview of their particular areas of responsibility.

We’ve finalized the Annual Plan for 2006-2007, which has gone before the Board of Trustees for final review and approval. In addition to institutional planning, I continue to oversee the initiation and development of several district-wide construction projects centered on renovating and building new campus facilities. The Student Health Center is on schedule and will be completed in late spring of this year and the new Health and Wellness Center is well underway. This time next year students, faculty, staff, and community members should be enjoying the benefits of the Health and Wellness Center.

Projects such as the John Adams Campus seismic renovation and remodeling projects, computer laboratories, and the Downtown Campus remodeling projects are near completion. We hosted a grand opening for the Downtown Campus this spring. and the construction of the new Mission Campus continues to move along at a substantial rate. The Phase II planning efforts for the Chinatown/North Beach campus and Performing Arts Center continue to move forward as well. Thanks to the voters of San Francisco, the passage of our Phase II Bond Initiative in November 2005 ensures that these much-needed facilities will be completed in a timely and cost efficient manner.

Faculty, staff, and the administrative team continue to push the envelope in terms of productivity and accomplishments despite the challenges created by a strain in fiscal resources. Along these lines, our advocacy at the local, State and National levels remains aggressive as we work to secure funds for our facilities, operational and developmental objectives. These resource development efforts have culminated in the creation of new unit within the College, the Institutional Advancement Division. This new unit has been put into place to further organize and energize the College’s resource development efforts. I expect that the College will soon benefit from planned and deferred giving, alumni initiatives, and a capital campaign.

Overall, I remain pleased with our progress and appreciate the College’s commitment to teamwork and collaboration.
OFFICE OF THE VICE CHANCELLOR
OF ACADEMIC AFFAIRS
OFFICE OF THE VICE CHANCELLOR OF ACADEMIC AFFAIRS

The Vice Chancellor of Academic Affairs has overall academic responsibility for seven schools, eight campuses, Library and Learning Resources, Faculty Support Services, Curriculum, Faculty Evaluations, and Contract and Continuing Education. The major activities during the first half of the year have included providing high quality academic programs, enhancing the College’s academic policies and procedures, participating in Prop A projects, and optimizing the College’s enrollment management and development efforts.

To ensure that the College continues to develop new programs and courses to respond to student, business and community needs, the Curriculum Committee approved 64 new credit and noncredit courses as well as 14 online courses and deleted 19 courses. Furthermore, the Curriculum Committee approved eight new and deleted three existing instructional programs (including new vocational certificate programs including Business Skills for the Medical Office, Green Building, Optical Network, and Stem Cell). Rosenberg Library held 140 Information Competency/research skills and instructional workshops that served 2,816 students.

Many campuses and departments improved instruction and developed programs. The Division expanded the location of its EMT, Working Adults Degree Program, Biotech “On Ramp”, and “Bridge to Biotech” programs to the Mission campus. Evans Campus created a partnership with community-based organizations, local government and industry to create the CityBuild Academy Pre-Apprenticeship Program. The Southeast Campus expanded its Hekima Youth Health Education & Job Training Program or at-risk youth while partnering with the SF Parks Trust and the SF Recreation and Parks, to offer a new summer program, Youth Experiences at Southeast (YES!). The Downtown campus initiated the Geographic Information System (GIS) program, including community service GIS classes, and a GIS resource webpage. Several departments have initiated or completed their Program Review reports, with all earning a “Continue” rating from the Program Review committee.

Departmental activity has benefited the college and San Franciscan community. The Music department presented about 60 recitals/public performances. Moreover, the Library and Exhibitions Programs presented “70 years of Queer Life.”

The Division has participated in the self-study process and carefully reviewed the accreditation document. The WASC visiting noted the success in transitioning from two institutions (credit and noncredit) to one diverse institution. They commended the College’s employees at all levels for their knowledge, skills, abilities and collegiality. The WASC team, however, noted the need for the Academic Affairs Division to satisfy the new accreditation standard regarding student learning outcomes (SLOs); in accordance with this WASC recommendation, the Academic Affairs Division has initiated the planning process for institutionalizing SLOs in curriculum and program development.
The Title III and Koret project teams created a new Math Lab with Title III funds. Further, Division faculty created the Learning Outcomes Learning Assessment Program (LOLA), a faculty driven initiative to explore the use of assessment as a tool to improve student outcomes.

The Academic Affairs Division has garnered outside funding through a myriad of partnerships. The Employment Development Department (EDD) awarded the College $750,000 to provide training to 100 dislocated garment workers. The Haas Jr. Foundation awarded $75,000 to develop a Case Management Model with Chinese for Affirmative Action (CAA) and Young Community Developers (YCD).

Academic Affairs has made great strides with its Prop A Bond construction projects. A Career Development Center opened at John Adams Campus. The Downtown Campus moved into its renovated space, and the Campus held a post-remodeling Open House in October. The Division also provided wireless internet access for students in the Downtown and Rosenberg Libraries. Significant progress has been made in the construction of the Mission Campus and the Wellness Center.

Finally, the Division is collaborating with Student Development and Administration and Finance continue to strengthen the College’s enrollment management and development efforts. Specifically, the Division is exploring the option of a 16 week compressed calendar for the noncredit division, planning for the summer session in 2006, and bolstering continuing education and community partnerships.
OFFICE OF THE VICE CHANCELLOR OF STUDENT DEVELOPMENT

During the 2005-2006 academic year, the faculty, staff, and administrators of the Student Development Division made great progress on many initiatives and increased its impact on student access, retention, and success.

The Vice Chancellor of Student Development has overall management responsibility for the following departments: Admissions and Records (Credit and Noncredit), African American Scholastic Programs, Asian Pacific American Student Success (APASS), CalWORKs, Continuing Student Counseling, Extended Opportunity Programs & Services, Financial Aid, International Student Counseling, Latino Services Network, Learning Assistance, Matriculation and Assessment, New Student Counseling, Outreach and Recruitment Services, Student Activities, Student Advocacy Rights & Responsibilities, Student Affairs, Student Health Services, Student Support Services and Transfer Center.

Services
Using the Student Development Division's philosophy, Students First, Striving for Excellence, the Division continues to provide high quality student development and support services. Nearly all admissions and matriculation transactions were computer- or Internet-based: computerized ESL and Native English assessment, electronic transmission of academic transcripts to three local CSU's with expansion pilots at UC Davis and Berkeley, and the pilot of noncredit admissions and enrollment services at various campuses throughout the district (Mission, Downtown, Southeast, John Adams, and Evans).

The counseling departments served over 37,000. Student Development units collaborated to expand the Student Advocacy's Back On Track Initiative for fourth semester probation students. The initiative now captures all probationary students, directs them to meet with a counselor, and provides them with an eight-hour course (mandatory for fourth semester probation).

Additionally, the Financial Aid Office, CalWORKs and EOPS provided resources to 15,000 students, including fifty $5,000 Chaffee grant awardees to former foster youth, making CCSF the largest program in the state. The Financial Aid Office implemented direct deposit and a loan default prevention program—entrance and exit interviews, established an office at the Mission and Chinatown campuses, and electronically provided 115,000 g.p.a. notifications and 53,000 enrollment verifications to the state. EOPS continues to provide exemplary counseling services to underrepresented students (those living at or below 150% of the Department of Health and Human Services poverty guidelines), including formerly incarcerated Second Chance students.
Further, in the Student Affairs unit, the Student Activities Office developed and implemented a training booklet and training sessions for all AS Council Advisors. The athletic department won the conference championship in football and volleyball (the first time in 12 seasons). The Office of Mentoring and Service Learning continues to enhance students’ educational experience. Concert and Lecture series significantly increased its events. The Student Health Center successfully passed several State and Federal audits this year. Additionally, the Student Affairs Office, in concert with the Chancellor’s Office, coordinated the very successful, well attended and well received 2006 Commencement at the Masonic Auditorium.

**Organizational Evaluation and Enrollment Development/Management**

The Office of the Vice Chancellor of Student Development has carefully evaluated the operations of the Division. Specifically, the Division evaluated the nature and effectiveness of each unit’s internal operation and its relation to the entire college. Using needs analyses, focus groups, and other evaluation methods, the Division collaborated with the Academic Affairs Division to create and implement preliminary plans for restructured operations in Noncredit and campus Student Development services and college enrollment development and management processes.

**WASC Accreditation**

The Division has participated in the self-study process and carefully reviewed the accreditation document. The WASC visiting team expressed their confidence in the Student Development Division, finding that they did not need to make any improvement recommendations in Standard Two, the student services criteria. The WASC visiting team commended the Division’s student-centered focus and response to student needs. They commended the College’s employees at all levels for their knowledge, skills, abilities and collegiality. The WASC team also noted the success of the Student Development Division’s efforts in satisfying the new accreditation standard regarding student learning outcomes (SLOs); however, they wanted the College to institutionalize SLOs in curriculum and program development. The WASC visiting team also noted the success in transitioning from two institutions (credit and noncredit) to one diverse institution.

**Technology**

Student Development administrators, department chairpersons, and classified managers reconvened to update the three-year Divisional Technology Plan. In addition to creating the refined plan, the Division has implemented and provided training for the Electronic Degree Audit (CAPP) and the Electronic Education Plan. The Office of Admissions and Records currently utilizes CAPP in the evaluation of students’ academic records to determine compliance with Associate Degree requirements. Counseling departments are gradually implementing the Electronic Education Plan. Moreover, the Division has installed student use computers at the campuses to enhance admissions and enrollment services. The Learning Assistance Center implemented a new Student Tracking System. Further, the Division provided Banner Student and Banner Finance training and advanced training to counselors on the SARS/Grid counseling appointment system in anticipation of SARS-Banner integration.
**Personnel Development/Management**

In the area of personnel development and management, the Division completed its first stage of a Leadership Development Program (LDP): a leadership text and a cohort of relatively new administrative and classified leaders who meet regularly with a mentor and as a group to discuss, assess and guide their professional development. Further, Division counselors obtained professional development to learn about recent changes in UC, CSU and private college systems, and faculty and staff who serve the College’s international student population participated in SEVIS (Student and Exchange Visitor Information System) training. The Division held departmental meetings, workshops and retreats with intensive interdepartmental professional training academies to increase information sharing and improve services to students.

Additionally, the Division has hired a Dean of Student Affairs, Director of Latino Services Network, Director of CalWORKs, and assigned the Director of Special Projects to the Office of Student Advocacy, Rights and Responsibilities. Further, the Division initiated the hiring process for the Vice Chancellor of Student Development.

**Ongoing Facilities Projects**

As a part of the 2001 Prop A Bond, Student Health’s new building is in the construction phase. The counseling departments, Transfer Center, and Career Development and Placement Center have consistently voiced their concern about inadequate facility space. As a partial remedy to this concern, Continuing Student Counseling Department relocated several of its offices from Conlan Hall 205 to a new counseling cluster in Bungalow 606.

**Needs to be Addressed in 2006-2007**

During the 2006-2007 academic year, the Student Development Division will face the following challenges:

- Address the recommendations made by the AACRAO: American Association of Collegiate Registrars and Admissions Officers in their evaluation of Admissions and Records services.
- Strengthen enrollment development and outreach to underrepresented students.
- Enhance Student Development Division personnel.

The past year was once again characterized by significant fiscal challenges. The State of California enjoyed a period of economic recovery, with improved state revenues translating into significant increases in funding for many Community Colleges. Significant new funding, $30 M was distributed to a portion of the state’s community colleges under a program know as Credit Equalization. Unfortunately City College was not eligible for such funding. Instead new funding consisted primarily of a 4% state COLA, eligibility for growth revenue, and an improvement in local sale tax revenue. Offsetting these gains were, a decline in credit enrolment that negated any attempts to earn growth funding, and continuing steep increases in the cost of fringe benefits. The College needed to transfer an estimated $2.2 million from its reserve into its operating budget to fill in a structural deficit. Improved revenues for the upcoming fiscal year 2006-07 will create an opportunity to restore the reserve and improve the College’s fund balance.

The College paid a 3% wage increase to all of its employees as well as step increases. The efforts of the VCFA, the Chief Financial Officer to limit overall spending were modestly successful. Without these efforts transfers out of the reserve would have been even greater. The final numbers are not yet available but there will not be any final closeout for 2005-06. On a positive note, the College annual audit was unqualified, and did not contain any material weaknesses. Finally, the College successfully sold $147 million in bonds under its 2001 and 2005 authority with excellent ratings from both Moody’s and Standard & Poor’s.

The accomplishments of the Human Resources Department (HR) were significant in light of the reduced level of staffing the department has had to endure. HR sponsored a successful job fair as a strategic action to support its efforts to recruit a diverse pool of applicants for both certificated and classified positions. HR also continued its efforts to work with the often difficult City Health Services System (HSS) to provide better service for the College’s employees who depend on HSS for their health benefits. Finally, HR once again successfully staged flex day programs in spite of the elimination of state funding for staff development.

The College’s use of technology continues to expand. The College is now moving forward with plans to reduce paper and mailing in the areas of student grades and paychecks. In addition the ITS department began gearing up for the implementation of BANNER 7.3. Finally, the department has implemented new procedures to ensure that key end users are consulted well in advance of any significant technology changes including software upgrades.
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 complex real estate activities including both the sale and purchase of real property as well as leases with a variety of landlords. Once again, the department successfully processed well over 1000 contracts for a wide variety of activities. Finally, it should be noted that Administrative Services continues to oversee the College’s mail services within its existing staff resources.

The Office of Facilities Planning made significant progress in the implementation of projects funded by the 2001 bond issue, and has initiated planning for the projects funded by the 2005 bond issue. Construction has been completed on the new Student Health Center. Construction is well underway for both the permanent Mission Campus as well as the new Wellness Center. It is fully expected that the College will break ground on the new Child Development Center, during the fall of 2006. The College has redesigned the Chinatown/North Beach Campus project on undeveloped parcels. By switching to vacant land project the College and its design team have regained lost momentum on the project. Other projects making significant progress during fiscal year 2005-06 included renovation work in the John Adams Campus, the remodel of the lower floors of the Downtown Campus. The College’s capital projects continue to face real challenges created by escalating construction costs and the slowness of Division of the State Architect’s lengthy timeline for its approval process. These delays cost real dollars and have become a statewide problem for public agencies.

Buildings and Grounds and Public Safety continued their efforts to provide a clean and safe environment for the College’s students and workforce. The continuation of effective 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.

**ISSUES TO BE ADDRESSED IN 2006-07**

- Recover financially after consecutive years of drawing down district reserves
- Improve the efficiency and increase the agility of business processes within current resources
- Implementation of capital projects with minimal disruption to the learning environment
- Maintain staff morale as workload remains high due to inadequate state support
DIVISON OF THE VICE CHANCELLOR OF INSTITUTIONAL ADVANCEMENT

The Division of Institutional Advancement was established in October 2005 and comprises the Office of Research, Planning and Grants; the Scholarship Office; the Development Office; and the CCSF Foundation. The mandate for the Division includes all of the roles and functions of the administrative units listed here plus the development of new functions, specifically Alumni Relations, Planned Giving, and Annual Appeals. From October 2005 until the end of the fiscal year, Division staff developed a set of plans to implement all three new functions during the 2006/7 academic year. To support the work of Institutional Advancement and its multiple functions, a donor management system was identified and purchased with funds from the CCSF Foundation with the goal to have it operational by October 1, 2006. To introduce prospective donors to the College and its programs, the Division is developing a new series of brochures for use in a variety of advancement campaigns beginning in 2006/7.

Among the major accomplishments in 2005/6 are the following:

• Provided coordination and support for the completion of the Accreditation Self Study in Fall 2005;
• Coordinated and supported the Accreditation visiting team in March 2006, which resulted in a full re-accreditation for the College for another six years;
• Secured grant awards totaling over $8.5 million;
• Received donations through the CCSF Foundation totaling over $900,000;
• Completed two major collegewide surveys: one assessing our technology capacity and the other assessing student views on the College noncredit programs and campuses;
• Completed two major reports: one on transitional studies at the College and the other on College Performance Indicators; and
• Developed more visibility for students of Scholarship Office opportunities through a new and improved website, and a rescheduling of scholarship awards and disbursements.

During the 2006/7 year, the Division will implement its plans for Alumni Relations, Planned Giving, and the Annual Appeal. There will also be a major campaign to find additional resources for the new College facilities to open in 2007 and beyond. Institutional Advancement will provide coordination and support to address the recommendations for changes made by the Accrediting Commission. New reports on technology and noncredit programs will be disseminated in Fall 2006 to the College.
MAJOR COST CENTER REPORTS
OFFICE OF THE CHANCELLOR
I. List of Objectives and Progress Status on Each

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<th>Annual Plan Objectives</th>
<th>Progress Status</th>
<th>Observations/Comments (Brief bullets here)</th>
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<tbody>
<tr>
<td>Operational Objectives</td>
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<tr>
<td>1. To provide overall leadership and management guidance for all major areas of the College: academic, student, administration, external relations.</td>
<td>3.5</td>
<td>General overall progress has been good; the 2006-2007 Annual Plan was approved by the Board of Trustees; contractual agreements with AFT 2121 and SEIU 790 are moving forward; student enrollment, budget planning/management, facilities management/plans are on target and moving forward; the Self-Study concluded with a visit from the WASC team in March 2006 and the final WASC Visiting Team’s report was submitted in May 2006; Facilities planning continues to move forward with a number of ongoing construction and upgrading projects taking place across the District;</td>
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<td>Demand for courses continues to exceed availability and despite budget cuts and funding instability, we’re serving over 100,000 students (unduplicated headcount)</td>
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<td>Continuing to respond to and support the needs of the Board of Trustees collectively and individually; Coordinated two joint meetings, one with the SFUSD Board of Education’s Curriculum and Program Committee and one with the Board of Directors for the CCSF Foundation Board; Engaged selected Board members in development opportunities at the annual CCCL conference in April 2006; Continue to streamline Board committee processes through effective and organized monthly work sessions and annual planning efforts.</td>
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<tr>
<th>2. To provide support for the Board of Trustees as the primary governing body of the College.</th>
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<td>3. To foster shared governance throughout the College.</td>
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<td>4. To represent the College among external agencies and constituencies.</td>
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| Provided leadership at the national, state, and local level on issues related to State equalization, access, transfer, and articulation; workforce development, State governmental relations, and City economic development (Treasury Oversight Committee; Chamber of Commerce; San Francisco Higher |
5. To provide high quality services in the area of planning, research, assessment of institutional effectiveness, and grants.

4

Education Consortium; Public Trust Steering Committee; NATN)

Created division of Institutional Advancement; Initiated a Budget Review and Recommendations process to assess costs and potential savings at all levels of the College; Grants activity and acquisitions continue at a strong rate ($8,366,343 in grant funding secured between July 2005 – May 2006); Osher and Goldman Scholarships supported 867 students in Spring 2006.

6. To provide legal services and advice to college administrative staff in employment, instruction, business services, Board activities, and actions.

4

Appropriate legal counsel, support via staff and contract attorneys continue to minimize litigation and other legal problems.

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<td><strong>Developmental Objectives</strong></td>
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<tr>
<td>1. To operationalize the Board-approved Annual Institutional Plan for 2005-2006 through the delegation of responsibility to the Vice Chancellors and the Major Cost Center Administrators with appropriate oversight and evaluation being provided.</td>
<td>3.5</td>
<td>Review of budget status is continuous; Audit was completed and presented to the Board.</td>
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<td>2. To continue to provide leadership structure to the institutional self-study scheduled for completion no later than January 2006.</td>
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<td>The Self Study Team visited the College in March 2006 and submitted its final report in May 2006; Recommendations were minimal and the Team highlighted the work of the College as a model for others.</td>
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<td>Continue to provide leadership to continue the ongoing development of college-wide information technology system.</td>
<td>Continue to lead campus efforts for interconnectivity; Banner upgrade scheduled for June 2006; Technology Plan in initial stages of development.</td>
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<td></td>
<td>Continue to provide leadership in maintaining the highest levels of commitment to diversity and equity as it relates to our college’s faculty, staff, students, and the community served by CCSF.</td>
<td>Efforts continue to prioritize and emphasize diversity in hiring have been elevated; HR department completed its 2005-2006 Hiring Report which was distributed to the Board in June 2006 and discussed during a dedicated Worksession that month; HR department continues to educate and support departments to develop hiring procedures which ensure diverse applicant pools; HR hosted the second annual Job Fair in January 2006; The Diversity Committee has been providing leadership for the Multicultural Infusion Project, the Grown Your Own, and the Academy for Improved Success; a draft Diversity and Equity Policy statement was sunshined with College constituencies in March and</td>
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</table>
6. To provide leadership to the College’s development and fundraising activities and increase the College’s fund-raising capabilities through grants, financial aid/scholarship support, private giving, and the Foundation.

7. To continue to aggressively participate in the state and federal legislative action agendas and work for an appropriate level of support.

II. Overall Assessment of Accomplishments

Faculty, staff, and the administrative team continue to work diligently to serve our students and the City of San Francisco. Our efforts this past year speak to this commitment. For example, the successful passage of the November 2005 Bond Initiative secured millions for the College’s facilities, nearly $9 million in new grant funding was awarded to the College, and a successful visit from the WASC visiting team in March 2006 concluded the Self Study. The WASC Visiting Team shared incredibly positive feedback through its report and on several occasions referenced CCSF as a model for community colleges across the country. The WASC visit reinforced what many of us wholeheartedly believe, that CCSF is a remarkable institution. I am also pleased with the work that the Planning and Budgeting Council has been doing over the last five months in terms of targeting cost savings through the Budget Review and Recommendations Process.

III. Assessment of Problems and Needs

As has been the case over the past three years, the College remains under substantial financial strain given greater demand and fewer resources. Departments continue to work with fewer resources and smaller staffs. The understaffing is compounded, as it was last year, by space limitations. Though we have been very successful in securing grant funding and substantial gift commitments, I remain concerned that the State’s resource allocation for the coming budget year will continue to challenge the institution as we try to sustain our commitment to try to always “do more with less.”
Major Cost Center: *Governmental Relations*

Administrator: *Leslie Smith*

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<td>Operational Objectives</td>
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<tr>
<td>1. To provide high quality services in the area of governmental relations.</td>
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<td>• The Office of Governmental Relations (OGR) is working effectively to serve the entire college community in the areas of public policy development and advocacy at the local, state and federal levels.</td>
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<td>2. To advocate for effective educational practices through the developmental of sound public policies.</td>
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<td>• The OGR is working extremely effectively with all constituent groups, agencies, legislative bodies, and administrative entities to develop and implement public policies that further the educational mission and goals of City College. Advocacy efforts on behalf of noncredit have been extremely effective, especially with the addition of our new public policy research capacity.</td>
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<tr>
<td>Developmental Objectives</td>
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| 1. To pursue state and federal funding for College priorities. | 4 | - The OGR is effectively advocating for public policies to keep the community college mission broad-based and fees low, fully fund Proposition 98, improve noncredit programs, increase capital outlay projects, provide growth dollars, and maintain overall funding.  
- The Governor’s budget proposal for 2006-07 does not increase student fees, the community colleges receive an almost unprecedented 10.79% share of the Proposition 98 pot, and also get a 5.18% COLA and 3% growth. The Assembly Speaker has also proposed an unprecedented 50-55% of higher education capital outlay bonds to go to community colleges in AB 58. Additionally CCSF is stated to get a $41 million in state capital outlay dollars for 5 projects. This is on top of last year’s unprecedented $81 million.  
- The OGR is developing public policies in all potential arenas, including regulatory, legislative and constituency-based opportunities, to best benefit City College of San Francisco. |
| 2. To expand advocacy efforts for public policies to benefit CCSF. | 4 | |


II. Overall Assessment of Accomplishments

The Office of Governmental Relations has made significant progress in developing, refining and establishing statewide public policies that specifically implement the educational vision and goals of City College of San Francisco. In the area of Capital Outlay both local and statewide efforts have been successful in providing funding to support our 5-year plan for all campuses. Additionally, noncredit has become an important statewide priority of the community college system. Our lead in voter registration has received national attention as has our efforts to keep the community college mission broadly based. We have registered nearly 60,000 new student voters across the state. Through our Mobilizing Democracy Project and working in conjunction with the Social Science Department, we also partnered with the San Francisco Foundation and the San Francisco League of Young Voters to educate City College students regarding public policy issues placed on the ballot. We have formed a statewide partnership with the Easy Voter Guide (EVG), the League of Women Voters, and Next Ten to provide voter education to community college students across state. The Dean of Governmental Relations was placed on the EVG Board. Adding public policy research functions to the office has greatly increased our capacity to respond to and advocate for City College funding priorities.

III. Assessment of Problems and Needs

The Office is functioning at full capacity with existing staff. The addition of part-time summer clerical help was most beneficial. Addition of research staff has increased the ability to analyze, respond to and develop statewide and federal initiatives. Increasing the technological capacity to better facilitate communication and increase analytical capacity needs to be the next area of expansion.
Major Cost Center: *Office of Marketing and Public Information*

Administrator:  *Martha Lucey*

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<tr>
<td><strong>Operational Objectives</strong></td>
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</table>
| 1. Provide recruitment and outreach activities about College programs and Services to residents of San Francisco. | 4               | • Organized Sept. 9th first annual College briefing for San Francisco neighborhood press held in the Pierre Coste Dining Room.  
• Created and placed Fall 06 radio commercials in Chinese and Spanish promoting noncredit classes on local ethnic stations (funded by special State ESL grant).  
• Mailed “Free ESL and Citizenship Classes” flyers in October 2005 to nearly 100 immigration attorneys in the San Francisco Bay Area to share with their clients. This flyer was also distributed in San Francisco offices of the United |
States Citizenship and Immigration Service and at Fall SF Street Fairs. The same flyer translated into six languages was again sent in March 2006 to Bay Area immigration attorneys and the San Francisco Immigration Service.

- Also in March 2006 placed noncredit ads in 12 SF neighborhood newspapers, again made possible through special State ESL funding.
- Produced a new, 14-page Speakers Bureau booklet which was mailed to all San Francisco media to inform the community of this free service.
- Organized ground breaking press conference for the New Mission Campus (Sept. 6th).
- Joined forces with the Mayor’s Office on November 14th to announce the awarding of a $750,000 NSF grant to establish the Institute for Convergence of Optical and Network Systems.
- Assisted with the opening of the remodeled Academic Computing and Resource Center on Oct. 26th.
- Called a press conference on October 24th to announce the purchase of the Washington/Kearny site for the new Chinatown/North Beach Campus.
- Prepared and distributed since July 1 approximately 44 news releases (one per week during school year).
- Promoted the College’s new Winter Intersession including a Banner Ad
2. Provide leadership for the College’s public information and marketing Division and throughout the district.

4

on the SFSU EXPRESS web site.

• Invited SF community through ads, news releases and a letter to a public Board meeting held on January 12th to discuss the status of facilities improvement projects funded by the 2001 and 2005 Bonds and the strategies for dealing with skyrocketing construction costs.

• Together with the Office of Instruction prepared and electronically transmitted to printer the Fall 2005, Spring and Fall 2006 class schedules, each of which was mailed to some 330,000 SF residents.

• Assisted the Office of Instruction with the College’s 2006/07 catalog.

• Prepared and mailed to targeted neighborhoods three community reports: Bond Oversight Committee Report to the Community, Mission Campus Construction Update; and An Important Message from the Chancellor to Pacific Heights Residents.

• Together with the Office of Instruction prepared and mailed the Summer Session 2006 schedule to over 60,000 SF households. Its mailing was a help with noncredit enrollment during Spring 2006.

• On the occasion of the College’s 70th birthday, galvanized a district-wide celebration including “Campus Open Houses,” production of a new
“Short History of City College,” a January 11th “Conversation” between distinguished alumnus Dr. W. Michael Blumenthal and SF Chronicle Managing Editor Robert Rosenthal at the Herbst Theatre which was recognized with a 2006 California Community Colleges Public Relations Award; an August 12th SF Chronicle insert as well as an eight-page October 21st Examiner insert (both paid by outside vendors) in celebration of City College’s 70th; library exhibits on CCSF campuses and at the main SF Public Library; a “Gala Music Concert” in the Diego Rivera Theatre on May 16th.

- Developed and implemented a Fall 2005 advertising campaign which included ads in 36 dailies, monthlies and ethnic newspapers; “Celebrating 70th Birthday...” king-size posters on 55 MUNI buses and in BART stations; and 1,260 commercials on Comcast stations as well as 85 commercials on Univision TV stations 14 and 66 as well as 48 spots on KTSF Channel 26. Also featured a CCSF 70th Anniversary Celebration postcard mailed to 330,000 SF households in May 05.

- Placed Fall 06 digital commercials on 147 movie theatre screens in 11 cities nationwide to recruit out-of-state students.
- Developed and implemented the Spring 2006 ad campaign which included a “Great Careers Start at City College of San Francisco” postcard featuring Actor Danny Glover, KGO-Radio Business Reporter Lynn Jimenez, Myth Restaurant Chef/Owner Sean O’Brien, and Fred Lau, Homeland Security Director at the Oakland Airport, which was mailed to 326,000 households in San Francisco (funded by the Financial Aid Office). The Spring campaign also included ads placed in 37 weeklies, monthlies, and ethnic newspapers during December and January. Additionally for the Spring Semester, digital commercials were placed over Thanksgiving Day weekend in 16 cities, including San Francisco, for a month-long run on 221 movie theatre screens.
- Mailed a Chancellor’s letter together with a promotional CD to 4,200 SFUSD seniors encouraging them to start going to college at CCSF.
- Prepared and placed Summer 06 ads in six Bay Area university student papers to increase enrollment.
- In an effort to recoup recruitment proposed and helped implement an email reminder to students who miss their registration appointments (last academic year 50,000 missed appointments).
<table>
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<th>3.</th>
<th>Provide executive support for the Board of Trustees, committees.</th>
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<td>• Assigned to support the Board’s work sessions and regular business meetings.</td>
<td>• Participated in the August 11th, 2005 Board Retreat discussion regarding the Draft Communication Plan recommendations with a completed action matrix due in 2006.</td>
<td>• Organized the swearing-in of the new Board President and Vice President on February 22nd by Mayor Gavin Newsom in City Hall.</td>
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<tr>
<td>• Organized Board/College participation in SF parades including Chinese New Years, Cesar Chavez March, Juneteenth, and SF Gay Pride.</td>
<td>• Dean and senior staff are members of the following shared governance committees: Staff Development; Classified Senate; College Advisory Council; Communications Committee; Contract Education Advisory; Graduation Subcommittee; Concerts and Lectures; and the CSU/UC/GETC Committee.</td>
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| 4. | Ensure high standards and excellence for the College by relying upon the Collegial shared governance system. | 4 |

enrollment appointments) which will be automatically sent within 48 hours after the missed appointment.

• Launched the new CCSF Art Guide with a reception on May 19th as concluding event in connection with the College’s celebration of its 70th anniversary.
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<tr>
<td><strong>Developmental Objectives</strong></td>
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<tr>
<td>1. Develop a marketing plan for the purpose of increasing international and Not-for-credit international student enrollment.</td>
<td>3</td>
<td>• At the August 11th Board retreat it was decided to focus recruitment efforts not only on international students but also on out-of-state students. Digital commercials advertising Fall 05 were placed in movie theatres in 11 cities to recruit out-of-state students which more than doubled the usual number of such students attending during fall. A similar commercial promoting the College's 2006 semesters to out-of-state students was placed on 231 movie theatre screens in 15 cities during November-December. Additionally, an ad in Next Magazine, a national magazine for high school students, netted more than 2,800 inquiries from California and out-of-state high school students. • Continue to meet with the Dean of International Students to discuss recruitment tools such as a new CD. • Provided 7 tours for visitors from Europe, Asia and South America stressing the benefits of our International Students Program. A September 30th tour organized through the State Department International Visitor Leadership Program included 20 student leaders from 13 Middle East countries including Egypt, Israel, Jordan,</td>
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• Arranged for the SF German Consulate to be used a site for a special April 6th reception hosting SF Consular Corps to update them on the College’s International Students Program. The consulate was also used for a special reception in honor of CCSF distinguished alumnus Dr. W. Michael Blumenthal on January 10th.

• Arranged for the Ladies of the SF Consular Corps to use CCSF on November 18th as the site for their annual holiday event which will showcase our international students.

• Worked with the CCSF Fashion Department to facilitate the British “Marie Claire” photo shoot, published in May 2006, which featured the College as a backdrop thus serving as a useful recruitment vehicle for international students.
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<td>2.</td>
<td>Promote greater access to financial aid resource.</td>
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<tr>
<td>3.</td>
<td>Continue to pursue increases in base funding.</td>
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<td>4.</td>
<td>Employ technology including multi-media to improve and increase Communications with employees, students, and the greater communications about College programs and activities.</td>
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<td></td>
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<td>Created a “Great Careers Start at City College of San Francisco” postcard featuring Actor Danny Glover, KGO- Newstalk Radio business reporter Lynn Jimenez, Myth Restaurant Chef/Owner Sean O’Brien, and Fred Lau, Homeland Security Director at Oakland Airport, which was mailed to 326,000 households in San Francisco (funded by Financial Aid Office). Promoting the College’s Spring Semester 2006, the postcard encouraged credit and eligible noncredit students to apply for financial aid. The same outstanding alumni were also featured on queen-sized posters on MUNI buses and in SF BART stations.</td>
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<td>The out-of-state recruitment netted 700 more students than in the previous years realizing approximately $1 million in additional funding for the College.</td>
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<td>Coordinated CCSF volunteers for Street Fairs prior to the Phase II Bond and assisted in a variety of other ways during the 2005 Bond campaign.</td>
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<td>City Currents is now online and in hard copy. Some 39 issues were produced during 2005/2006 to a world-wide audience.</td>
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<td></td>
<td>Continue to expand and maintain the College’s “Faculty in Review” website which now represents 58</td>
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II. **Overall Assessment of Accomplishments:**
The Office of Marketing and Public Information continues to work closely with the Dean of Financial Aid in informing the residents of San Francisco about the availability of a variety of financial aid options for both credit and eligible noncredit students. Special State funds continue to be used for the printing and mailing of financial aid postcards to some 326,000 residents per mailing. Special State funds are also being used to promote noncredit ESL courses. Total production and
electronic transmittal to printer of class schedules from the Office of Marketing and Public Information started during academic year 2005/06. This usage of technology saves time, money and allows for last minute changes without editing costs.

The Office also spearheaded a variety of activities in celebration of the College’s 70th anniversary which, for example, was recognized with a Community College Public Relations Award for the promotional work associated with the “Conversation” between CCSF distinguished alumnus Dr. W. Michael Blumenthal and SF Chronicle Managing Editor Robert Rosenthal on January 12th at the Herbs Theatre. The Draft Communication Plan Recommendations are being finalized. Out-of-state enrollment doubled last Fall as a result of an aggressive nationwide ad campaign. Ground breakings and associated press conferences were a major focus of activity during fiscal year 2005/06 due to increased building and remodeling projects funded by the 2001 and 2005 Facilities Improvement Bonds. The Office continues to assess and review opportunities for cost savings and greater efficiencies particularly in terms of effective usage of technology. For example, this past academic year some 50,000 students did not follow-up on their registration appointments. To recoup recruitment, and working with the Admissions, Financial Aid, and Instruction offices, Marketing proposed and help prepare an email reminder sent to such students within 48 hours of a missed registration appointment.

III. Assessment of Problems and Needs:
Once State budgetary constraints are lifted, Marketing and Public Information looks forward to filling the media relations position of the Public Information Officer.
I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<tr>
<td>1. Provide legal services and advice to college administrative staff in employment in such areas as hiring procedures, affirmative action, Americans with Disabilities Act (ADA), discipline and termination of academic employees, privacy, subpoena of employment records, sexual harassment, visa issues (INS), and Cal OSHA.</td>
<td>4</td>
<td>Advised administration on specific employees. Corresended with counsel representing unsuccessful applicant for faculty position thereby preventing needless litigation. Advised administration re hiring employees with criminal convictions. Prepared a revised Board Policy re Equal Employment Opportunity which was adopted by Board.</td>
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<tr>
<td>2. Provide legal services and advice to college administrative staff in instruction and student affairs in such areas as student employment, affirmative action, enrollment restrictions, student disciplinary proceedings, student records, FERPA (Family Educational Rights and Privacy Act).</td>
<td>4</td>
<td>Advised College employees in depositions involving lawsuit by College students and third parties; advised on release of student records without</td>
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<td>Education Rights &amp; Privacy Act), subpoena of student records, student privacy, student due process, ADA, faculty responsibilities, intellectual property issues, sexual harassment, &amp; proposed agreements with external entities.</td>
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<td>student consent pursuant to FERPA. Advised administration re demands for student records by U.S. Immigration and Customs Enforcement. Arranged for retrieval from 3rd parties of documents inappropriately released by College Offices.</td>
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<tr>
<td>3. Provide legal services and advice to college administrative staff in business services in such areas as Small Local Business Enterprise and Small Business Enterprise Programs; review, negotiate and approve of agreements with outside entities, real estate acquisition; communication with bond counsel; bidding and purchasing, proposed agreements with external entities, &amp; uses of District property.</td>
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<td>Reviewed and revised proposed agreement for use of District facilities by Lick-Wilmerding High School.</td>
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<td>4. Provide legal service and advice to college administrative staff in such areas as the Brown Act, Public Records Act, Information Practices Act, restrictions on election campaigning, preparation of college defense in Small Claims Court; preparation of employee witnesses for depositions; and Tort Claims Act.</td>
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<tr>
<td>Advised Board and Chancellor re City &amp; County of S.F. Sunshine Ordinance. Prepared District defense for District employees in Small Claims Court and obtained dismissal of action.</td>
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<tr>
<td>5. Provide legal services and advice to Board of Trustees and Chancellor at open and closed meetings of the Board. Prepare legal opinions for Board of Trustees and Chancellor.</td>
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<tr>
<td>Advised Board and Chancellor re appropriate closed session activities under Evaluation exception.</td>
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<tr>
<td>6. Approve selection of outside defense counsel; review and approve outside defense counsel's strategies and settlement offers. Select and supervise outside counsel for referral of specialized and/or overflow legal issues.</td>
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<tr>
<td>Participated in 7 settlement conferences.</td>
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<tr>
<td>7. Select and supervise outside counsel or outside investigations for DFEH/EEOC/OCR responses where there is conflict with Affirmative Action Officer conducting investigations. Directly supervise District's Affirmative Action Officer whose duties include investigation of unlawful discrimination and harassment</td>
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<tr>
<td>Answered 4 DFEH/EEOC complaints.</td>
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complaints, coordinating their investigation in compliance with State nondiscrimination provisions, and providing individualized training in non-discrimination topics where appropriate.

8. The Affirmative Action Officer's duties also include coordinating, monitoring, and where appropriate, directing the implementation of the District's Faculty and Staff Diversity Plan which includes policies, goals, time tables, reporting systems, identification and resolution of problems. Recommends modification to the Plan.

9. The Affirmative Action Officer also ensures that job announcements clearly state job specifications setting forth knowledge, skills, and ability necessary for job performance, and where such job qualifications exceed that of state minimum qualifications, ensures that such announcements do not include requirements which are not job related or are highly likely to have an adverse impact on a particular group. Also monitors employment processes to ensure they are in compliance with State and Federal equal opportunity, non-discrimination, and affirmative action regulations.

10. The Affirmative Action Officer is also the District's ADA/504 compliance officer. Coordinates District efforts under Section 504 of the Federal Rehabilitation Act and under the Americans with Disabilities Act for employees, students, and members of the public, including publishing brochures, and requisite notices, in alternative formats.

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<tr>
<td>1. Conduct administrator’s training in basic education law such as student rights and due process, general liability, investigative techniques, student records; Public Records Act, Brown Act, ADA.</td>
<td>4</td>
<td>Advised administration re student due process rights in specific cases.</td>
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Reviewed all job announcements and provided guidance regarding compliance issues.

Implementation of software programs to tract adverse impact successful.

Handled all complaints brought to Office of Affirmative Action in a timely fashion with no findings overturned on review. Revised handout on Nondiscrimination Procedures and revised Office of Affirmative Action Website. Handled all ADA Accommodation requests effectively.
Review significant District documents and advise staff on revisions.

2. Review web-site listings to develop usable list for administrative staff to utilize in compliance with law (e.g. reviewed and provided INS web-site to Human Resources for a specified visa issue). Review District practices to ensure compliance with law and District documents.

3. Prepare form documents in such areas as settlement agreements; review and improve documents that have already been developed in clinical agreements, special services and advice (personal services), construction, student discipline, subpoena for employee records and student records.

4. Follow-up on recommendations from District’s Public Meeting/Public Records Advisory Committee. Participate in state and local bar association activities.

5. Obtain protection of College’s intellectual property and market as products. Explore mechanisms for college to solicit from donors such that college can be made a beneficiary for wills and trusts.

6. Affirmative Action Officer’s Developmental Objectives include the following: EEO Compliance. Improves overall knowledge of and sensitivity to EEO issues through counseling and training. Takes leadership role in employment related committees at local, state and federal levels. Assists in outreach and recruitment activities for hiring of faculty.

7. ADA compliance. Provides ongoing support for access to employment and educational opportunities for persons with disabilities, including training and counseling.

Utilized Affirmative Action software to track hiring EEO compliance. Provided guidance as to job announcement wording and compliance with EEO laws. Provided legally mandated training on illegal harassment prevention. Distributed flyers on harassment in 12 languages.

Provided guidance to DSP&S staff on compliance issues. Processed each request for reasonable accommodation in a timely and effective manner.
II. Overall Assessment of Accomplishments

**General Counsel**
1. Active in reviewing proposed agreements and obtaining more balanced agreements from City and County of San Francisco Departments.
2. Advise Facilities and Planning Office re construction law
3. Obtain successful dismissals of numerous stop notice lawsuits against College
4. Response to DFEH & EEOC complaints (4 cases)
5. Prepare agendas for closed session meetings of Board of Trustees/prepare confidential memos to Board re closed session topics.
6. Corresponded 258 times with other persons on substantive matters.

**Affirmative Action**
Have processed all ADA requests and handled all complaints filed with the Office of Affirmative Action in a timely manner. To enhance the effectiveness of monitoring hiring processes for adverse impact, have installed software to track hiring through statistical measures. Have successfully completed mandatory harassment prevention training for supervisors.

III. Assessment of Problems and Needs

**General Counsel**
The Office is frequently asked to provide administrative services as contrasted to legal services.

**Affirmative Action**
Without additional professional staff support, have had to enlist the assistance of other administrators to oversee discrimination complaint investigations when the Affirmative Action Officer is implicated in the charges or discrimination (i.e., as having developed the policy being questioned or as having processed the ADA accommodation requests). Also, have had to rely on volunteer AAO monitors for observing hiring committees.
OFFICE OF THE VICE CHANCELLOR OF ACADEMIC AFFAIRS
Major Cost Center:  Office of the Vice Chancellor of Academic Affairs

Administrator:  Dr. Don Griffin (Dr. Brian E. Ellison and Terry Hall)

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
   4 – Making Progress at Level Greater Than Expected
   3 – Making Progress in Most Areas
   2 – Making Progress
   1 - Some Problems Being Experienced

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<tr>
<td>1. To provide high quality educational programs and courses for associate degrees,</td>
<td>4</td>
<td>During the Fall 2005 semester, the Office</td>
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<td>transfer to baccalaureate institutions, career education and workforce training,</td>
<td></td>
<td>of Instruction, in conjunction with the</td>
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<td>pre-collegiate basic skills, English as a Second Language, adult high school</td>
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<td>College Curriculum Committee reviewed and</td>
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<td>diploma, non-credit, cultural enrichment, and lifelong learning.</td>
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<td>approved 64 new credit and non credit</td>
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<td>courses. Two new experimental courses and</td>
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<td>14 new online courses were also approved.</td>
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<td>Notably, 150 credit and non credit courses</td>
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<td>were revised and 84 course outlines were</td>
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<td>updated. Every semester courses are</td>
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<td>deleted in order to improve the instructional</td>
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<td>offering. During the Fall 2005 semester,</td>
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<td>19 courses were deleted. Additionally, 3</td>
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<td>instructional programs were deleted and 8</td>
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<td></td>
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<td>instructional programs were created and 7</td>
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<td>were revised.</td>
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During the Spring 2006 semester, 40 new credit and non credit courses were approved by the committee. Three experimental courses and 19 distance education courses were also approved. Fifty-eight courses were revised. Nine new certificate/degree programs were approved and 1 program was deleted along with 2 courses.

Summer 2005 course offerings totaled 787 class sections with a distribution of 60,000 class schedules. Fall 2005 course offerings totaled 4,802 class sections and distributed 405,000 printed class schedules of which 329,337 were mailed to SF households.

The Office of Instruction monitors changes in legislation and CCCCO requirements to provide accurate information to instructors, counselors and administrators in relation to curriculum development, graduation requirements, and transfer/articulation issues.

During Fall 2005, the Office of Instruction oversaw approximately 222 regular faculty evaluations and 108 tenure review evaluations. Thirty-four faculty were granted sabbatical leave beginning with the Fall 2006 semester. The Office continues to oversee those faculty currently on sabbatical leave and address the needs of those faculty who wish to revise their sabbatical proposals.
The Spring 2006 evaluation process included 287 regular faculty evaluations and 10 tenure review evaluations.

During Fall 2005, the Office provided 11 orientations for those faculty serving on tenure review committees. Approximately 152 faculty attended these orientations. An orientation for new department chairs was also conducted.

Both Deans from the Office of Instruction hosted the New Tenure Track Faculty/LTS Orientation for those faculty beginning their first semester of full-time employment with the District during Fall 2005.

The Office of Instruction and Facilities & Planning cooperatively plan maintenance, repairs and construction projects.

The Office of Instruction continues to be involved with the following shared governance committees:
- College Curriculum Committee
- Program Review Committee
- Staff Development/Shared Governance Committee
- Bipartite Committee on Graduation Requirements
- Matriculation Advisory Committee
- Banner Committee
- Catalog Committee
- Accreditation Steering Committee
- Accreditation Self-Study Work Group
- Ancillary Activities Committee

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

1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

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<td><strong>Developmental Objectives</strong></td>
<td>4</td>
<td>The Articulation Officer maintains the CCSF articulation website which includes articulation agreements with 25 private California colleges and universities and 11 out-of-state private and public baccalaureate institutions and displays (via ASSIST) 1,961 major, 1,212 department, and 19 campus-specific GE articulation agreements with a total of 10 UC and 20 CSU campuses. During the 2005-06 academic year, 28 additional CCSF courses were approved for UC transfer, 8 for IGETC, and 37 for CSU General Education. The Articulation Officer continues to maintain strong ties to university, college, and high school personnel/programs. She is an officer in the statewide articulation organization comprised of CSU, UC, CCC, and private college representatives and serves as the regional representative to the State Chancellor's Office. She serves as the articulation officer representative for two statewide initiatives: CCC's new common course numbering system and CSU’s Lower...</td>
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</table>
To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.

The Office of Instruction has been very much involved in the development of the 2006 Self-Study Report. While this report is comprehensive in its analysis of District activities, it should be noted that the Office of Instruction was involved in the content of this report related to chronicling progress the College has made in area of student learning outcomes. Indeed, many of the efforts chronicled include initiatives sponsored by the Office of Instruction.

With regard to alternative systems of delivery, the Office of Instruction worked closely with several departments to create 14 new online courses. Of significance this semester was the improvement in communications between the Office of
3. To continue to respond effectively to the educational and training needs of students and communities related to workforce, economic, and community development initiatives.
during Fall 2005, the Office of Instruction conducted a series of meetings with San Francisco community based non-profit organizations introducing them to our services and assessing how we can adapt or develop programs serving the CBO’s training needs. CCSF Business and Behavioral Science Departments participated in this endeavor. It should also be noted that the Office of Instruction assisted in the renaming of the Health Science Department which is now the Health Education and Community Health Studies Department. In the area of Biotechnology, the Office of Instruction assisted the Biology Department in the creation of several new courses that provide students with an opportunity to learn about stem cell research and related technologies.

With regard to technology and organizational effectiveness, the Office of Instruction worked aggressively during Fall 2005 to reconfigure those duties associated with the 1842 position overseeing the faculty evaluation process. Specifically, electronic spread sheets were developed and utilized to facilitate oversight of those faculty evaluated and provide all members of the office access to faculty evaluation information. This use of technology marks a significant change in the process used to oversee faculty evaluations. Previously, hard copy documents are exclusively relied on and were organized in a
manner which made the sharing of information difficult.

Developed and implemented automated email reminders for students who missed their web registration appointments inviting them to register for classes.

Replaced paper documents with electronic files for the printing of the Class Time Schedule.

10 new classrooms have been planned in the new Student Health Center and 3 will support the full array of existing technologies.

The passage of the 2005 construction bond provides the ideal opportunity to fund and implement the long awaited software system to aid in the management of our facilities.

The Office of Instruction continues to promote cultural diversity through encouraging and assisting faculty in the development of new coursework that addresses and explores the issue of cultural diversity. Moreover, the Honors Program continues to involve students from a variety of racial/ethnic backgrounds. Of note, the Honors Program developed during Spring 2006 a transfer agreement with St. Mary’s College.
II. Overall Assessment of Accomplishments

Overall, the Office has accomplished several objectives during the Fall 2005 semester. Among these accomplishments some of the more significant include the following:

- Continued work in developing the degree audit program.
- Oversaw the evaluation of faculty during the Fall 2005 semester without filling the 1842 position associated with this activity.
- Planned and implemented the construction of 18 new bungalow 700 series classrooms and 10 new permanent Student Health Center classrooms.
- Assisted in the planning, implementation and continual support to convert paying by hour to pay by class FTE load.

During Spring 2006, the following objectives were accomplished:

- Assisted in the preparations for the WASC visiting team (March) which ultimately resulted in full reaccreditation for the college.
- Successfully evaluated all faculty scheduled for a Spring 2006 evaluation without filling the 1842 position associated with this activity.

III. Assessment of Problems and Needs

Fall 2005:

An ongoing problem associated with the Office of Instruction is the need for an adequate level of staffing. Both the Office of Scheduling and Faculty Support and the Office of Curriculum, Faculty Evaluation and Tenure experienced inadequate levels of staffing during the Fall 2005 semester although the Office of Scheduling and Faculty Support was able to hire a replacement for a long vacant 1840 position this fall. Conversely, the Office of Curriculum, Faculty Evaluation and Tenure experienced a staffing shortage beginning in March of 2005 and continuing through the fall semester. While a temporary replacement was hired, given the disparity in classification (i.e. the temporary staff member was a 1426 while the staff member on maternity leave was an 1842 and the corresponding disparity in skill level, the replacement staff member was unable to perform all duties of the position. This resulted in the need for other staff members to assist in performing all duties of the position. While all members of the staff, by engaging in various duties of the 1842 position gained much insight from the experience, this arrangement placed additional strain and a staff that was working at 100 percent capacity prior to the 1842’s maternity leave. It is anticipated that the pending job fair (1/12/06) will generate interest in the vacant position and result in a
quality applicant pool by the end of January. It is also anticipated that filling this position will occur prior to the end of February.

It should not be forgotten that adequate staffing to meet the current workload has been the primary need for the Office of Instruction for the last two years. Last year the Mid-Term Report referenced the need for a new position that would oversee classified activities for both the Office of Scheduling and Faculty Support and the Office of Curriculum, Faculty Evaluation and Tenure. An 1844 position was proposed and would enable better communication between the offices and better oversight of all classified staff associated with these offices.

While efforts to cross-train classified personnel in both offices did occur during the 2003-04 academic year, little activity has occurred since the training. From the Fall 2004 Mid-Year Report the following reference to cross-training activities was made, “It is not certain that the cross-training activities resulted in the goal of providing both units with redundancy of key job skills. It appears ensuring redundancy may be more likely through hiring additional personnel.” The later element of this statement was proven true with the vacancy of the 1842 position described above. Cross-training was not useful in that situation given that it was impossible for the cross-trained staff member to perform the duties of her position as well as those of the vacated 1842 position.

On the positive side, the Articulation Officer was able to fill a vacated 1426 position this semester, though it has been reported that there may not be sufficient funding for a full school term for this position. The Scheduling and Faculty Support Office was able to fill the vacated 1840 position.

Spring 2006:

Adequate staffing of the Office of Instruction remains the primary issue. It is anticipated that the 1842 position referenced above will be filled in July and that further discussion regarding a new classified position charged with overseeing the Office of Instruction (i.e. 1844) will occur.
Major Cost Center: *School of Liberal Arts, Castro/Valencia Campus*

Administrator: *Bruce Smith*

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<th>Annual Plan Objectives</th>
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<tr>
<td>1. Continue offering high quality instructional programs that prepare students for degrees, transfer, and certificates, as well provide students vocational training, pre-collegiate studies, college success skills, educational enrichment and life long learning opportunities.</td>
<td>4</td>
<td>BEMA Majors in development: Broadcast Electronic Media Arts, Sound Recording Arts, Video Production &amp; Editing; Developed online internship class, BCST 135 – Podcasting &amp; BCST 128 – Live Sound Reinforcement. BEMA Participating in IMPAC to create statewide CSU transfer agreement. Reviewed and confirmed SFSU-BECA transfer agreement. BEMA, CIS, Film, Multimedia, &amp; Music developing Gaming Collaborative to explore developing new animation and video gaming curriculum.</td>
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FILM: Offered new courses Film 74, Advanced Cinematography, Film 40-Film Exhibition, and Film 90 – Advanced Film & Digital Finishing Techniques. Developed a new course, Film 23A, The Films of Alfred Hitchcock. Participating in IMPAC to create a new statewide CSU transfer agreement.

FORL: Chair serves as lead faculty for UC, CSU, CCC IMPAC in foreign language. Developed a new Italian 41 culture class to be offered in Fall 06. Held preliminary discussions for a study abroad program in China.

GRPH: Developed a new page layout curriculum to meet the demands of industry. GRPH 101A, Introduction to Adobe InDesign, a digital page layout course approved and offered in spring/summer 06. GRPH 99B modified to cover all advanced page layout.

JOUR continues to place students in internship settings with neighborhood newspapers. The Guardsman earned the General Excellence Award and 32 students were recognized with individual awards at the regional conference and General Excellence and 30 individual awards at the State-wide conference.
OLAD: Serving increased numbers of older adult residents of SF at locations throughout the City.

PHOT: Expanded offerings to include Photo 52 (Photographers & Their Images), Photo 57 (Photography for the Web), Photo 130 (Portfolio Production) which prepares students to actively pursue job opportunities.

TH A 101 and 102, the department's core courses are being revised. Five new and revised courses offered including two in technical theatre and three in theatre literature and history (online).

ART Developing state proposal for approval of Art Major. Museum studies and internship classes in development.

ENGL: Expanded the number of sections offered in impacted courses in English, Speech and Humanities. Discipline major in development.

GLST: Pre-Stonewall Class offered for first time Spring '06. Discipline major in development. Online course expanded to summer.

CEV: The campus continues to offer about 100 classes per semester and over 20 classes during the summer.
2. Continue to provide advisement, appropriate student support services, outreach, and other services designed to promote student success for students enrolled in School and Campus courses and programs.

4. GRPH: Collaborating with Health Sciences on a service learning project, “Designing Community Health;” with Women’s Studies promoting awareness of transgender issues including publication of a book, “His, Her Our Stories” Volume II; and continue service learning project that provides graphic facilitation assistance for a variety of campus-related public and classroom events. Sponsors activities of the student directed American Institute of Graphic Artists (AIGA) college chapter including a student exhibition.

OLAD: Continues promotion to reach out to older adults through the mail and numerous community based organizations. Working with Experience Corps, an intergenerational educational exchange organization, to provide mutual outreach to participants.

PHOT Offers peer mentoring services; faculty advisors visit every class and distribute departmental Curriculum Guide to all students.
THA: Established “ advisement weeks” for each semester; conducted the first annual high school outreach workshop for local students. Two promotion spots are in development for broadcast on EAtv. Initiated talks with SFSU to determine the feasibility of having graduate students at SFSU design the scenery for productions at City College, in an effort to create bridges with the SFSU program. Students are attending technical rehearsals at professional theatres for the first time. Sponsored the High School Young Playwrights Festival.

ART Collaborative ventures with museums (e.g., museum classes, College Night, etc.); docent training program for Diego Rivera Mural continues. Collaborative ventures with Fine Art Museums of SF have been expanded to include the Maritime Museum and SF Performance Art Library Museum. Former docents collaborated on production of City College Art Guide.

MUS updated music counseling sheet for counselors and music students. Updated department handbook of courses and faculty.

ENGL: Provides placement advisors to matriculation, provides students
3. Continue to develop and maintain the use of instructional technology in the classroom and in educational support facilities and services.

4. Continue to develop and maintain the use of instructional technology in the classroom and in educational support facilities and services.

FILM: Through VTEA funding, expanded the beginning digital video lab from 7 to 22 stations in order to serve 10 beginning film classes;

BEMA: Peer Mentoring program increased student success in all day and evening BCST 120 – Audio Production class sections; BEMA’s Service Learning program provided sound recording workshops for young girls in collaboration with a local CBO.

GLST: Worked closely with campus-wide TG Working Group to provide better accommodations for the transgender community including modifications to CCSF formwork. Provided support for the start up of the Queer Resource Center.

CEV: Regular student counseling continues to be provided by appointment. Additional counseling services are provided during peak registration periods. A campus bookstore is provided during the first two weeks of classes. Site supervisors provide day-to-day assistance to students completing registration and other campus services.
Advanced digital lab remodeled and moved into better space. Through VTEA funding will create three sound editing/mixing stations; upgrade software and purchase new digital recorders and cameras.

FORL: Offered Spanish 1B online in for first time. Developed new streaming video program for our online language lab.

GRPH: Upgraded its digital printing system to emulate industry standard imaging production methods; acquired a portable document projector that illuminates enlarged images for improved viewing in the classroom; developed two online design classes, with another under development; successfully completed one school year of printing “City Currents” using efficient state-of-the-art technology and providing students with hands-on production skills.

JOUR: upgraded digital equipment used for The Guardsman and etc. magazine.

OLAD: In the process of digitizing promotional materials and mailing procedures including new format for brochure and more efficient and cost effective mailing process.
PHOT: Obtained portable digital projectors for classroom use.

TH A: Acquired a new digital projector and DVD player used by Theatre Arts faculty, student groups, and other campus offices using the theatre; increased demand for the theatre use by campus groups; installed a new digital sound mixing board.

ART: EMBARK digital image resources being implemented; faculty converting to technology for classroom presentations; in process of putting slide library on-line. Continued implementation will depend on the availability of new equipment and staff to complete the conversion.

MUS: Increased use of power point presentations in classroom along with traditional media presentation of materials. (CDs DVDs, videos, etc.)

BEMA: VTEA grant funded a professional upgrade of the KCSF Radio Air Booth and KCSF internet radio distribution.

GLST: Assumed responsibility of the campus wide faculty/staff Queer List from the Learning Assistance Department.
4. Continue to provide and improve video distribution services, video production services, technical support, and consultation across the College by Broadcast Media Service (BMS).

5. Provide the College and its student and staff with cultural and informational events, publications, etc., that are essential to a comprehensive college experience.

ENGL: Continuing development of online courses including Engl 40 and Engl 26. Major software upgrade for Reading Lab approved and in implementation. Cyberia lab computers being upgraded and room being remodeled through Title 3.

BMS: District video infrastructure has been tested and four of 80 video channels activated. BMS provided video projection for classroom use and added DVD players to all video playback carts for Ocean Campus classroom deliveries; produced promotional materials for college marketing office.

TH A: Continues to work with BMS on events such as the Chancellor’s flex day address and the World Music Event.

FILM: Offered new course, Film 40 – Film Exhibition which institutionalizes the annual production of City Shorts, the highly successful Film Production Department student film festival; worked with Latino International Film Festival on programs presented at CCSF. Presented three film screenings and discussions with directors through the Concert & Lecture series.
FORL: Hosted the former German Ambassador to the UN for a speech which will be shown on CH 27. The Chinese program organized an art show. The French program offered programs on Belgium and France in November. Received delegation from Berlin Parliament looking into educational procedures.

GRPH: Developed and published “Inside Out,” a book of essays on the experiences of transgender individuals. Continued this project in Spring 2006 working with Women’s Studies and the Calworks Office, developed and published “His Her Our Stories” a book of essays on the experiences of transgender individuals. Developing and publishing another book about a transgender timeline and an exhibit in the Rosenberg library; Department continues to serve the CCSF community by providing high quality graphic services to a broad range of campus activities and services. April 2006 Graphic Communications AIGA Student Chapter organized a public student exhibit of creative work. Installed exhibit display cases near Visual Arts room 105 and along corridor between V143 and V145, Ocean campus.

JOUR: Sponsored presentation by
Pulitzer prize winning San Francisco Chronicle photographer Deanne Fitzmaurice and writer Meredith May about their series entitled “Operation Lion Heart,” a film series that showcased five films about the media and its search for the truth, and a panel on alternative press in the Bay Area. Continues to publish two award-winning publications -- The Guardsman and etc. magazine.

OLAD: Two art classes held group exhibitions; Writers’ Workshop published a poetry volume.

PHOT: Sponsors regular exhibits in their new photo gallery and participates in the concert and lecture series.

TH A The Diego Rivera Theatre and Venue 222 hosted many events including Theatre of Yugen with seminars on Native American and Hoh music traditions, programs sponsored by other departments including Women’s Studies, Social Sciences, and Concert and Lectures; and Theatre Arts Department productions including Roadsides; Postcard From Morocco, Pippin, and The Children’s Hour.

ART: Department students are docents for Diego Rivera mural. Two
courses are taught at Legion of Honor museum. Art Gallery exhibits are routinely scheduled. Ongoing student exhibitions in Visual Arts display cases, Conlon Hall and at 33 Gough Street. Annual Fort Mason art sale was held.

MUS: Presented approximately 60 public performances in each semester, scheduled at various sites throughout the Ocean campus and other campuses and venues in San Francisco. Celebrated the College’s 70th anniversary with a musical gala featuring many faculty, students, alumni, staff and guest artists. Concerts by the Labor Choir co-sponsored by the Labor Studies department.

GLST: Providing support for the development of the new Queer Resource Center; planning an LGBT film series and exploring the possibility of an LGBT studies conference with other CCSF departments.

BEMA and BMS videotaped college Concert & Lecture events and SFCCD Board of Trustee meetings for cablecast on EAtv-Ch27.

ENGL: As part of its major, the English Department is exploring
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<th>reinstituting its literary magazine.</th>
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<td>6.</td>
<td>Continue to provide and maintain healthy and safe facilities, equipment, supplies, and other services to support teaching and learning.</td>
<td>BEMA Replaced hazardous video projector in ArtX 168 with a new safe video projector.</td>
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<td>OLAD: Reviewed safety at several of our sites by sending in outside faculty to evaluate.</td>
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<td>THA: Re-rigged upstage traveler curtain and implemented new Genie Personnel Lift. Had rear door repaired. Reorganized small and large prop storage. Moved and reorganized sound equipment storage.</td>
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<td>ART: Faculty continue to improve safety in classrooms, particularly studio arts areas.</td>
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<td>GRPH Install air conditioning unit in room 329 at the Mission campus.</td>
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<td>CEV: Campus staff had professional development training to better serve students with disabilities. In collaboration with the DSP&amp;S office, new information is being made available in campus publications.</td>
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### Developmental Objectives

1. Continue the development of new courses, technology mediated instruction, collaborations with other departments, majors, and new certificate programs to better meet the needs of students.

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<td>4</td>
<td>GRPH: Two new courses and three new online-hybrid courses offered in 05-06 (GRPH 21, 35 &amp; 99A). Four sections are scheduled for fall 06 with the addition of newly developed (TMI) curriculum in GRPH 53A. Implementation of course revisions and certificate program curriculum changes planned for submission to the Curriculum Committee in fall 2006.</td>
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<td>GLST: GLST 15, Before Stonewall: Queer Writers and Lives, offered spring, 2006. ENGL 55, Gay &amp; Lesbian Literature Survey, offered in Spring 06 based on increased demand at Ocean campus. Queer Creative Process class in development. GLST 70 (AIDS in America) to be updated and revised to strengthen community service learning component.</td>
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<td>JOUR: Exploring future collaborations with labor studies and Latin American studies</td>
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<td>OLAD: Continues collaboration with the Business Department to offer computer training to older adults; developing a course dedicated to intergenerational exchanges. Working with the California</td>
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Community Colleges Chancellor’s Office, older adult programs from other districts, and several CCSF administrative deans to clarify and fortify OLAD offerings. Continues to work toward including computer training within older adult offerings. Two new courses approved, a guided writing course focused on life review and a course about changing social relationships in old age. The department maintains active collaboration with the Consumer Education Department.

THA.: Working with the Film and Broadcasting departments in developing new course offerings. Team teaching a course with Labor and Community Studies in Fall 06.

ART: Completing state application for Art majors and plans to develop museum studies/docent training courses.

MUS: Offered new course Music 27R, The History of Rock and Popular Music, approved for IGETC; added two more sections of online 27A.; Music Appreciation, an online Music 24, Music of East Asia, is being developed. Certificate in Sound Production with BEMA and Film is in development.

FILM: Film 40, Film Exhibition, and
Film 90, Advanced Film and Digital Finishing, developed and offered. Film 23A, The Films of Alfred Hitchcock developed. Collaborating with BEMA, MUS, CIS, Multimedia, GRPH and THA in exploring the development of Gaming curriculum.

FORL: Developed online Spanish 1B. Developed new Italian 41 culture class. Submitted to CCCCCO applications for majors in Chinese, French, Italian, Japanese, and Spanish. Piloted alternative scheduling in most evening sections with more than 90% of evening faculty choosing to use the alternate schedule for their fall 06 classes.

DSGN: Design Collaborative developed Survey of Collaborative Design, approved by Curriculum Committee.

ENGL: Developed English Major, approved by Curriculum Committee.

BEMA developed online internship class sections, BCST 135, Podcasting, and BCST 128, Live Sound Reinforcement.

PHOT: Department has redesigned the program of study to infuse it with digital technologies, begun writing and rewriting appropriate courses and will offer the first of the new classes in fall 2006. Additional sequential classes will
| 2. | Develop clearly articulated operational procedures for the Design Collaborative and develop initiatives to better inform and involve faculty from participating departments in the activities of the Collaborative. |
| 3. | Continue to develop and adopt curriculum revisions related to the comprehensive redesign of the English reading and composition curriculum to improve the effectiveness of instruction and promote student success within the English curriculum. |
| 4. | Two coordinators have begun to provide leadership for Collaborative activities. Representatives have met with departments to inform faculty of Collaborative activities. Extensive consideration has been given to formal procedures for the operation of the Collaborative. Representatives of the Collaborative have met with some leaders of campus constituencies to discuss issues related to the Collaborative. Collaborative held several informational/recruitment activities for the college community and will be actively pursuing new partners from various departments. The Collaborative is developing a proposal to organize some of its activities under a “host” department to facilitate operations and clarify its place in the College’s organizational structures. |
| 4. | then be roll-out in each subsequent semester for the next two years. The Portfolio Production class was rewritten to make it more robust in response to student need. |

ENGL: Working under grants from the Koret and Carnegie Foundations, a number of initiatives continue to develop including a pilot five-day-a-week 90/9 learning community, training of fourteen faculty in the Reading Apprenticeship methodology for reading
instruction, development of a portfolio assessment for Engl. 90, work on integrating lab activities with classroom instruction in reading and composition, hiring of two FTE professional tutors to work with students needing basic skills, completion of a description of entry and exit skills for students in Engl. 9; Engl 91X was developed and will be offered as a more integrated approach to the 90/9 pilots; appointment of the Department’s first designated Basic Skills Coordinator; hiring a cohort of faculty specifically for basic skills courses; and evaluating software for use in reading and composition labs. In addition, the Department continues its pilot reading assessment in Engl. 96 and writing assessment in Engl. 93/94. Engl. 93 was offered for the first time. Course revisions for Engl. 1B and 40 are in development. A department assessment committee has developed and is implementing a plan for common assessments at each level of the reading and composition sequence; the department has conducted staff development training in the use of laboratory resources to support classroom instruction; a new reading software package has been purchased for the reading lab; the Cyberia basic skills lab is getting new computers and a facilities upgrade through Title 3.

JOUR: Exploring changing the English
4. Develop the first stage of plans for the Performing Arts Center including involvement by the primary users, the advisory committee, and the architects as well as initiating fund raising activities and supporting the Bond initiative.

Comprehensive programming sessions were conducted by the full design team with faculty from Music, Theatre, Film, and Art Departments. Over 50 faculty and staff participated in this process. In addition, two meetings of the Advisory Committee were held to provide updates on project progress. Based on budgetary issues, Film facilities were moved to the Advanced Technology plans and Broadcasting, Multimedia, Bio-Tech, Architecture, Journalism, Music, and Theatre collaborated on the development of the FPP for the Advance Technology new facilities and remodeling of existing facilities. Work on the PAC continues in the summer of 06 to prepare initial plans for shared governance and Board approval early in the fall 06 semester. The 70th anniversary music gala began to develop public awareness of our Performing Arts Center plans.

5. Participate in the institutional activities related to the reaffirmation of accreditation.

Approximately 20 faculty, administration, and staff from the School participated in the accreditation self-study process ranging from service on standards and theme committees to service on the Steering and Editing Committees. Faculty, staff, and
6. Improve the staffing and instructional equipment available to support the instructional and related activities of the School and Campus within the limitations of the current budgetary challenges.

3

administration met with visiting team members during the March, 2006, site visit.

BEMA: Intermediate and advanced sound recording students began to use a new sound recording studio console in ArtX 165; a new radio broadcast console is being installed in ArtX 172; the district video infrastructure has been tested on Ocean campus and four of 80 video channels are in operation.

BMS: is adding the capacity to burn DVDs (all formats) in the district video duplication system.

GRPH: Continued annual collaboration with Theater Arts, Film, Photography, Multi-Media and Architecture to maximize funds and fulfill the immediate equipment needs of each department/program. Department faculty defined, requested and received funding to upgrade computers/monitors in the digital production art lab at the Ocean campus V105 and install a state-of-the-art direct-to-plate plate-setting system in the print production lab, room 101, Mission campus.

JOUR: Purchased a second digital camera, memory cards, and professional image browsing software for use by The Guardsman and etc.
ART Has not been able to hire TIA that was approved several years ago due to budget problems.

All Departments continue to hire part-time faculty to maintain appropriate staffing for course offerings.

CEV: Several new pieces of audio visual equipment have been purchased.

PHOT: Purchased printers and projectors to support new integrated digital curriculum.

THA: A new video projection system is being installed in the Theatre with the support of the Chancellor's office.

7. Develop strategies and programmatic initiatives for the improvement of basic skills instruction including work related to the Title III and Koret grants, improvement of laboratory instruction, and coordination of English activities with other basic skills components.

8. Improve the visibility and marketing of curricular offerings and programs, develop effective methodologies for recruiting students, and increase outreach to schools, CBOs, and other target student populations, and work with industry and external agencies to improve and expand instructional programs.

FILM: Film 90, Advanced Film and Digital Finishing was offered for the first time in S’06 in partnership with Monaco Film Labs, a commercial film laboratory facility in San Francisco, which will act as the host site for the course. New department brochure developed.

GRPH: The department has recently developed marketing materials for its magazine.
graphic design program and has developed a website that will improve the marketing of programs, certificates, degrees and career opportunities to potential students. March 2006 activated newly developed website improving the marketing of programs, certificates, degrees and career opportunities to potential students. Production Art brochure printed May 2006.

JOUR: Placed advertisements in neighborhood newspapers to promote course offerings. Published a four-page inserts in The Guardsman that promote the department and courses offerings for Spring 2006. Hosted “High School Journalism Day” and “Community and Ethnic Press Day” to promote outreach and recruit prospective students.

OLAD: Continued to distribute about 7,500 brochures each semester. Arranged for a class at a new facility serving mostly homeless older adults in the new Mission Creek development area of east San Francisco. Increased exercise and music offerings. OLAD faculty appeared on Channel 7 TV discussing aging and spoke before the Commonwealth Club. Collaborated with a California Pacific Medical Facilities health fair, UCSF in an elders anti-smoking campaign, UCSF program to research colon cancer, the Retired
9. Continue the development and implementation of mentoring and service learning programs.

Senior Volunteer Program, and an LGBT Seniors Pride celebration event.

PHOT: New tri-fold department brochure will be distributed throughout the Bay Area. Multimedia will redesign Photography website in fall 2006.

MUS: Department is developing advisory boards for new certificate areas and for the new PAC planning.

GLST: Produced the first departmental curriculum brochure detailing all pertinent information for Fall '06 class offerings with information on faculty and other resources. Advertised new curriculum and class offerings in local LGBT newspaper/periodicals as well as campus publications. Developing a packet of support information needed by our international LGBT student population.

TH A: The department is developing a high school outreach program that includes workshops and visits to high schools.

BEMA: Peer mentors continue to work with beginning audio production students (BCST 120). Evening peer mentors added in Spring 2006; sound recording students are working with
Women's Audio Mission (CBO) to provide workshops for young girls.

GRPH: Peer mentors continue to work as an integrated student support force in design (GRPH 21), production art (GRPH 25, 99A) and print (GRPH 40) courses. Faculty submitted a plan to the Office of Mentoring & Service Learning to increase the number of mentors and faculty sponsors in production art classes for fall 2006.

JOUR: Expanded existing mentoring program by pairing 15 students with professional journalists.

OLAD: Several faculty members participated in the service learning program. OLAD instructors and students participated in a panel discussion on aging-related issues in the Health Sciences Department.

PHOT: Continues peer mentoring

ART: Art history has developed teaching assistantship opportunities for students as well as docent training.

MUS: The mentoring program in voice class continues to be very successful.
10. Engage in a comprehensive review of EAtv through the study group of the Communications Committee to provide clearly articulated recommendations for improving the quality and effectiveness of the operation and programming for the educational access channel.

4 EAtv-Ch27 study group has met regularly and anticipates producing an EATV program review report. Extensive review and consideration of program options has been conducted. LinkTV programming will be added to EAtv-Ch27's weekend program schedule in summer ‘06.

II. Overall Assessment of Accomplishments
The School of Liberal Arts continues to provide excellent educational opportunities for students at CCSF. In addition to maintaining the existing programs and services, each of the departments is actively involved in planning for the future and developing new courses and programs that meet the needs of our student populations. The number and variety of initiatives articulated in this report verify that the School and Campus are actively engaged in improving instruction and support services. Technology plays a crucial role both in supporting instruction and as the focus of significant portions of the courses offered. Several departments are conducting reviews of their disciplines in light of the impact that technology currently has had on the discipline as well as the potential for future change. All of the departments, and particularly the English Department, have embraced the College’s focus on improving the outcomes for our students needing basic skills. In addition, there are a number of departments and individuals within departments who are actively working with development of initiatives related to the establishment and assessment of student learning outcomes. Finally, significant time and energy is being devoted to the development of new facilities and the remodeling of existing facilities.

III. Assessment of Problems and Needs
Many of the problems that challenge the School of Liberal Arts are facilities, equipment or staffing related. A number of the departments are assigned bungalow classrooms that are rundown and not conducive to teaching and learning. Several departments have recognized the need to revitalize their recruitment and outreach activities. The hiring freeze necessitated by the state budget over the last few years continues to have serious negative impacts on several of the departments and the dean’s office. Several departments are in desperate need of adequate facilities in which to offer their programs. While the current building plans address many of these needs, new facilities are still a number of years away and some program needs have not yet been addressed. This year, the lack of significant equipment funding had a negative impact on departments’ efforts to replace old equipment and upgrade existing equipment to keep pace with developments in the field. Finally, the long period of continued “lean times” is beginning to take a toll on the most involved members of the college community. They have taken on increased responsibilities to maintain the existing programs and services while dealing with the same or reduced staffing levels.
Major Cost Center:  Mission Campus

Administrator:  Carlota del Portillo

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
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<td>Operational Objectives</td>
<td></td>
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<tr>
<td>1. Continue to support the teaching/learning environment.</td>
<td>4</td>
<td>We have settled into the Alabama St. facility and all the teachers' concerns have been addressed.</td>
</tr>
<tr>
<td>2. Continue to provide recruitment and outreach activities at the Mission Campus.</td>
<td>3</td>
<td>We have made use of radio, print media and direct mail to disseminate information about our programs and courses. Our attendance has increased.</td>
</tr>
<tr>
<td>3. Continue to offer orientation, assessment, counseling &amp; placement services to first time and continuing students.</td>
<td>3</td>
<td>Counselors continue to orient the new students who take the ESL Test as well as offer information about our Vocational Programs. Orientations and assessments for our new programs are offered by our recruiter.</td>
</tr>
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<tr>
<td><strong>Developmental Objectives</strong></td>
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</tr>
<tr>
<td>1. Work with the architects and Buildings and Grounds staff to build the new Mission Campus.</td>
<td>3</td>
<td>We continue to work with our project managers and the Associate Vice Chancellor of Facilities Planning to resolve the issues that arise as the building construction develops.</td>
</tr>
<tr>
<td>2. Continue to create opportunities to collaborate with Mission Community Based Organizations to provide training internship opportunities.</td>
<td>3</td>
<td>By working with a recruiter/advisor we have broadened our outreach efforts. New collaborations with community based organizations and programs will provide internship opportunities for our students.</td>
</tr>
</tbody>
</table>
3. Continue to develop bridge courses that introduce students to key occupational programs, such as biotechnology.

4. Work with School Deans to plan the development/implementation of training programs to address the needs of Mission Campus students.

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<tr>
<td></td>
<td>New Transitional Studies classes are providing an opportunity for students to develop the skills necessary to qualify them to access vocational programs. The Mission Campus continues to offer English and Spanish GED classes and other courses for GED recipients who want to earn a City College High School Diploma. A new EMT Program has been well received by the students and a non-credit course has been implemented to serve as a recommended course for students wishing to enter the EMT Program. A new Business Department Program, Clerical Skills for the Medical Office, that meets community and labor market needs was implemented at the Mission Campus in the spring 2006 semester. Program retention was excellent and the students will continue to attend classes in the summer and fall 2006. We continue to offer the On-Ramp and the Bridge to Biotech Programs. A second group of students have been recruited to begin in the fall 2006.</td>
</tr>
</tbody>
</table>
II. **Overall Assessment of Accomplishments:**

We have met the challenges of settling at the Alabama site and all issues have been addressed. Processes to address problems that arise have been developed and the Campus functions well. A new Financial Aid Office has been established at the Mission Campus. Computers that facilitate the City College application process for credit and non-credit students as well as financial aid applications have enhanced student services. Mission Campus pioneers the opportunity for non credit students to apply for admission using computers and applications in English, Spanish or Chinese.

III. **Assessment of Problems and Needs:**

During the spring 2006 semester our student attendance has increased but we continue to address the challenge of increasing our enrollment through planned, targeted recruitment to maximize our capacity. Two vacant classified positions have been filled and we are in the process of training the new staff. However, we are not at full capacity which is necessary to carry out our ambitious plans as we plan and initiate programs to fulfill our Campus Educational Plan. We continue to work with the architects and project managers to address the issues that arise as the new buildings are being constructed. We continue to inform and work with the various constituents, faculty, community and students, as we plan our programs and the move to the new site which should take place in fall 2007.
Major Cost Center: School of International Ed., ESL and Chinatown/North Beach Campus

Administrator: Joanne Low

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
   4 – Making Progress at Level Greater Than Expected
   3 – Making Progress in Most Areas
   2 – Making Progress
   1 – Some Problems Being Experienced

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<tr>
<td>1. To provide high quality educational programs and support services in credit and non-credit.</td>
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<tr>
<td>2. Provide instruction that emphasizes development of basic language skills, literacy, and cultural knowledge through the noncredit program</td>
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<tr>
<td>3. Provide instruction that prepares students for further academic study and for transfer to baccalaureate institutions through the credit program</td>
<td>4</td>
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<tr>
<td>4. Provide instruction that prepares students to become informed and participating residents through the EL Civics classes and naturalized U.S. citizens through our citizenship classes.</td>
<td>4</td>
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<tr>
<td>5.</td>
<td>Provide VESL instruction to support students enrolled or planning to enroll in occupational programs offered in the College and to help them succeed in the workplace through our VESL classes and ESL classes designed to support Vocational Skills Training Programs.</td>
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<td></td>
<td>Reallocated resources to meet needs of TAA students; worked with Golden Gate Restaurant Association to meet needs of workers; continued support of work with VIP and Self-Help for the Elderly; increased VESL offerings.</td>
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<tr>
<td>6.</td>
<td>Provide a variety of high quality, short-term and semester length study abroad programs and international education opportunities for associate degrees, transfer to baccalaureate institutions, career education, cultural enrichment and lifelong learning.</td>
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<tr>
<td></td>
<td>Planning new programs: - London, Amsterdam, - South Africa, - Costa Rica - China</td>
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<tr>
<td>7.</td>
<td>To continue to provide high quality educational, support and information services.</td>
<td></td>
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<tr>
<td>8.</td>
<td>To provide support for faculty and staff participating in study abroad programs and activities, as participants, instructors and program directors and to provide information on study, work and volunteer activities, as well as scholarship information, to students, faculty and staff through us of the Study Abroad Programs’ Office reference library and website.</td>
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<tr>
<td>9.</td>
<td>To provide high quality cultural, recreational and educational extra-curricular activities.</td>
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<tr>
<td>10.</td>
<td>To provide high quality support services in areas of public information, data collection and reporting, monitoring of fiscal affairs, facilities management and enrollment management.</td>
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<tr>
<td>11.</td>
<td>Provide high quality services in the areas of administrative and support services for study abroad programs.</td>
<td></td>
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<tr>
<td>12.</td>
<td>To continue commitment to college participatory governance in working with students and staff to assess and improve services and programs.</td>
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13. Maintain a high level of commitment to college participatory governance through the International Educational Advisory Committee and by working closely with faculty, classified staff, students and administrators.

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<td><strong>Developmental Objectives</strong></td>
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<tr>
<td>1. To continue to expand the visibility and outreach to both current and potential students for all programs.</td>
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<tr>
<td>2. Continue to develop new websites for International Student Programs and the Chinatown/North Beach Campus.</td>
<td>3</td>
<td>International site completed; updates in progress. Chinatown/North Beach site at design stage.</td>
</tr>
<tr>
<td>3. Review and revise plan for the purpose of increasing international and not-for-credit international student enrollment.</td>
<td>3</td>
<td>Held third annual Consul General event to promote CCSF with International community. Additional resources required to implement strategies; need to reorganize structure for efficiency and effectiveness.</td>
</tr>
<tr>
<td>4. Continue to improve marketing, recruitment and outreach to the CCSF community and communities within the City of San Francisco, including continually updating webpage, a presence on other study abroad websites, and mailing and distribution of study abroad materials.</td>
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<tr>
<td>5. To continue to promote multicultural diversity through programs (i.e. Study Abroad, faculty exchange, International Student Fair, Language/Cultural Partners, Country Festivals, etc.)</td>
<td>3</td>
<td>Kyoto Study Abroad program students to arrive in San Francisco in August 2006</td>
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<td>To continue to effectively respond to the educational and training needs of students and community through implementation of programs and services that meet student needs and increase student success.</td>
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<tr>
<td>7.</td>
<td>Participate in Basic Skills Committee initiatives designed to improve instruction for basic skills students.</td>
<td>3</td>
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<tr>
<td>8.</td>
<td>Conduct research on effects of revised credit curriculum on student success.</td>
<td>3</td>
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<tr>
<td>9.</td>
<td>Expand lab materials to serve students in the new ESL 160 course.</td>
<td>3</td>
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<tr>
<td>10.</td>
<td>Revise workshops/tutoring services offered by ESL instructors to serve students in new ESL 160/170 courses.</td>
<td>3</td>
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<tr>
<td>11.</td>
<td>Collaborate with the School of Vocational Education to develop ESL curriculum and courses for the Laguna Honda Informatics Curriculum Project.</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>Collaborate with the School of Vocational Education and community groups to develop curriculum for the Garment Worker Vocational Retraining Program.</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>Collaborate with the Biotechnology Program to develop curriculum and offer courses for the Bridge to Biotech class.</td>
<td>4</td>
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<tr>
<td>14.</td>
<td>Explore the possibility of adapting lab materials to support ESL students in science courses, using the Hartnell College curriculum.</td>
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<td>15.</td>
<td>Develop tests to evaluate student learning outcomes in speaking and writing for ESL level 4</td>
<td>3</td>
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<tr>
<td>16.</td>
<td>Develop grammar and reading tests to evaluate student learning outcomes in the new ESL 160 course.</td>
<td>3</td>
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Continue to meet with community entities to plan new collaborations (i.e., Richmond Village Beacon, SEIU-UWH, Laguna Honda)
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<td>17.</td>
<td>Conduct student surveys in noncredit ESL to determine student satisfaction and gather information that will help us determine how we might improve retention</td>
<td>3</td>
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<td>18.</td>
<td>Develop noncredit student guides that can be used in the classroom to welcome students to the program and orient them to the college and their campus with a goal of improving student retention.</td>
<td>3</td>
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<tr>
<td>19.</td>
<td>Review, improve and develop new Study Abroad programs and services.</td>
<td>3</td>
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<tr>
<td>20.</td>
<td>To continue to investigate grants available for international faculty exchange and multi-cultural professional development opportunities and make those opportunities known through the appropriate Deans and Department Heads, email, mailings, workshops, and City Currents.</td>
<td>2</td>
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II. **Overall Assessment of Accomplishments**

Overall assessment is positive. Goals are being met. Progress is being made.

III. **Assessment of Problems and Needs**

Coordination of services could be improved. Limited funding in some areas makes it difficult to accomplish all goals.
## MAJOR COST CENTER REPORT FORM
### END-OF-YEAR REPORT OF ANNUAL PLAN OBJECTIVES
#### 2005/06

**Major Cost Center:**  
*School of Behavioral and Social Sciences*

**Administrator:**  
*Larry Klein*

### I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- **4** – Making Progress at Level Greater Than Expected
- **3** – Making Progress in Most Areas
- **2** – Making Progress
- **1** – Some Problems Being Experienced

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<tr>
<td>1. Develop, provide, and support high quality credit and non-credit courses and programs which prepare our diverse student population for transfer and for the AA degree. Provide career education, workforce training, and lifelong learning.</td>
<td><strong>4</strong></td>
<td>Social Sciences department has reactivated POLS 45, Politics of the Middle East. DSPS continues to provide job-seeking skills and placement help to students with disabilities.</td>
</tr>
<tr>
<td>2. Provide and support comprehensive foundations skills education preparing students to pass the GED and/or complete the requirements for a high school diploma.</td>
<td><strong>4</strong></td>
<td>Transitional Studies Levels 1 and 2 courses are articulating well at John Adams with the high school program; the program at Mission is expanding. DSPS has almost doubled the number of graduates from its high school/GED class compared to the prior year.</td>
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<tr>
<td>3.</td>
<td>Provide and support special classes and support services for students with disabilities</td>
<td>4</td>
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<tr>
<td>4.</td>
<td>Support staff development opportunities for faculty to keep current in their discipline. Develop/strengthen teaching strategies to create a classroom environment which support a variety of learning styles and promotes a multicultural perspective.</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Provide classified staff, equipment, and supplies needed to ensure access for all students and updated instructional strategies.</td>
<td>2</td>
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<tr>
<td>6.</td>
<td>Promote student success by strengthening programs in African American Studies, Asian American Studies, Asian Studies, DSPS, Latin American and Latino/a Studies, Philippine Studies, and Women’s Studies.</td>
<td>3</td>
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</table>
7. Provide advisement and support for students.  
6. Transitional Studies coordinators frequently meet with students to discuss their individual needs. Asian American Studies is working with the new APASS program to provide student support. DSPS is doing more orientations aimed at high school students, and the department is involved in community-based efforts to improve the transition to high school.

8. Continue to replace retiring faculty while maintaining diversity in our hiring pools.  
3. The current hiring freeze is a difficulty.

9. Continue to connect the community with the classroom by bringing in expert guest speakers.  
3. Transitional Studies’ Focus on the Future classes at John Adams and Mission regularly include guest speakers.

10. Provide and support efforts to develop high school and GED programs and to transfer students from noncredit Transitional Studies to credit degree-applicable courses.  
3. Focus on the Future is being expanded in Spring 2006.

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<td><strong>Developmental Objectives</strong></td>
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</tr>
<tr>
<td>1. Continue to upgrade the multimedia lab in Art Extension 264 so the Multimedia Program can continue to meet student demand. (VTEA, Block Grant.)</td>
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<tr>
<td>2. Develop and implement staff development opportunities as appropriate.</td>
<td>2</td>
<td>Again, funding is needed for professional conferences. The lack of AB 1725 funding hurts.</td>
</tr>
</tbody>
</table>
### 3. Continue to increase and support the linkages with four year universities, SFUSD, CBO’s and governmental agencies (e.g. Joint Use Facility, Teacher Preparation, Early Childhood Education, Biotechnology, Jewish Vocational Services, SF Department of Human Services.)

| 3 | Numerous departments have had successful discussions with SFSU on core transfer issues. At John Adams, Transitional Studies held a well-attended informational “tea party” for SFUSD counselors. Transitional Studies offers classes in conjunction with CalWORKs, Bridge to Biotechnology, the African American Scholastic Program, and the Displaced Garment Workers Program. The DSPS Community Advisory Board includes four members from the SF Unified School District. |

### II. Overall Assessment of Accomplishments

The School has been able to maintain its curricular strength and commitment to student success, but the lack of funding has prevented increases or improvements to our existing success levels. The High School diploma program is progressing well, as shown by student retention in classes. Transitional Studies is increasing communication with SFUSD and private high school counseling departments.

### III. Assessment of Problems and Needs

The major problem is a lack of funds. Full-time hires, staff development, professional conferences, even development of new curriculum are major needs requiring increased funding. The temporary campus location for Mission continues to present challenges. The Adult Learning and Tutorial Center is experiencing difficulties caused by vacant School Aide III positions. At John Adams, the intake process needs much more coordination, demonstrating the need for an enrollment management coordinator position along with staff development in customer service.
## Major Cost Center Report Form
### End-of-Year Report of Annual Plan Objectives
#### 2005/06

**Major Cost Center:** *School of Health & PE/John Adams Campus*

**Administrator:** *Linda Squires Grohe*

### I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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</table>
| 1. To continue to provide high quality health and physical education programs and courses leading to associate degrees, transfer to baccalaureate institutions, career education and workforce training. | **4** | • Dental Assisting, Paramedic, Cardio-Vascular Tech, Rad Tech / DMI and Health Science are in process of or have already changed from an Award of Achievement to a major.  
• CVT prepared new course material to maximize use of new ultrasound equipment.  
• CVT completed the re-write of the one-year program into a two-year program.  
• EMT revised all test materials to meet the new standards for students sitting for the National Registry Exam. |
2. Continue to develop strategies that address the high demand for health care programs.

3. All HIT students taking the national registry exam passed.
   - Phlebotomy Tech had 78 students pass the registry exam.
   - RN Eve/Weekend Program completes first year with an enrollment of 32 students
   - Heath Care Interpreter Program doubled its capacity by offering a second class
   - Health Science department is in the process of developing three new certificate programs, youth development, trauma studies, and community mental health certificates with employer partners.
   - EMT Program added two additional classes.
   - Traditional Chinese Med is now online every semester.
   - HCT partnered with the Displaced Garment Workers grant to provide training in Skills for Home Care Providers.
   - HCT offers Med Terminology through Contract Ed at CPMC.

4. To continue to provide high quality non-credit programs and courses in pre-collegiate basic skills, adult high school diploma, ESL, career education and lifelong learning for students that wish to purse careers in health and quality of life programs.
   - Welcome Back completes the development of its English Health Train for Health Professionals curriculum, continues classroom implementation and graduates pilot class.
   - Health Science Department in the third year of offering a summer
health academy to high school students. Focus of the Summer 2006 academy, offered at the Mission Campus, will be mental health issues.

- NCLEX Review and RN Refresher offered for the first time.
- John Adams ESL is piloting a new course for students who are going from ESL non-credit into ESL credit classes. It seems to be an important link with credit classes.
- ESL is introducing 3 new classes at outside locations next semester and are offering additional writing and pronunciation classes to meet the needs and interests of the students.
- The Business Dept. increased its offerings of 15-hour Saturday classes, each class bringing in at least 20 students per session. Supporting us in this effort is our Counseling Department along with A&E.
- Ten new course outlines for the Business Dept. were approved and will be offered in the Fall 2006 semester.
- 40 DSP&S students graduated from High School/GED; 1 student that is 70+ yrs. received “Merit Plaque” from Mayor Newsom.
- Partnership with CPMC through the Moore Foundation grant.

4. To continue to provide high quality internship and clinical experiences for all students enrolled in associate degree and/or
certificate programs.

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

4. Increases clinical opportunities for RNs.
   - Health Science Department currently places over 150 students in internships each year through our Drug and Alcohol Counseling, Health Care Interpreter and Community Health Worker Certificate Programs.
   - Dental Assisting receives high commendation during its accreditation visit for the quality of its 50 off-campus clinical sites.
   - Consumer Ed receives notice that it has been awarded $11,301 in VTEA funds to continue the nutrition counseling field experience for Nutrition Assistant students.
   - HIT adds Stanford Med. Ctr to its field experience base

4. JAD opens a computerized registration/assessment center for non-credit courses. Pilot registration project has proven successful.
   - JAD opens a full Career Development Center.
   - Held Open-House for JAD students to promote CCSF/JAD programs and services.
   - Health Sci Dept. serves both CCSF and the at large communities through its HIV/STI program.
- EMT provided CPR training for all health programs at JAD and Southeast campus.
- JAD Campus Library, in cooperation with Disabled Students Programs & Services, added Kurzweil software and scanner for text-to-voice capability to increase hours and points of access to disabled students.
- JAD Librarian worked with faculty in health, business, and transitional studies programs to develop new in-class workshops on internet research strategies.
- CDEV Faculty at JAD created a 48 page booklet for family members of the Orfalea Family Center titled: Let's Go to Kindergarten, A Family Guide to School Readiness.
- The Orfalea Family Center, JAD continues to maintain National Association for the Education of Young Children Accreditation status.
- Our Child Development Programs successfully participated in San Francisco Preschool for All and will continue participation in the next fiscal year, 06-07.
sixty-five teachers participated.

- The Orfalea Family Center, JAD hosted Jumpstart and received an award for the highest quality in promoting literacy and language development.

- Opened registration/assessment center for non-credit courses and a full Career Development Center.

- Met weekly throughout spring 2006 with a committee to address registration process in non-credit classes with goal of increased enrollment.

- 29 DSP&S students were placed in full-time, part-time, or volunteer jobs

- Library sponsored film (with film director on site) for Latino Heritage Month, readings and discussion by the authors for African American History Month and Asian Pacific Heritage Month; exhibited works of JAD weaving and pattern design students; presented a history of the JAD mural in conjunction with the CCSF 70th anniversary; and sponsored

- JAD highlighted the campus and its programs at an Open-House in celebration of CCSF’s 70th.

- Student Council supports the opening and facilitates the operation of a Study Hall at JAD.

6. To work with Admissions and Records, counselors, faculty and staff to establish an on-line assessment and registration center and to work with CDPC to establish a career center at JAD.

7. To continue to provide high quality extra-classroom opportunities in areas of cultural, recreational and educational activities.
MA students assist at Ocean Campus health fair.
MA students give flu vaccine for qualified students/staff.
Health Science Department’s HIV/STI Education Office sponsors five district-wide educational activities each year, conducts campus outreach, and produces educational materials including pamphlets, books and videos. The Transgender Voices, Transgender Rights Project launched a Transgender Awareness Campaign in the Spring of 2006 to increase safety of transgender students, staff and faculty.
PE: Football team won Northern California Championship.
Women Basketball quarterfinalists State championships, coast conference champs; Women Badminton Runner up State championships; Women tennis state quarter finalists, coast conference champs; Women track top ten finish in state championships; women volleyball coast conference champs. Jamie Wong Nor Cal coach of the year women’s basketball
Men's basketball semi finalist state championship, coast conference champs; Men’s track State champions third year in a row!!!
8. To continue to manage the fiscal and administrative operation of the School of Health and Physical Education.

9. To provide leadership to School of Health and PE in seeking alternative sources of funding to develop and support innovative classes and provide industry appropriate equipment.

- Grant awards of $7.5 million allow for development of innovative programs.
- All departments are working within the present budgetary constraints.
- Jewish Vocational Services funds LVN and RN Refresher classes.
- Moore Foundation grant begins second (first full) year of funding Eve/Weekend RN program.
- RN receives funds from WIA and Econ Dev Fund to expand enrollment and increase retention of RN students.
- The Welcome Back Center receives funds to continue from the California Endowment.
- The Health Science Department continues to jointly administer Community Health Works, a partnership with San Francisco State University. Grant funded projects provide applied research, training, education and advocacy in the field of community health.
- Successful grant funding allowed EMT/Paramedic to purchase new equipment to be in compliance with field operations.
10. To continue to provide high quality services of facilities management, campus maintenance and faculty/staff recruitment, development and evaluation.

11. To provide executive leadership for the School of Health and PE, Student Health Center and John Adams Campus cost centers, serving as liaison between the District and the faculty, staff and students of these cost centers.

12. To lead monthly meetings with department chairs and other key faculty and staff of these centers.

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| 2 | CVT/EKG, Pharm Tech and Phlebotomy move to newly constructed facility. Increased, up-to-date, professional space provides more realistic instructional opportunities.  
JAD open a full Career Development Center.  
High cost of living in the Bay Area and highly competitive salaries in the health care industry make it difficult to find qualified instructors for the School of Health & PE.  
Campus maintenance and custodial support improves from fall 2005 |
| 4 | School of Health & PE continues to be innovative leader in securing grant funding; serves as a national model for the development of health-care programs.  
Monthly meetings at JAD and with School of Health & PE serve as vehicle of communication between departments and campus. |
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</table>
| 1. To expand retention strategies in School of Health & PE to reduce attrition. | 4 | ▪ Rad Tech/DMI initiates peer mentor program and requires applicants to complete 40 hours of voluntary service in a radiology or DMI lab prior to matriculation.  
▪ School collaborates with JVS to provide tutoring and case management for RN Eve/Weekend and LVN Refresher students.  
▪ RN Eve/Weekend program initiates Early Alert system to assist students with academic deficiencies. |
| 2. Continue the development of programs such as Summer Bridge to Nursing, CNA to LVN Bridge and Gateway to Health Careers to prepare students for health programs. | 3 | ▪ Shirley Ware Ed Fund (SEIU Local 250) funded the Summer CNA to LVN Bridge to Nursing.  
▪ RN Refresher and NCLEX Review Course  
▪ Advanced Phlebotomy course for CE credits  
▪ Health Science Department in the third year of sponsoring a summer health academy for high school students. Launching a new Health Education Major in Fall 2006, with a new required course, HLTH8: Preparation for Careers in Health. |
| 3. To continue the process of identifying learning outcomes and when necessary expand staff development opportunities for faculty in the development and implementation of assessing learning outcomes. | 3 | ▪ Rad Tech collaborates with Radiologic Tech Educators of Calif on learning outcomes.  
▪ Welcome Back implements a |
multivariate analysis program to determine success.

- With a grant from the State Chancellor’s Office, the Health Science Department developed 15 student learning outcomes related to cultural competency across the curricula.
- Use of www.surveymonkey.com software as a tool for developing surveys.
- Provide critical thinking and NCLEX test constructs workshop for RN and LVN faculty.
- Professional Development activity, Three JAD noncredit faculty members CBEA (California Business Education Association) Spring 2006 State Conference.
- DSP&S at JAD worked on developing standardized measures for student progress.

4. To continue to partner and collaborate with community based organizations with emphasis on emerging community health issues.

- English Health Train prepares bi-lingual and bi-cultural students for health-care professions.
- Health Sci receives funds to offer course on elder abuse awareness and understanding.
- Health Science Department facilitates three Community Advisory Boards (CABs) to provide
5. Continue the implementation of Evening/Weekend RN program supported by the Moore Foundation grant and CPMC partnership.

6. To explore new health care entry-level programs and modify existing programs.

7. To expand collaboration and articulation with SFSU and other institutions of higher education.

- Twenty NGOs along with CCSF health care programs sponsor annual Health fair at JAD.
- HIT collaborated with the Dept. of labor and Kaiser to recruit students for the HIT program.
- Prep classes in Medical math, Med Terminology and College Success (LEARN 51) for RN candidates in Summer 2005. LEARN 51 to be offered during the winter interim and summer session to in-coming RN class.
- Faculty for Eve/Weekend RN hired and oriented to program.
- Evaluation process developed and implemented.
- Health Sci. develops curriculum for Environmental Health Specialist, Trauma Studies and Youth Development Worker Programs.
- Pharm Tech hosted a career day for prospective employers and six students were hired prior to the completion of the program.
- Health Sci participates with SFSUs’ Urban Institute and Community Health Worker (CHW) Program on the American
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<th>8.</th>
<th>Continue to work with SFUSD on health pathways and other projects.</th>
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<tr>
<td>9.</td>
<td>To address the impact of the budget crisis on the School of Health &amp; PE, Student Health Center and John Adams Campus.</td>
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- Democracy Project.
- Through CHW, SFSU and CCSF collaborate on several projects.
- Rad Tech begins articulation agreement with Loma Linda University for BS in Radiology.
- Chinese Med meets State requirements to offer a certificate program.
- Health Sci collaborates with SFSU on Health and Social Justice Course.
- Health Sci continues to partner with Mission High School in recruiting 20 at-risk youth to attend an intensive week-long summer institute entitled Designing Community Health.
- EMT classes offered at John O’Connell and Galileo HS.
- Med Terminology offered at Galileo.
- Office Tech and other non-credit programs are addressing the issue of low class enrollment.
- School of Health & PE has sought outside funding to remain creative while facing budget deficits.
- VATEA funding (fy 2006) allowed computer hardware and software updating to Business Lab, complete with FLAT panel monitors in time for the Fall 2005 semester.
10. To work with the Office of Development to identify sources of funding for instructional equipment

11. To provide effective leadership in implementing the construction of the new Wellness Center and Student Health Center and renovation of the John Adams Campus as mandated by Props A and 55.

II. Overall Assessment of Accomplishments

The School of Health and PE departments continue to move forward to meet the challenges of the 21st century. It is on the leading edge in the development of innovative health-care programs and is seen a national model in the creation of programs that meet the demands of students and industry. All departments now have advisory committees consisting of industry professionals to assist in the review and development of curriculum and programs. Collaboration between departments continues; partnerships with other institutions are strengthened. Faculty remain energized by the leadership of the Chancellor and Administration.
III. Assessment of Problems and Needs

Like most vocational departments, the programs of the School of Health and PE are equipment intensive. In spite of the efforts that have been made through VATEA, grants, etc., faculty remain concerned that without new equipment, students will lack the state-of-the art training that is necessary for success in the health-care industry. Department chairs report that departments lack sufficient classified staff to handle the administrative needs of the department. Grant coordinators often lack skill and understanding of the budgetary and reporting procedures that the grant funders require. Their lack of understanding limits their access to the resources that the District provides, such as the grants office and grants accounting. Faculty report that their limited budgets for supplies have a negative impact on their programs.
Major Cost Center: School of Applied Science and Technology and Evans Campus

Administrator: Phyllis McGuire

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<tr>
<th>Annual Plan Objectives</th>
<th>Progress Status</th>
<th>Observations/Comments (Brief bullets here)</th>
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<tr>
<td>1. Continue to develop and implement Transportation Academy and CareerLadder to include BART, AC Transit and CalTrans. Continue to expand linkages with community based organizations and colleges in region. Include entry level and middle management programs.</td>
<td>4</td>
<td>• Transit Academy w/ BART, AC Transit &amp; MUNI developing Career Pathway to create entry-level openings at the agencies</td>
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<td>• Developing Northern California Regional Transit Training Consortium.</td>
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<td>2. Work with WIB, SF Career Link One Stop Partners, and Mayor’s Office of Economic and Workforce Development to provide information and training to unemployed, underemployed, incumbent and dislocated workers. Provide employer-based customized education and training.</td>
<td>4</td>
<td>• Partnered w/ MOEWD, CityBuild, Carpenters, SF Building &amp; Construction Trades Council and PIC to offer CityBuild Academy PreApprenticeship Program at Evans Campus to 45 San Francisco residents. A second session began on 6/5/06 with 55 SF residents.</td>
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</table>
3. Work with Labor and Community Studies Department, Office of Research, Planning and Grants, other CCSF Departments and community partners to develop appropriate educational programs to meet needs of community based employers and their employees. Research viability of Community Worker degrees, certificates and transfer options.

4. Work with community, labor partners, appropriate career and technical departments vocational, ESL English as a Second Language faculty, Dean of Chinatown/North Beach and counselors to develop appropriate training programs for limited English speaking dislocated garment workers.

4. Continuing to meet and develop proposals w/ input from community partners and CCSF faculty

4. Dean & Counselor at Chinatown/North Beach Campus, ESL Chair, Coordinators and Faculty meeting education and training needs of garment workers

4. Awarded $750,000 from State EDD to train 100 dislocated garment workers

4. Office of Contract Education awarded additional $400,000 from Governor’s 15% WIA to provide Wrap Around Case Management Services w/ Community Partners

5. Work with Dean of School of Science, faculty, and community partners to support continued implementation, expansion and dissemination of Biotech “On Ramp” and “Bridges” programs to provide contextualized basic skills curriculum to underprepared students to increase access to biotechnology certificate and degree programs, internships and employment in emerging Biotech Industry

4. Expanded program to Mission Campus

4. Providing support for BioDepot to provide regional biotechnology programs w/ donated equipment

4. Received $15,000 Regional Mini-Grant to support BioDepot

4. Supporting BioLink efforts
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<td>6.</td>
<td>Work with San Francisco Unified School District to provide Tech Prep education and service and College for Teens summer program.</td>
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<td>7.</td>
<td>Coordinate and promote workshops, seminars, education, and training opportunities to businesses and community members via Economic Development Initiatives in Advanced Transportation including alternative fuel, solar, and green construction, Applied Competitive Technology including homeland security and GIS, the Design Studio, and other initiatives within CCSF.</td>
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<td>4.</td>
<td>- Developing model for Summer 2006 with Tech Prep and H.S. Building and Construction Trades Program</td>
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<td></td>
<td>- $10,000 Regional Mini-Grant funded Nanotech Summit held on March 24, 2006. Over 100 regional Community College students, faculty, staff, administrators, as well as local and national scientists and business owners attended</td>
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<td></td>
<td>- Awarded $400,000 Quick Start Grant from State Chancellor’s Office for regional Community College Automotive Technology Programs to secure NATEF Certification and develop career pathways with local high schools</td>
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<td>- CCSF CACT and San Diego CACT awarded $40,000 for two years to disseminate Project Lead the Way (Industry approved Pre-Engineering High School and Middle School) curriculum to SFUSD</td>
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<td>- GIS classes offered</td>
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<td>- OSHA training for Building and Construction Trades began in December 2005</td>
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<td></td>
<td>- Awarded $15,000 from NSF – MentorLinks to receive technical assistance in developing GIS program</td>
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<td>- Awarded $12,500 from Rainbow Grocery Cooperative to develop biodiesel fuel course</td>
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8. Affiliate with and offer Police and Fire Academy and Advanced Officer training in partnership with SFPD and SFFD.

9. Administer VTEA (Vocational Technical Education Act) Grant in concert with other workforce and economic programs, academic and student services programs and departments.

- Offered training to organic farmers in Point Reyes, CA
- Continuing to provide training for flight attendants and pilots with AACC for TSA
- Awarded $35,913 from SF Dept of Environment for Biodiesel training and internships for Bay View Hunters Point residents and business owners
- Awarded $200,000 from the Environmental Protection Agency to develop and deliver Biodiesel training to regional mechanics and service station attendants
- Continuing to provide assessment, curriculum development and courses to incumbent workers at Laguna Honda in partnership with SF ITC, SEIU and Shirley Ware Center
- Offering Academy classes at SFPD and SFFD
- Developing a Regional Fire Academy at Airport Campus to begin in Spring 2007
- Exploring ability to offer required Emergency Service Advanced Officer training
- Established LOLA, Learning Outcomes Learning Assessment Program w/ faculty from academic and career and technical departments
### Annual Plan Objectives

<table>
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<tr>
<th>Developmental Objectives</th>
<th>Progress Status</th>
<th>Observations/Comments (Brief bullets here)</th>
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| 1. Continue to effectively respond to the educational and training needs of students, employers, labor and community in emerging high-skill/high-wage/high demand sectors such as Biotechnology, Construction, Homeland Security, Public Safety, Hospitality and Health Care. Continue to develop and implement training in these areas to meet the needs of underprepared and underrepresented students and residents. | 4 | - Awarded $50,000 for Pre-apprentice Electrical/Plumbing Pilot Project from Lennar/BVHP  
- Awarded $75,000 from Haas Jr. Foundation for CAA and YCD to provide Case Management  
- Office of Contract Education provided Biotechnology, Child Welfare and Nursing training programs for Osaka College, and Pharmacy Technician and Sports Trainer for Meitetsu Travel U.S.A. Corporation  
- Developing Electricians Certification Program  
- Working with IBEW to develop Credit/Degree Electrical Apprenticeship Program |
2. Continue to participate and provide leadership in national, state, regional and local economic and workforce education and training efforts. Serve on NCWE Board, Chair Community College Regional Consortia and Bay Area Deans and work with other Workforce Development organizations.

3. Continue to explore and develop education and training partnerships with CBO’s, public agencies, labor organizations and employers. (e.g. HERE/UNITE Local 2, SF Multi Employer Group, SFWIB, SFHA, Mayor’s Office of Economic and Workforce Development, ITC, Goodwill, JVS, etc.)

4. Support economic development initiatives through the Office of Contract Education, the CACT (Center for Applied Competitive Technology) and ATT (Advanced Transportation Technology) to provide seminars, workshops, modular on-line and customized training in emerging and high demand sectors, such as Hospitality, Healthcare, Human Services, Transportation, Safety and Homeland Security, Public Safety, Biotechnology and Entrepreneurial Enterprises.

<p>| 4 | - Presenting at AACC’s Workforce Development Institute w/ Community Health Worker Faculty in January 2006 |
| 4 | - Office of Contract Education providing training for Wells Fargo Bank, KaiserAir, Inc., California PUC and others on such subjects as Business Writing, Cultural Diversity and Conversational Spanish |
| 4 | - Contract Ed training add’l 200 individuals for Hotel Project’s Career Ladder Program |
| 4 | - CACT contracted by JVS to provide environmental (hospital) custodial training for 50 dislocated garment workers |
| 4 | - Working w/ School of Business, Mission Hiring Hall, SF ITC and Westfield’s (Bloomingdale’s) to provide retail training and job placement opportunities. |
| 4 | - Awarded $12,500 from Rainbow Grocery cooperative to develop a biodiesel fuel course |
| 4 | - See above |</p>
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<td>5.</td>
<td>Seek funding, partnerships and contracts to develop and implement training and educational programs in GIS and Homeland Security/Public Safety, including acquisition and use of Human Patient Simulators.</td>
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<td></td>
<td>• Awarded $15,000 from NSF – MentorLinks technical assistance grant to develop GIS Program</td>
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<td></td>
<td>• Meeting with industry representatives, First Responder Programs and CCSF Health and Public Safety Programs to explore “First Responder Human Simulator Laboratory and Program”</td>
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<td>6.</td>
<td>Expand and continue to develop Motorcycle Curriculum and Certificate Program to reflect established state and industry standards. Update and reinstate Automotive Body Degree.</td>
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<td>• Courses course approved by Curriculum Committee in Fall 2005</td>
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<td>• Certificate and Degree submitted to State Chancellor’s Office for approval</td>
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<td>7.</td>
<td>Develop appropriate curriculum, certificate and degree to meet demand for Labor and Community Studies.</td>
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<td>• Working on Program Review</td>
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<td>• Developed new courses and certificates</td>
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<td>8.</td>
<td>Develop and seek funding to implement Level 3 Police Reserve Program, Command Level Fire Science Program, and Regional Public Safety Training.</td>
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<td>• Continuing to identify resources and requirements for Regional Academy</td>
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<td>9.</td>
<td>Explore alternative course options for Aeronautics, such as Ground School and Avionics.</td>
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<td>• Continuing to monitor enrollment</td>
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<td>• Will begin in-depth assess of program in Fall 2006</td>
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<td>10.</td>
<td>Explore education needs of inmates in State Prison System through the Office of Contract Education.</td>
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<td>• Telecourses now offered to 100+ inmates.</td>
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11. Continue to implement and expand College for Teens.

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- 2,100 students attended in Summer 2005
- Plan to promote more dual enrollment in CCSF Classes in Summer 2006
- Keep enrollment at manageable level

II. Overall Assessment of Accomplishments

- College of Teens had record high enrollment
- Office of Contract Education increased the number of employees trained
- Economic Development Initiatives offered training, provided support for staff and program development
- Several major partnership initiatives established and implemented
- Several Economic Development Initiatives successfully secured additional grant funding
- Continuing to work with City, Community Partners, Business and Labor to address workforce and economic development needs in San Francisco

III. Assessment of Problems and Needs

- Understaffed due to budget constraints, still need a receptionist for Office of Workforce and Economic Development
- Scheduling, coordinating and communicating w/ supervisors of staff assigned to campus a challenge in order to meet the needs of students and staff and ensure best use of limited resources
- College for Teens will be scaled back to a more manageable size and students will be directed into appropriate CCSF classes in Summer 2006
- Need to realign several Coordinator positions to Director to appropriately reflect scope of job
- Will assess and develop strategies to revitalize Aeronautics Program starting in Fall 2006
- Several SAST Departments need clerical support, as their programs continue to expand
- Fire Science, Administration of Justice, and Fashion Department Departments will need to request full-time faculty positions to meet student demand, growing enrollment and program expansion
- Need to identify resources to replace Horticulture Building
**MAJOR COST CENTER REPORT FORM**  
**END OF YEAR REPORT OF ANNUAL PLAN OBJECTIVES**  
**2005/06**

**Major Cost Center:**  *Library and Learning Resources*  
**Administrator:**  *Rita W. Jones*

I. **List of Objectives and Progress Status on Each**

**Progress Status Criteria:**  
4 – Making Progress at Level Greater Than Expected  
3 – Making Progress in Most Areas  
2 – Making Progress  
1 – Some Problems Being Experienced

<table>
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<th>Annual Plan Objectives</th>
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</table>
| 1. To provide comprehensive high quality library services, materials and information | 4               | • State cut backs and budget constraints continue to create a limited budget in spite of the best efforts of the college admin.  
| access for students, faculty, staff, distance learners, community and remote users by continuing to improve the library's web page, reference collection and access to periodical databases. |                 | • 1,027,588 students, staff and community people used the CCSF Library sites  
| | | • 723,545 people were served by the Rosenberg Library  
| | | • 69,900 students were served by the Downtown Campus Library  
| | | • 49,443 students were served by the John Adams Campus Library  
| | | • 40,190 students were served by the Alice Statler Library  
| | | • 58,909 students used the Language Center |
15,601 students and staff used the Southeast Campus Library
297,122 subscribed database searches
1,066,557 library web page views
3 free periodicals databases added (BioMed Central, Highwire Press, Library & Information Science Technology Abstracts)
Over 8,000 subscriptions are available electronically.
Reference Librarians answered 62,357 direction questions. 3,777 using print sources and 10,772 using electronic resources. There were 1,505 bibliographic instructions questions answered.
88 Faculty used the Posner Room
96,033 Reference questions were answered
7,500 Reference Books were used
There are now 126 forms on the CCSF forms directory
Library funds are still inadequate to purchase needed material to support curricular needs
99 e-reference questions answered.
DTN Library moved into its completely renovated space in fall 2005. The addition of 450 sq ft allowed the library to create a strong
visual focus at the campus and enhance its impact as a learning resource center. A new designed reference desk for the librarian expanded the reference area. DTN Library spent a substantial part of its 05-06 materials budget updating and acquiring new titles and data bases for the Business and Small Business Dev. Department.

- JAD Librarian and Distance Learning Coordinator improved updating of JAD Library web page
- JAD Library is acquiring more up-to-date reference resources, particularly in the Health Sciences
- Improvement of DVD/VHS collection with close captioning project
- Work with instructors to provide required material for students: Example: Reserve Book Collection
- Rosenberg 518 was used 384 hours for 166 Academic Senate Meetings, Accreditation Meetings, Architecture Hiring Committee Meetings and various other College meetings.

2. To provide high quality reference services for students, faculty, staff, community, distance learners and remote users by assisting students with their assignments, providing instruction in research methods, and providing assistance by phone and our Electronic Reference Service.

3. Bibliographic instruction-special presentations in Internet Research/job search/genealogy/special research for computer repair students, and ESL
- Special Orientations for Transitional Studies and GED, Library Technology-Internet Research and
Legal Resources

- Subject specific orientations and bibliographic instructions
- One-on-One instructions and meeting with instructors on the material and how the library can be of assistance to our students
- 93 electronic reference questions answered.
- JAD reference transactions totaled 5001 through April 2006.
- JAD Library signs in the reference area were improved to inform students more about electronic resources.
- JAD Librarians did 23 orientations and workshops for a total of 426 students (Aug. through Nov.). Existing assignments for these were revised; several new library assignments and handouts were created in collaboration with classroom faculty.
- DTN Staff took advantage of the new Millennium library system to introduce and provide research instruction both in the new library computer room and in the ESL and Contract Education computer classrooms. Instructional workshops have increased in consumer affairs, business resources and library research strategies for credit and non credit students.
- 172 additional external reference questions or requests for information
3. To provide high quality learning opportunities in Library Information Skills Courses/Information Competency, educational services, and informational access for students (distance, remote, and on-campus), faculty, staff and community users with diverse, ethnic, cultural, social, economic and disability backgrounds in the area of library resources.

4. Offered a new hybrid section of LIS 10, the online course, to meet the needs of students who prefer partial classroom instruction.
   - 140 research skills/course-related workshops serving 2,816 students; plus 6 course-related follow-up consultations serving 27 students and 4 faculty consultations
   - Revised online Speech tutorial based on student surveys
   - JAD library staff worked with faculty and students in DSP&S and the Fashion Dept. to design, install and publicize a joint art exhibit, *Weaving and Pattern*, in the JAD library
   - Special Display case for 70th Anniversary Celebration with an emphasis on the history of the SEC Campus
   - Collaboration with the Student Association and Concert and Lecture as well as other departments for Cultural Programming: (A program was presented as well as special bulletin boards and display cases for each program)
     a. Latino Heritage Month
     b. Native American History
     c. African American History
     d. Cinco de Mayo
4. Continue objective of providing high quality academic and vocational instruction for paraprofessional employment, continuing education and career advancement; continue to provide high quality support for bibliographic instruction offered through other instructional venues in library services.

e. Asian Pacific Islander Month
- 34,405 people visited the Exhibitions in the Library
- 2,571 people attend programs at the various CCSF Library sites
- Outreach collaboration with the following programs: Worked with the programs to help students find jobs, resume writing, filling out applications, basic computer skills, setting up email accounts to send out resumes and cover letters, etc.
  a. Renaissance Parents for Success Program
  b. CSOS high school program
  c. Foster Care Youth Program
  d. One Stop Career Center
- DTN Campus Library introduced over 100 San Francisco factory workers to library services and materials in cooperation with Contract Education and VESL.

4
- 161 Users registered on Eureka, the California Career Information System
- Classified staff from the Cataloging Dept. continued their cross-training in other departments of the library
- Classified staff has attended Innovative training for Cataloging, Acquisitions, OPAC and Circulation Modules of III
- DTN staff provided 45 library
tours/orientations for 1350 students from August through November 2005. New library handouts and assignments were created to reflect the changes at the redesigned library.

- JAD Librarians did 54 orientations and workshops for a total of 1082 students (August 2005-May 2006). Workshops were added in both Fall and Spring for a non-credit Business Writing class that had not had research methods instruction previously.
- Archives coordinator attended national workshop and state conference on resource organization, preservation and digitization.
- Library Tech Department provided cataloging workshop for .5 CEU units and granted 18 awards of achievement and encouraged admission of 17 students to professional library programs.

5. Continue to verify credit for students using the Language Center facilities and generate FTE’S for the college.

4. 97,633 Student usages for both the Open Lab and Electronic Classroom.
- 104,445 hits for the On-line Language Center.
- 3,369 tape duplications, both for the Book Store and student take home use.
- 30 orientation workshops presented at R205E.
- The Language Center continues to
verify credits for students using the Language Center facilities to generate FTE’S for the college.

6. To support the college instructional programs through enhanced access to Audiovisual resources and services including graphic production, equipment maintenance and distribution and non-print media circulation and collection development.

- Graphic artist produced 2,952 slides; 30 color overhead transparencies; 140 scanned items into digital files in college and instructional presentation: designed and produced over 900 informational and educational graphics for the LLRC and the college: mounted and laminated more than 300 pieces of instructional material provided digital documentation of the Rosenberg LLRC exhibition and City College special events using digital photography equipment. In addition, the Graphic Artist designed the layout and production of the WASC Self Study 2006 Report; updated and printed the "Know Your Administrators Booklet": designed and produced 1000 4-color postcards for the “70 Years of Queer Life” exhibition; designed and produced the Flex Spring 2006 cover and designed and produced a Special Display exhibit for Human Resources.

- AV completed over 530 repairs and continues to maintain 12 video projectors located throughout the Science building. The AV department also installed five viewing screens in the new 700
bungalow series.

- Multi Media Room Use totaled 3022 hours
- Equipment Circulation (deliveries and pick-ups) = 1,880
- Film/Video/DVD Circulation (Faculty) = 825 (students) = 216
- Items added to collection was 98 Videos and 90 DVD’s
- 29 CD titles, 4 videos and 5 DVD’s were added to the Media Center collection
- Provided orientations to 807 ESL students
- 1,500 ESL students used the ESL computers
- 19,596 students used materials/equipment in the Media Center
- 27,021 items circulated in the Media Center to students and faculty
- JAD library staff enhanced audio-visual services by piloting the use of library instructional equipment for video projection for library programs and for non-credit student registration pilot test; and by training classroom faculty in the use of other video projection workstations
- DTN students using the newly remodeled media lab had access to CDs and DVDs and computers in addition to cassette players and TV/VHS players.
- Over 2,000 students took advantage of the languages tapes, instructional
• In order to promote diversity in the College, an Iranian Film Festival was organized during the Spring semester of 2006. The total number of the students attended four movies during this festival was 145.
• By attending the Curriculum committee meetings, a librarian distributed new courses approved by the Curriculum Committee to all library staff after each meeting.

• Statler Library added 3 computer workstations to its computer lab
• Cataloging staff continued to prepare and process materials for all five campus libraries, Media Center, Audiovisual Dept., Language Center, Telecourse and the special archive collection. Staff 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. Highest quality of cataloging was achieved by entering Content Notes (an alternative OPAC search to Keyword searching) to enhance searching flexibility in the OPAC.
• Staff cataloged 128/138 VHS and 85/85 DVDs (title/vol.) for Media Center, DTN, Alice Statler, JAD and videos and CDROMS in the library non-print collection.
SEC campuses (July-May). Staff cataloged 29/50 Music CD for Media Center (July-May) Staff cataloged 2,791/3,690 (title/volume) new books (July-May). Staff cataloged 1080 E-Books.

- The cataloging staff repaired 435 books (July-May). Cataloging staff re-cataloged 57 books (July/May) as requested by the subject selectors. Staff discard 196/323 books (title/vol.).
- Implemented new integrated library system
- Redesigned online catalog interface
- Implemented Z39.50 interface for several local libraries
- Spanish online catalog nearly completed
- Text-based online catalog made available
- The Acquisitions module in III has been implemented at several library locations and allows patrons to see which titles are on order or being processed via the public OPAC
- We have begun acquiring e-books through the E-Scholarship Program at no cost to CCSF. These titles are available via the public OPAC
- JAD Library staff participated in development of new online library system through system testing, training, troubleshooting, development of new procedures and
other documentation, with an emphasis on the needs of the campus libraries in serving special populations and enhanced resource sharing

- The Rosenberg Library and the DTN Campus Library began providing wireless internet access for students Fall of 2005. This is a pilot project. Other campus sites will be added.

- The web page is continuously updated and revised
- 141 Speech Department students took online workshops.

- 45 video conferences were hosted by CCSF for over 300 faculty, staff, and students (this number has tripled since last year)
- Distance Learning Librarian presented many Saturday and evening orientations to campuses with out physical libraries.
- Worked with the English department faculty to develop online library skills workshops

- “The Forbidden Book: The Philippines-American War in Political Cartoons” by Abe Ignacio
- In collaboration with Concert Lecture

8. Continue to support the distance learning librarian to develop web-based library Research tutorials.

9. Continue to support and enhance video conferencing activities to include the other locations in the district, and to continue to upgrade and maintain Library/LRC computers, hardware, software and other instructional equipment needed to support over 50 departments, schools, and the curriculum in general.

- 45 video conferences were hosted by CCSF for over 300 faculty, staff, and students (this number has tripled since last year)
- Distance Learning Librarian presented many Saturday and evening orientations to campuses with out physical libraries.
- Worked with the English department faculty to develop online library skills workshops

10. To continue Library programs and exhibitions in the Rosenberg Library/LRC and in libraries throughout the District to provide cultural curriculum enrichment for students and staff.

- “The Forbidden Book: The Philippines-American War in Political Cartoons” by Abe Ignacio
- In collaboration with Concert Lecture
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<tr>
<td><strong>Developmental Objectives</strong>&lt;br&gt;1. Enhance Library Instructional Services by working with other LLR depts. to review the findings of the student and faculty/staff surveys and will take actions as needed.</td>
<td>3</td>
<td>• Staff assisted in developing and promoting the DTN Campus Open House celebrating the 70th anniversary of City College of San Francisco. Worked with all the campus departments to develop a brochure advertising educational opportunities. A Grand Opening will</td>
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</tbody>
</table>

Series, the Associated Students, the Library and Exhibitions Programs presented: “70 Years of Queer Life” in collaboration w/ Counseling Dept.<br>• “Out of the Library” in collaboration with SFPL & the James Hormel Center JAD library staff created, installed and publicized an exhibit on the JAD Community Mural.<br>• JAD library programmed a video and author presentation as part of library-wide Latino Heritage Month programs<br>• Added 8 additional exhibitions/programs to our web page.<br>• Created simultaneous exhibits at Rosenberg and San Francisco Public Library Celebrating 70 years of City College<br>• Created public program at San Francisco Public Library on City College’s Rivera Mural as part of 70th anniversary celebration
2. Enhance our outreach efforts to departments/programs; particularly EOPS and other targeted student programs, as well as external student groups, such as S.F. high school librarians.

3. DTN staff in cooperation with faculty from the music department installed a display of antique Chinese instruments highlighting music course offered on campus.

DTN Campus Library displays promoted Latino Heritage Month and internet research strategies.

DTN Library collaborated with the Graphic Arts Department to design posters for the campus encouraging and promoting library use, student success and technology in libraries.

All libraries worked with Admissions and Records to provide access to computers for student enrollment and online registration in the library. Efforts to encourage online registration were coordinated with counseling and advertised throughout the district.

Increased outreach to all the Retention program coordinators, counselors, and Student Support Services coordinators for information sharing resulting in several improvements to library orientation services to Ocean campus students.

In conjunction with Ann Dalton, SFUSD library services coordinator, sent letters about fall LIS 10 course to all S.F. high school librarians and
3. Revise all workshop and LIS 10 assignments to better focus on the College’s information competency student learning outcomes.

4. Added evening D workshops so now all workshops are offered in eve/Sat.
   - All workshops and LIS 10 assignments revised based on librarian & student feedback.
   - All workshops and LIS 10 assignments revised based on new database interface and librarian & student feedback from Spring 2006 survey.
   - LIS 10 course materials,
   - Little response to two emails to local high school librarians for a joint meeting.
   - One (1) instructor from Puente program requested course-related workshop, more outreach is needed.
   - JAD Librarian joined an ad-hoc working group from multiple CCSF departments to implement online non-credit student registration and streamline procedures; thus improving non-credit student access to library services.
   - JAD Librarian attended meeting between Transitional Studies Department and SFUSD Counselors on improving communication and services.
   - 9 workshops provided at CHNB, Alemany, Mission, Castro-Valencia, LGBT campuses; served 184 students
4. Continue to provide access to and space for the Diego Rivera Collection of print, non-print, original and secondary materials. Continue to support CCSF students and faculty, Rivera scholars, journalists, and online inquires from around the world.

5. Pending architectural solutions for final housing of the Rivera Collection, to continue to prioritize public services in the Library Archives suited to the nature of these special collections.

6. Analysis is complete, convert the Award of Achievement to a disciplinary major with an Associate of Arts in conjunction with a three year goal to update and revise course offerings.

7. Upgrade equipments to meet the multimedia technology requirements of current language teaching.

assignments, grading practices and learning outcomes reviewed as part of LOLA Assessment project. Revision is underway.

- Meeting of 3 LIS 10 faculties to review parity issues and student success across sections.
- JAD Librarian updated existing workshop assignments to reflect new Library catalog interface and capabilities.
- Over 100 students and faculty have used the Diego Rivera Collection for research and curriculum development.
- 53 students had individual consultations about various Diego Rivera research projects.
- Have continued to look for architectural solutions for final housing for the Rivera Collection.
- Collections continue to be used for original research by internationally known scholars.
- Making progress in converting the Award of Achievement to a disciplinary major.
- Making progress in updating and revising course offerings.
- Propose to phase in a digital lab over 4 years
- Begin with the replacement of 34
8. Continue a long-term project of digitizing photographic images in the library archives collections and ultimately making these images available through the new Innopac library catalog.

9. Identify and begin preparing for the budgeting, planning and programming impacts of the new campus libraries (Chinatown/North Beach and Mission campuses: completion dates: 2007?) and the new John Adams campus library (scheduled construction to begin 2007)

10. Establish a LLRC communications committee to address issues raised in the LLRC morale survey (Fall 2004).

II. Overall Assessment of Accomplishments

- The Library and Learning Resources Department continues to work with the students, faculty, and staff to create an environment conducive to student success. This spring the Library and Learning Resources Department elected its first Department Chair. Dr. Charles Fracchia 3 year term begins July 1, 2006.
- This academic year the college continued the expanded Saturday hours and we have reopen on Sundays due to the generosity of Louise and Claude Rosenberg. We were also able to convert to Innovative Interfaces, a new Library Automation System that has increased our student’s access to our online services from home and nation wide. We have just secured on commercial periodical database that will allow our students to translate periodicals articles in to Chinese,
Japanese, Spanish, French, Korean, and Vietnamese will be available by fall. This power search tools will be very valuable for our international students, our ESL students, and other people who use our commercial databases.

- We have had an increase of student usage on Saturdays (over 19,500 students). We continue to strive to maintain an environment conducive to student success. The Friends of the CCSF Library has been very supportive in funding many of our Programs and Exhibitions this past year. They helped sponsor the East meets west, the African American History Month programs, the Women History Programs, and the Early Childhood Education Programs, this year.

- Downtown Campus successfully moved into its completely renovated space in fall 2005. The addition of 450 sq ft allowed the library to create a strong visual focus at the campus and enhance its impact as a learning resource center. A newly designed reference desk for the librarian expanded the reference area. DTN Library spent a substantial part of its 05=06 materials budget updating and acquiring new titles and databases for the Business and Small Business Development Department.

- This semester, we were given permission to begin the hiring process for a Cataloging Librarian and five classified positions lost due to employees leaving after finishing advanced degrees and relocation.

- John Adams Campus library is planning to move due to the renovation of the John Adams Campus. The library will be remodeled and will have to move to one or two new locations. We are working with the Campus Dean to make sure we continue to serve the students and staff at these locations.

- The number of our library web page views continues to increase (there were 1,066,557 views by students). Library instructional services district-wide has made progress in four major areas: 1. Library workshop series at Rosenberg has been modified to include five workshops (instead of four) to better serve the students. 2. ESL library research workshops at Rosenberg 2005, along with the other ESL workshops that ESL 150/160 students take for lab credit. 3. Instruction and assessment of information competency/library research skills has improved at the Statler and John Adams libraries with curriculum-integration into several vocational programs accompanied by pre-and post assessments. 4. Distance Learning opportunities have increased. 227 students have participated in library workshops for campuses without physical libraries. These students are attending Chinatown/Northbeach, Alemany, and Castro/Valencia Campuses.

- We have continued our aggressive video conferencing schedule. We hosted 45 video conferences this semester. This is the fourth year we have hosted a successful United Nations video conference. The conference has been very popular and instructional. The students and faculty that participate in the Video Conference can ask questions and converse with people at the United Nations. The Adelson Conference Room was used for over 519 hours this academic year.

- The Cataloging module of III was implanted and has successfully been used by all cataloging staff. This unit has started cataloging Electronic Books.

- Cataloging and Acquisitions staff have been met every Monday with the coordinator of Migration to discuss problems and cross training. of campus and Rosenberg staff.

  --Authority control by Marcive, Inc. has been completed.

  --Cataloging staff have been trained to use the Authority Control in III.

  --A full time cataloging librarian has been hired at will be on staff by the new academic year.
III. Assessment of Problems and Needs

The Rosenberg Library just celebrated our 10th anniversary this year. Although student and faculty computers have been replaced some equipment is 10 years old. We have been an icon in the training arena and have lost several key people due to job upgrades and job promotions. We are in the process of hiring people to fill the classified opening, but we are still short several librarian positions. Our John Adams Campus Librarian left to take a position in a university on the East Coast. Although we have not been able to fill that position, one of our Librarians has been reassigned full time at John Library so that move to the temporary library location is a smooth transition. The librarian is working closely with the Campus Dean, the faculty, and students to ensure continued student success. The Accreditation Summary mentioned the Library needed to buy more current materials our average shelf life is over 10 years old. We also need to plan to replace the blinds, the carpets, the recover about 200 chairs, and replace or upgrade 100 student computers for all campus libraries.

1. Microfilm readers/printers
   The library still needs replacement microfilm readers/printers. Currently, two microfilm readers/printers are maintained by Pinnacle and the other two are over ten years old and owned by the college.

2. Staffing
   Although we are in the process of replacing staffing that have left, we have needs that have not been addressed due to budget shortage. We are working closely with the Mission Campus Dean and the Chinatown/Northbeach Campus Deans to discuss and work on the needs for the new Campus Libraries. We need at least four full time, four full time technicians and part-time staff when we open these new campus libraries.

   The Language Center lost several positions that have not been replaced due to budget shortage. The Assistant Language Center Coordinator position has not been filled since the full time faculty transferred to another position within the District, we are in the process of re-instating this position through the Faculty Position Allocation Committee.

   The Periodicals Department is in great need of a full-time staff. Currently, there are only a half-time school term and another full-time (but only 25 hours in periodicals department) full year staff. It is essential to re-assign the full year staff to be full time in periodicals department.

   Three classified staff left LLRC. The positions: are 3616 (186 day per year), a part-time 3616 (20 hrs per week) and a 3598 position in the Audio/Visual Department. We are in the process of replacing these classified positions.
3. **Space**
   There is a shortage of shelving space both for printed periodicals and microfilms. The department also has severe office and storage space problem. Open storage area is another problem as some patrons have ignored the signs and gone into the restricted storage area.

4. **Language Center**
   The Language Center has many challenges. The Language Center console’s monitor has failed, so it is no longer possible to communicate with students situated at individual work stations. Students' stations can no longer be activated from the Console. Each work station has to be turned on individually... The Console is over ten years old and will cost approximately $15,000 to replace. We have requested equipment funds but there has been a cut back in state funds for equipment.

   The specific Sony headsets and parts are no longer available to purchase or for repair.

   The Interactive Tape Decks at the student stations are in constant need of repair. Again parts are not available, and many can not be repaired.

5. **Media Center**
   The budget continues to be a constant problem. As our state funding decrease, the number of students we need to serve increase. The Media Center Librarian continues to coordinate two departments. We hope to have a librarian hired to fill one of the vacant positions by Fall 2006. The Faculty Position Allocation Committee and the Budgeting and Planning Council approved this position.

6. **Cataloging**
   Last semester, the Cataloging Unit lost a full-time Library Technician (3616). Due to the new internal classified transfer opportunities we do not have enough classified staff in the Learning Resources Department. We are now in the process of filling the 3616 position.

7. **Outreach Efforts**
   Librarian outreach/liaison work at the Ocean Campus needs to improve even though the funds for buying materials have decreased due to cuts in funding from the State of California. Some librarians have expressed frustration since funds for purchasing needed materials have decreased while the students needs have increased... These funding issues have been discussed at meetings at various administrative meetings to find a solution. The Friends of the CCSF Library has been very supported of our programs and exhibition efforts by funding program efforts.
8. Campus Library Issues

John Adams Campus Library needs a new 3M Library Book Detection System and a desensitizer. This is the only library that has not been updated. They also need a new copy machine. We are working with our Pinnacle Representative to acquire a new machine. The John Adams Campus Library is relocating to accommodating the remodeling of John Adams. The Library may be relocated to more than one site. This will present a staffing problems and well as a logical problem. Alice Statler needs a DVD/video player to support students in the Hotel and Hospital Department. Alice Statler needs a multimedia projector, a laptop computer. All the Campus Libraries need software and hardware solutions to monitor and schedule computer use.

We need to continue to work on the planning of the Chinatown/North Beach and the Mission Campus Libraries. These campus libraries need staff, equipment, and material budgets for 2008.
Major Cost Center:  *School of Business (Business and Culinary Arts Departments)/Downtown Campus*

Administrator:  *Steven Glick*

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<td><strong>Operational Objectives</strong></td>
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<tr>
<td>1. Provide relevant, responsive, high quality Business Department programs and courses to students to help them meet their educational and employment needs.</td>
<td>4</td>
<td>New Certificate in Business Skills for the Medical Office developed and successfully implemented. General Business Degree sent to State Chancellor - awaiting approval.</td>
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<tr>
<td>2. Recruit, encourage, and advise students enrolled in business programs and classes.</td>
<td>3</td>
<td>Without block grant funds and full funding from the college’s general budget, the quality of instructional equipment will be harder to maintain.</td>
</tr>
<tr>
<td>3. Maintain the quality of instructional equipment and software for students enrolled in business and other courses.</td>
<td>2</td>
<td>The hiring of seven full-time faculty has</td>
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<tr>
<td>4. Recruit a diverse business faculty of superior quality.</td>
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<td></td>
<td>5. Encourage the College to improve, expand, and maintain classroom facilities.</td>
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<td></td>
<td>6. Improve public awareness of programs and courses of the Downtown Campus and Business and Culinary Arts Departments.</td>
<td>3</td>
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<tr>
<td></td>
<td>7. Offer credit and noncredit programs and classes with improved enrollment results.</td>
<td>3</td>
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<td></td>
<td>8. Provide administrative oversight for the campus, including the areas of planning, budgeting, hiring, and supervising personnel.</td>
<td>3</td>
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<td></td>
<td>9. Provide coordination for student development services, including the areas of admissions and enrollment, counseling, advising, and student support activities.</td>
<td>3</td>
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<td>10. Continue to work with architects and contractors regarding the campus renovation.</td>
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- There has been no change in the facilities in the Culinary Arts program at the Ocean Campus. This was noted by the visiting team from the American Culinary Federation. A modest remodel of the cafeteria and Taste Buds would result in a much more efficient use of space and staff, with a corresponding reduction in the department’s operating deficit.

- Chairs and Dean engaged in numerous meetings with key community leaders

- Preliminary data suggests that new credit and noncredit schedulers, as well as a new enrollment coordinator at the Downtown Campus, have helped improve enrollment.

- Hiring of enrollment coordinator has played a key role in the coordination of student services, especially in the area of admissions and enrollment. Full-time counselors are needed.

- The campus has undergone a transformation; enormous progress has been made over the past year.
11. Provide high quality educational programs and courses for certificates and transfer to associate degrees, career education and workforce training.  

12. Provide students the opportunity to take Culinary Arts and Hospitality Studies classes within a four-semester time frame, which would enable them to graduate in two years.  

13. Provide high quality extra classroom opportunities in the areas of cultural and educational activities.  

14. Expand the visibility of the Culinary Arts and Hospitality Studies Department and City College of San Francisco.  

15. Collaborate with the program’s Advisory Board to continuously review and update curriculum to make it as relevant as possible.  

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<td>Developmental Objectives</td>
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<tr>
<td>1. Design new Business Department courses that utilize the Internet and other advanced technology.</td>
<td>4</td>
<td>Six new online courses approved and will be offered in fall 2006.</td>
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<tr>
<td>2. Expand the number of business courses offered to high school students at the college.</td>
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<td>Objective</td>
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<td>3</td>
<td>Continue to offer business classes on Friday night, Saturdays, and Sundays</td>
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<td></td>
<td>Classes are offered on most weekends.</td>
<td>4</td>
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<td>4</td>
<td>Continue the ABA approval process for the Paralegal/Legal Studies Program.</td>
<td>3</td>
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<td>5</td>
<td>Continue to develop partnerships with business, government, and non-profit agencies.</td>
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<td>Continue to work with the Information Technology Consortium and the Mission Hiring Hall (South of Market Employment Center).</td>
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<td>6</td>
<td>Continue to work with the Small Business Development Center and the statewide Real Estate Education Center and the Southeast Asia Business and International Education.</td>
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<td></td>
<td>The SBDC was honored with a Small Business Advocate (organization) award from the Small Business Network – San Francisco.</td>
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<td>7</td>
<td>Continue to address the needs of students, staff, and faculty during the remodeling of the Downtown Campus.</td>
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<td></td>
<td>Most of the remodeling from the 2001 and 2005 bond measures has been completed, with the opening of the new restaurant in February 2006.</td>
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<td>8</td>
<td>Create a state-of-the-art educational facility for culinary students that provides the Bay Area community with a world-class dining experience and launches the next generation of chefs and restaurateurs.</td>
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<td></td>
<td>With the opening of the Educated Palate in February, this objective has been accomplished.</td>
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<td>9</td>
<td>Serve the Bay Area community by offering classes that promote increased wellness through healthy cooking techniques.</td>
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<td></td>
<td>A Food and Fitness class and healthy cooking classes are open to the public and have been well attended.</td>
<td>4</td>
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<tr>
<td>10</td>
<td>Collaborate with business, industry, alumni and the Hotel and Restaurant. Foundation to increase student success.</td>
<td></td>
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<td></td>
<td>The Alumni Association has updated its database and started contacting graduates. The Advisory Board is active in creating new contacts with industry.</td>
<td>2</td>
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</table>
11. Provide extended and summer food service for students, faculty and staff at the Ocean Avenue campus and Downtown Educated Palate.  

4  Extended food service to students and staff was offered. Food service to the beginning of finals week was available, and plans are underway to provide service during finals week. Summer food service was well received, with food available on the first day of summer school. Year-round food service started this semester.

12. Incorporate ESL training into the program similar to the Transitional Studies component.  

3  Continue to offer ESL instruction in future classes.

II. Overall Assessment of Accomplishments

The Business Department has been proactive in curriculum development this year. In response to community feedback, the department has developed numerous new courses, including several noncredit courses, new courses focused on doing business in Vietnam and several new online courses. The department has also been exploring numerous partnerships with various industry groups including new partnerships in the area of biotechnology and retail management. The department has developed a partnership with CNIT for curriculum development for the fall of 2006. In addition, the Business Department has been approved for seven new full-time hires over the next two years and successfully hired a full-time instructor for fall 2006.

The Educated Palate had a very successful opening this year as well as the Organic Coffee Company. Students in the Culinary and Service Skills Training Program performed extremely well in preparing food for the restaurant and cafe and providing service in the dining room. Enrollment is up and the graduating class this semester was one of the department’s largest.

The Downtown Campus has undergone a dramatic transformation due to the remodeling of the first and second floors. With the opening of a new library, restaurant and cafe, and with the appointment of a new enrollment coordinator, the campus had an outstanding year.
III. Assessment of Problems and Needs

The ratio of full-time to part-time faculty members continues to be problematic. The department is in need of more full-time faculty to carry on the work of the department. The Business Department facilities, especially the office of the department chair, are in need of major renovation.

The Culinary Arts and Hospitality Studies Department’s facilities at the Ocean Campus are still in need of an overhaul. A modest remodel of the cafeteria and Taste Buds would result in a much more efficient use of staff and space, with a corresponding reduction in the department’s deficit. The equipment does not measure up to the standards taught in lecture classes. This was noted by the visiting team from the American Culinary Federation, which was at the Ocean Campus to evaluate the department for a renewal of the program’s accreditation. The Culinary and Service Skills Training Program is in need of additional refrigeration and oven space as well as staff.

The Downtown Campus continues to need full-time counselors and completion of all Phase II remodeling projects, including the renovation of the 5th floor computer labs.
Major Cost Center:  *Alemany Campus*

Administrator:  *Gary Tom*

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<tr>
<td>1. To provide high quality educational programs and courses for ESL, workforce education, non-credit, cultural enrichment and lifelong learning.</td>
<td>4</td>
<td>The campus continues to meet the educational and job training needs of its students.</td>
</tr>
<tr>
<td>2. To provide high quality student development and educational services in the areas of course information, financial aid, admissions and records, matriculation, advisement, counseling, outreach activities, student activities, program support and learning resources.</td>
<td>4</td>
<td>Counseling and financial aid services have coordinated their activities with the Matriculation Office.</td>
</tr>
<tr>
<td>3. To provide high quality services in the areas of fiscal, administrative and support services including human resources operations, employee relations, information technology services, facilities planning and maintenance, and general safety and security.</td>
<td>4</td>
<td>Program administration continues to operate efficiently despite hiring freezes and budget restrictions.</td>
</tr>
</tbody>
</table>
4. To provide overall executive level leadership for the College.  

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

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<tr>
<td>1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills including instruction, academic and student support services, and other services as necessary.</td>
<td>4</td>
<td>Peer-group support sessions have assisted students in achieving their academic and job training goals.</td>
</tr>
<tr>
<td>2. Continue to expand and improve programs and activities that focus on basic skills.</td>
<td>4</td>
<td>Basic skills instruction continues to improve through the revision of course outlines, innovative teacher training workshops, and faculty sessions on sharing classroom concerns and issues.</td>
</tr>
<tr>
<td>3. Continue to expand the use of alternate methods of instruction and academic support.</td>
<td>3</td>
<td>Alternative teaching methodologies continue to be explored and applied in the classrooms.</td>
</tr>
<tr>
<td>4. To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.</td>
<td>4</td>
<td>Student outcomes are monitored through pre-post testing and promotion exams.</td>
</tr>
<tr>
<td>5. To continue to respond effectively to the educational and training needs of students and communities related to workforce, economic, and community development initiatives.</td>
<td>4</td>
<td>Student surveys are conducted to identify educational goals and job training needs.</td>
</tr>
</tbody>
</table>
6. Continue to integrate basic skills and ESL with workforce education programs.  

7. To expand the College’s outreach, recruitment, marketing and promotional activities related to the College’s programs, services and resources in order to support the enrollment and community development objectives of the College and the needs of our current and prospective constituencies.  

8. Continue to plan and develop partnerships with the San Francisco Unified School District.  

9. To increase the quality and accessibility of student development services to positively impact student outcomes related to student learning, retention, course completion, graduation and job placement.  

10. Expand, improve and promote greater access to financial aid resources for all non-credit students.  

11. Expand utilization of web-based technology to strengthen the delivery of student services.  

12. To identify and promote strategies which provide for a stable pattern of funding for CCSF’s Strategic Priorities.  

13. Continue to use grants to leverage other resources.  

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All ESL curriculum included job-related communication skills and information.  

Student outreach and recruitment have expanded into specific neighborhoods to insure the maximum exposure to our many educational programs.  

There is direct contact and communication with SFUSD regarding student recruitment and usage of facilities.  

Counselors have visited the individual classrooms and conferred with faculty regarding support services for students.  

A financial aid counselor maintains regular hours at the campus.  

Supplemental funding for ESL Programs has continued to be provided through the Calif. Dept. of Education’s Workforce Investment Act, Title II, Grant.  

Block grants have been limited this year but supplemental funds have continued to contribute to the noncredit ESL Programs.
| 14. | To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources, and contribute to improved levels of communication and organizational effectiveness. | 3 | Technology systems have been installed and currently needs classroom computers for student access. |
| 15. | Continue to implement bond-funded technology projects, including classroom and laboratory technology improvements. | 3 | Technology projects have been planned and implemented. |
| 16. | Review College business practices to improve efficiency and productivity, especially in administrative areas using Banner applications. | 3 | Banner has been the primary source of business information and processing. |
| 17. | To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty and staff; development of the talents of faculty and staff; and the promotion on diversity at all levels of the College. | 4 | The campus climate has been enriched by open faculty-student communication, diverse educational materials, and program input at all levels. |
| 18. | Continue to improve the effectiveness of the participatory governance and consultation process to better enable various constituent groups, especially students, to participate in the development and implementation of College initiatives. | 4 | Both faculty and students have major input in determining campus policies and procedures. |
| 19. | Develop alternative funding resources to generate additional professional development opportunities for faculty, administrators and staff. | 4 | Professional development is included in the current Adult Basic Education Grant activities. |

II. **Overall Assessment of Accomplishments**
Administration and faculty have been instrumental in the establishment of a functional student council; participation in three major street fairs for student outreach; raising of $1,100 for the Hurricane Relief Fund; creation of peer-group support sessions; coordination of book fairs through major publishers; providing on-site faculty workshops; reduction of criminal activities outside the building; and the improvement of campus health and safety.

III. **Assessment of Problems and Needs**
Building is in need of major structural repairs. Student study and eating areas are needed. The facilities need a computer lab and general library.
## Operational Objectives

1. To provide high quality, basic education courses and vocational skills classes and programs for students.

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<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>We continue to offer excellent classes for Southeast residents, including GED, ESL, certified nursing assistant, drug and alcohol, and biotech classes. Thanks to Transitional Studies staff, SEC will be providing Transitional Studies classes at the Mayor’s Communities of Opportunities Center in Spring 2006. Additionally, we host the Gateway Entrepreneurial Program (as we have for two semesters) which enables students to learn the basics of getting into and staying in business. Working with the Dean of the Business Department and staff, SEC will be offering revamped and improved computer classes utilizing short term,</td>
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</table>
2. To provide high quality leadership of the Southeast Campus and to develop new educational opportunities for non-traditional, at-risk students.

4 The SEC administration, faculty, and staff work together to provide quality programs. Additionally, we have developed new programs for at risk youth, including the Hekima Youth Health Education & Job Training Program to be held in the Spring/Summer of 2006 and 2007. Youth between the ages of 15-17 will participate in an after school, health career oriented education, training, and summer internship program and will obtain college credit for taking a Health Science 7 class. The Achievers Program, a collaboration of S.R. Martin College Preparatory High School, Our Kids First, the College of Ethnic Studies at San Francisco State University, and the Southeast Campus of CCSF will continue to host a program at the SEC as a means of keeping youth in school and providing the tools for their academic success. In Spring 2006, the Achievers will be taking a concurrent college class as well as their regular programming.

3. To provide entry level, diverse courses that lead to an A.A./A.S. degree and/or transfer to and enrollment in four-year institutions.

4 The SEC offers the Working Adults Degree Program (WADP) at two locations: the Southeast Campus and at the Visitacion Valley Community Center. Through Coordinator Ray Tompkins, students receive additional modular scheduling in a number of software areas.
4. To work with the Southeast Campus Educational Advisory Board, the Southeast Facility Commission, the Associated Students Council, the Peer Mentoring Program, community-based organizations, and public and private entities.

The Dean serves as advisor of both the Associated Students Council and the Peer Mentoring Program. For Spring 2006, Helen Rush will serve as the advisor of the Peer Mentoring Program, a highly successful tutoring and mentoring activity serving both the Community Scholars of Success (CSOS), the alternative high school at SEC, and CCSF students. Community-based organizations continue to meet with the Dean to develop memoranda of understanding and new programs. The Southeast Campus Educational Advisory Board and representatives of the Southeast Facility Commission meet with the Dean to suggest new program directions, to give feedback, and to link the Dean with new resources.

SEC faculty and staff are supported in their endeavors; they often initiate new academic and program activities for the Campus. As a result of the Dean’s interactions and contacts, the pertinent staff is linked to upcoming community activities and opportunities. SEC staff routinely offer information and ideas beneficial to program success.

5. To provide a high level of commitment to faculty and staff members at the Southeast Campus.

4 tuturing and mentoring support; they are linked to the plethora of personal, academic, and career opportunities that exist at CCSF while they earn their A.A./A.S. degrees.
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<tr>
<td><strong>Developmental Objectives</strong></td>
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<tr>
<td>1. To continue the recruitment of students and community residents at the Southeast Campus by using the Office of Outreach and Recruitment Services, by contacting community-based partners, by working with San Francisco Unified School District, and by forming new linkages with youth and adult organizations.</td>
<td>4</td>
<td>Substantial progress was made in this area, resulting in new contacts and coordinated activities with other agencies in the community. Partnering with the SF Parks Trust and the SF Rec and Park, the Southeast Campus offered a new summer program, the Y.E.S.! (Youth experiences at Southeast) activity for youth between the ages of 8-15. Students took personal development, computer, music, art, theatrical arts, sewing, and physical education classes at SEC, MLK Pool, and Joseph Lee gymnasium.</td>
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<tr>
<td>2. To continue to expand the courses offered through the Working Adults Degree Program (W.A.D.P.) in southeastern neighborhoods.</td>
<td>4</td>
<td>The most recent expansion of this program has been in the Visitacion Valley area. Plans are underway to determine the feasibility of further expansion in other southeastern locales.</td>
</tr>
<tr>
<td>3. To work with Department Chairs to modify or offer new classes and programs at the Southeast Campus.</td>
<td>4</td>
<td>The Dean has worked with a number of Department Chairs, which resulted in new or revamped programming.</td>
</tr>
<tr>
<td>4. To pursue grant funding and alternative financing to provide new classes and programs.</td>
<td>4</td>
<td>Working with the Research and Planning Department of the College, the SEC was successful in getting funding from Lennar for the Hekima Youth Health Education and Job Training Program. Working with various City agencies, funding and</td>
</tr>
</tbody>
</table>
II. Overall Assessment of Accomplishments:

EXCELLENT! Many of the activities we have planned within the last two years are now coming to fruition. With activities that are in the works, we look forward to continued successes.

III. Assessment of Problems and Needs:

Continued support from Research and Planning will enable us to develop additional stellar programs outlined in our masterplan.
Major Cost Center: *School of Science and Mathematics*

**Administrator:** Wing Tsao

## I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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| 1. Offer high quality lower division instruction in science, architecture, engineering and mathematics that leads to transfer to baccalaureate institutions, certificates, and associate degrees. | 4 | • We have well rounded course offerings in all departments. Most sections are offered both in the Fall and Spring semesters.  
• Comprehensive and up to date articulation with CSU and UC.  
• Expansion of online course offerings: CS, CNIT, ENGN, CHEM.  
• ARCH: Major curriculum revisions in construction management, interior design and graphics. |
| 2. Offer high quality education and training to prepare students to enter the work force or advance their careers. | 4 | • Computational science curriculum initiated  
• Green Building Certificate initiated  
• Optical network certificate initiated. |
3. Offer high quality education for lifelong learning or the continuous enrichment of our students' professional and personal lives.


5. Provide high quality academic and vocational advisement and information to students in the School of Science and Mathematics.

- Stem Cell Certificate initiated
- Strong CAD and Welding programs
- CS sets up 6 professional development courses.
- All departments have up-to-date websites to provide advisement and information to students

### Annual Plan Objectives

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<tr>
<td>1. Create and develop departmental majors for students.</td>
<td>2</td>
<td>• ARCH, BIO, CS, CNIT, ENGN have declared major.</td>
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<tr>
<td>2. Effectively use Title III grant to improve student success in basic skills Mathematics courses. Staff additional sections of MATH 840 required by the increased mathematics graduation requirement.</td>
<td>4</td>
<td>• Title III funded math videos completed. • Math Lab opened in August • 2 additional Math 840 sections added • Math E expanded from 15 sections in 2004-2005 to 22 sections in 2005-2006</td>
</tr>
<tr>
<td>3. Continue to integrate new and existing technological delivery base that will (a) enhance student learning in labs and classrooms, (b) expand distance learning capabilities to include hybrid online/onsite combination for students to learn outside of the traditional lecture mode, and (c) promote effective communications between instructors, students, and administration within the School.</td>
<td>3</td>
<td>• ASTR, CS, CNIT, CHEM, BIO, and MATH collaborate to develop computational science as an integral tool in curricula. • The School offers a total of 34 online classes.</td>
</tr>
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</table>
4. Increase field studies opportunities for sciences students. 3

5. Continue to support the Design Collaborative and other innovative departmental projects to optimize and share instructional resources, both on curriculum and facilities areas. 3

6. Update course outlines for all departments to include student learning outcomes in response to new accreditation standards. 2

7. Begin the installation of the California Academy of Science’s “Earth Through Time” exhibit in Science Hall and expand interdepartmental participation in the project. 3

8. Provide leadership in regional workforce development in industry such as biotech, MUNI, and optical network. 4

9. Continue and expand outreach to under-represented, educationally and economically disadvantaged groups, working with programs such as HealthPath, Math Bridge, NIH Bridges, Bridge to Biotech, OnRamp to Biotech, African American Achievement Program, and Latino/a Service Network. 3

- The first online algebra class begins development Fall 2006.
- Rapid Prototyping program initiated.
- Digital electronics class revised and upgraded.
- Field study opportunity for Biology students
- Teacher Prep opportunity for Science students.
- Coordinator hired
- Departments are updating and revising course outlines as they prepare for program review.
- On target. Plaques are mounted on the third floor of Science Hall.
- Installed three fossil displays in the basement.
- All departments in Science Hall are engaged in this challenging project.
- New and updated workforce development programs set up in many departments
- FISPE funded Pass the Torch program up and running.
- The First Light Project initiated.
- Programs have shrunk due to tight budget and insufficient grant
|   | 10. Promote partnerships with high schools, community based organization, and local universities to facilitate onsite class offerings, improve articulation & transfer, and develop collaborative projects. | 2 | - Ongoing project: Berkeley Biology Transfer, AP Science lab, special programming class for HS Students, Project ASTRO
- Environmental Science major under discussion
- Course outlines prepared for courses in molecular diagnostics, bioinformatics, and optical networks.
- Floor plan finalized, cost estimation completed.
- Center in partial operation.
- Fundraising in progress.
- Six out of ten departments are participating in this project.
- All ten departments have current websites.
- Some regular faculty have user-friendly websites
- Grants awarded: NSF-ATE, $750,000; Governor’s Discretionary, $779,067
- Departments continue to develop VTEA grants.
- ASTR: NCSI mini-grant for workshop and training. |
|   | 11. Pursue the creation and implementation of new certificate programs such as ecology, medical laboratory technology, molecular diagnostics, bioinformatics, optical networks. | 3 |   |
|   | 12. Create a cutting-edge integrated Biotechnology/Cell Culture/Nanotechnology Center in the Science building. | 4 |   |
|   | 13. Provide students with mentoring and service-learning opportunities within departments. | 3 |   |
|   | 14. Continue to develop departmental Web sites, as well as faculty’ Web page, for more effective communication and promotion of departmental offering and academic services. | 3 |   |
|   | 15. Continue to use grants to leverage our resources | 4 |   |
II. Overall Assessment of Accomplishments

- Architecture transfer highlights: First student accepted at internationally renowned prestigious London School, Architecture Association. Two students accepted at Woodbury University, a private Architecture School in Southern California, one with a multi-year transfer scholarship. Architecture students were also admitted to UC Berkeley (8), Cal Poly SLO (2), SFSU (2), California College of the Arts (2), San Diego State (1), Oregon (1), Arizona State, Art Center College of Design in Pasadena, University of Cincinnati, Cornell University, Pomona College, Rhode Island School of Design, University of British Columbia, and Washington University.
- Architecture Construction Management roundtable successfully staged.
- Biology: Stem Cell Technology Certificate program completed its first year of operation. 20 students graduated from the program.
- Computer Networking and Information Technology: ICONS (Institute for Convergence of Optical and Network Systems) begins its first full year of operation which was initiated by a mayor’s press conference.
- Computer Science: Enrollment is up.
- Hired four new full time faculty in Biology and Mathematics effective fall 2006.
- High demand for allied health classes continues.
- Numerous Biology faculty continue to publish journal articles, texts and manuals and attend professional scientific meetings.
- Biology obtained $3,000 scholarships from Alexandria for Biotechnology students.
- Mathematics Department has hired a CCSF Grow Your Own intern as tenure-track faculty.

III. Assessment of Problems and Needs

- Departments slow to develop SLOs for each course.
- Funding of new full time faculty in all departments with recent science and technological experience. Insufficient staffing level in most departments.
- No progress on 1.0 lab load factor.
- An Administrative Assistant is needed for Astronomy, Architecture, Chemistry, Earth Sciences, and Physics.
• Shop facility for Architecture.
• Science Hall renovation.
• Welding and Shop facility for Engineering
• Disabled student access to the fourth floor of Science Hall.
• Need college to provide transportation/ vans to field sites for biology and earth science
• Replacement of autoclave and dishwashing facility in biology.
• Not enough microscopes for students in high demand classes: Anatomy/Physiology/Bio 11/Bio 9
• Biology department needs more lab space; especially for Physiology, Anatomy, and Microbiology.
• A new lab for astronomy/earth science.
OFFICE OF THE VICE CHANCELLOR
OF STUDENT DEVELOPMENT
## Major Cost Center: Student Development

**Administrator:** Dr. Don Griffin

### I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<tr>
<td><strong>1.</strong> To provide high quality educational programs and courses for associate degrees, transfer to baccalaureate institutions, career education and workforce training, cultural enrichment, and lifelong learning.</td>
<td>4</td>
<td>The Student Development Division has expanded its instructional capacity. Harnessing the instructional talents of its counseling faculty, the Division provided 58 new sections of LERN 52A to probation students, conducted 63 educational workshops, and developed a new 3-unit course for academic achievement/personal success, four new LERN courses, and an orientation class.</td>
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<td><strong>2.</strong> To provide high quality student development and educational services.</td>
<td>3</td>
<td>Using the Student Development Division’s philosophy, <em>Students First, Striving for Excellence</em>, the Division continues to provide high quality student development and support services. Nearly all admissions and matriculation transactions were computer- or</td>
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Internet-based: computerized ESL and Native English assessment, electronic transmission of academic transcripts to three local CSU's with expansion pilots at UC Davis and Berkeley, and the pilot of noncredit admissions and enrollment services at various campuses throughout the district (Mission, Downtown, Southeast, John Adams, and Evans).

The counseling departments served over 37,000. Student Development units collaborated to expand the Student Advocacy’s Back On Track Initiative for fourth semester probation students. The initiative now captures all probationary students, directs them to meet with a counselor, and provides them with an eight-hour course (mandatory for fourth semester probation).

Additionally, the Financial Aid Office, CalWORKs and EOPS provided resources to 15,000 students, including 50 Chaffee grant awardees, making CCSF the largest program in the state. The Financial Aid Office implemented direct deposit and a loan default prevention-entrance and exit interviews, and established an office at the Mission and Chinatown campuses, and electronically provided 115,000 gpa notifications and 53,000 enrollment verifications to the state. EOPS continues to provide exemplary counseling services to underrepresented students, including formerly incarcerated Second Chance students.
3. To provide executive level leadership for the Student Development Division.

4. Through enhanced outreach and recruitment activities to community-based programs, a more diverse prospective student population is being informed about CCSF's programs and services. The Division made 3,814 contacts with community-based programs and high schools in San Francisco, San Mateo, and Oakland.

The Student Activities Office developed and implemented a training booklet and training sessions for all AS Council Advisors. The athletic department won the conference championship in football and volleyball (the first time in 12 seasons). The Office of Mentoring and Service Learning continues to enhance students' educational experience. Concert and Lecture series increased its fall events by 35% to 28.

The Office of the Vice Chancellor of Student Development has carefully evaluated the operations of the Division. Specifically evaluated was the nature and effectiveness of each unit's internal operation and its relation to the entire college. There have been needs analyses, focus groups, and preliminary plans for a restructured operation in Noncredit and campus Student Development services. Concomitantly, the Office of the Vice Chancellor has established goals and a plan of action for improving the college enrollment process.
4. To continue to maintain a high level commitment to college participatory governance for faculty, classified staff, students and administrators.

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<td><strong>Developmental Objectives</strong></td>
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<tr>
<td>1. To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.</td>
<td>3</td>
<td>Under the direction of the New Student Counseling Department, the Division revised and expanded the new student orientation program to meet the needs of other departments. The LAC assisted Title III efforts in the development of academic support labs for basic skills students for reading and writing courses and developed a new College Success Inventory for incoming students. Electronic degree audit and educational plan implementation is on schedule with 95% of counselors and several staff participating in the training.</td>
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<tr>
<td>2. To continue to emphasize the strengthening and improvement of alternative systems of delivery and success in achieving student learning outcomes.</td>
<td>3</td>
<td>The Student Development student learning outcomes initiative continued with broad representation from departments and programs across the Division. Departments identified and developed an assessment of one</td>
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3. To continue the College’s enrollment development, recruitment, marketing, and promotional activities related to the College’s programs, services, and resources in order to support the instructional and community development objectives of the College and the needs of our current and prospective constituencies.

3. Provided recruitment and outreach opportunities in different languages about Financial Aid, EOPS and CalWORKS to residents of San Francisco.

Worked collaboratively with other CCSF departments and community agencies to provide high quality outreach activities regarding financial aid, CalWORKS and EOPS that enhance student access, retention and success.

Over 37,000 unduplicated student contacts were recorded by the various Student Development departments during the fall 2005 semester, with 2 departments continuing to put students on caseload. CSCD outreach efforts increased the enrollment of continuing students in workshops, presentations, classes, and utilization of individual counseling appointments. ISCD served over 912 international students and reduced the numbers on probation to 3%.

NSCD collaboratively developed new curriculum in the area of academic achievement/personal success and orientation. CSCD developed an expanded liaison program to reach more instructional departments to increase collaboration and services to
students. The Student Services Fair, participation in the Multicultural Infusion Project (MIP); and the expansion of orientation programs, workshops, and instructional offerings across the Division contributed to increased student access.

The Student Financial Aid Handbook is now provided in English, Chinese and Spanish. Continue providing workshops in several languages. EOPS is currently serving a significant number of foster youth. The increase is due to coordination with Financial Aid to provide comprehensive support services to students awarded a Chaffee Grant. Campus in-reach, collaboration with the SF District Attorney, Youth Guidance Center, Juvenile Court, community based agencies in Bayview Hunter’s Point, Visitation Valley, and the Western Addition, as well as, churches and half-way houses attributed to increased demand for services. EOPS Second Chance enrollment was at capacity.

Implementation of career assessment has clearly resulted in increased enrollment in CDPC courses and workshops, as well as increased services as students become more aware of their career interests, plans and decisions. The student success inventory (CARS) was revised and implemented.

Transfer Counseling sponsored 127 on-campus transfer outreach events with 20 institutions, signed 185 TAG contracts with 6 campuses for 2006 admissions, and provided

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4. To increase the quality and accessibility of student development services to positively impact student outcomes related to student learning, retention, course completion, graduation, and job placement.
5. To upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources, and contribute to improved levels of communication and organizational effectiveness.

3. Installation of computer hardware strictly for student access at the campuses has enhanced admissions and enrollment services.

The Office of Admissions and Records is currently utilizing CAPP (Degree Audit) in the evaluations of student’s academic records to determine compliance with Associate Degree requirements.

Internet-based technology has strengthened the delivery of services as evidenced by the implementation of on-line admissions for students seeking non-credit enrollment.

Advanced training was offered to counselors on the Sars/Grid counseling appointment system in anticipation of Sars-Banner integration.

The Technology Team reconvened to provide input into a new Divisional Technology Plan for the next three years with a more refined sense of the resources required to implement the priorities included in the plan. The Student Development Technology Advisory Group (SDTAG) was reinstituted with broad Divisional participation.

A new Student Tracking System was implemented in the LRC.
6. To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and promote diversity at all levels of the College.

Communication and collaboration between the units continues to expand as does the interaction between Student Development and Academic Affairs--resulting in rising levels of satisfaction and professional regard.

Increased cross-training was provided among departments through the NSCD’s and CSCD’s Training Academies along with new and continuing student faculty participating in transfer and career-related initiatives.

Additionally, faculty and staff in all participating departments throughout the Division were trained in the new electronic ed planning tool as well as several advanced Sars Grid training seminars.

Provided staff development and training opportunities in teamwork, customer service, financial aid rules and regulations, flow processing and positive work place environment for financial aid, EOPS and CalWORKS employees to improve services. Contracted with IMPAQ, a company that uses a personal accountability model to improve personnel relations, customer service, communication, etc.

The Dean, Chairs and Directors of the Division intensified the collaborative development of
new policies and procedures to address issues confronting the Division, most notably in the areas of declining student enrollment and probationary protocols. The team regularly engaged in productive and provocative discussions of key issues. Counseling faculty contributed to the enrollment response by offering 58 new sections of LERN 52A as well as offering 6 intersession courses.

Across the Division, administrators, faculty and staff participated in multi-tiered professional development including Leadership Development Program, Department Chairperson Cohort Training, Counselor Academies and electronic education plan and Sars/Grid training programs.

II. Overall Assessment of Accomplishments

The Division’s major activities and accomplishments included providing high quality student development services, evaluating the Division’s organizational structure and its effectiveness, participating in the college’s Self-Study process for the WASC accreditation process, upgrading and expanding technology systems and their use, and enhancing the College’s enrollment management and development effort.

III. Assessment of Problems and Needs

Budget constraints and reduced staffing resources in several areas of the college have hampered the division's ability to implement some initiatives (e.g., document imaging).
Major Cost Center: *Credit and Noncredit Admissions and Records*

Administrator:  *Robert Balestreri*

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4—Making progress at Level Greater Than Expected
- 3—Making Progress in Most Areas
- 2—Making Progress
- 1—Some Problems Being Experienced

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<td>1. Provide high quality services for students transferring to baccalaureate institutions.</td>
<td>4</td>
<td>The Office of Admissions and Records and Information Technology Services have developed partnerships with San Francisco State University, San Jose State University and Hayward State University in transmitting electronic academic transcripts to those three universities. The success of this technology has greatly enhanced our transfer services for our students. We are currently attempting to expand our partnerships to include the University of California Davis and the University of California Berkeley.</td>
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2. Provide admissions and records services at each of the CCSF’s

  4 | The Office of Admissions and Records
continues to provide admissions and enrollment services at the campuses during the first two weeks of instruction (Add/Drop Period). In addition, Noncredit Admissions and Records provides admissions and enrollment services at Mission during peak periods of pre-registration and the first week of classes. However, due to our current strict budget constraints we have had to cut back on these services and rely on our technology in providing admissions and enrollment services via Web 4. Over this past year the Office of Admissions and Records has been installing computers for student use at the campuses to enhance the admissions and enrollment processes for credit and noncredit students.

The Office of Admissions and Records (Credit and Non-Credit) continues to improve on the following services enhancements:
- On-Line Non-Credit Admissions (providing on-line admissions applications in three languages)
- On-line Non-Credit registration at John Adams (Pilot)
- Interactive registration appointments by specific dates and times.
- Student Web 4 access to up-date telephone, e-mail and mailing addresses.
- Electronic transmissions of academic
4. Enable students to effectively utilize college programs and services through special support services.

The Office of Admissions and Records has assisted in the implementation of admissions and enrollment services for students on first, second, third and fourth semester probation by coordinating the enrollment of these students in mandatory Learning Assistance classes.

5. Provide executive leadership for student development services.

The Office of Admissions and Records (Credit and Non-Credit) has and continues to be the “champion” at promoting and implementing technology to enhance the services provided to students, faculty, staff and administrators. It has provided executive leadership in assisting Information Technology Services with hardware upgrades; e.g., new HP server and the testing of BANNER software upgrades.

6. Provide oversight and management for College fiscal operations.

The Office of Admissions and Records is instrumental in providing oversight and management for College fiscal operations by term and annual FTES projections.
7. Ensure high standards and excellence for the College by relying upon the collegial shared governance system in all academic and professional matters related to educational programs and services.

8. Ensure the effectiveness of administrative operations of the College by relying upon the College Advisory governance system.

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<tr>
<td>1. Work with appropriate shared governance constituencies to determine the feasibility associated with a schedule for implementation of an alternative calendar.</td>
<td>4</td>
<td>The Office of Admissions and Records participated in providing information and documentation to the appropriate shared governance constituencies to determine the feasibility associated with a schedule for the implementation of an alternate calendar. It has been determined that the concept of an alternate calendar (reduced calendar) would not be feasible at this time.</td>
</tr>
<tr>
<td>2. Expand utilization of web-based technology to strengthen the delivery of student services.</td>
<td>2</td>
<td>The Office of Admissions and Records has been instrumental in providing</td>
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leadership in the expansion of web-based technology to strengthen the delivery of services as evidenced by the implementation of on-line admissions for students seeking non-credit enrollment. However, the expansion of web-based applications is predicated on the recommendations, buy-in and approval of a cumbersome and sometimes ineffective shared governance process. This has hampered the timely expansion and enhanced services that could be provided.

2 The Office of Admissions and Records is currently utilizing CAPP (Degree Audit) in the evaluations of students’ academic records to determine compliance with Associate Degree requirements. There are significant problems with the data in CAPP which establishes the rules for an individual audit; e.g., catalog rights. The College should consider budgeting funding for the continuation of consulting services to review and solve these types of issues.

4 Assist in implementing the response to the Institutional Audit and the re-engineering process outlined in the Institutional Audit Response Action Plan to improve the College’s operations and systems to maximize efficient use of resources.

2 Management and staff have been involved in attempting to improve the College’s operations and systems to maximize the efficient use of resources. This effort has been hampered by the reluctance of requiring full faculty and staff participation in technology that
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<th>5. Assist in the exploration and implementation (as feasible) for CCSF students expanded access to web-based services and resources, including e-mail, chat rooms, discussion boards, web-portal, laptop loans, and wireless access.</th>
<th>1. would eliminate the need for paper documents. Recommendations to save valuable funding resources; e.g., the need to order and print mid-term and final grade sheets. The College has recently moved to discontinue the mailing of final grades which is a start at conserving valuable funding resources. Noncredit is currently piloting web grading for noncredit courses and on-line registration.</th>
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<td>6. Review College business practices to improve efficiency and productivity, especially in administration areas using BANNER applications.</td>
<td>While e-mail accounts have been issued to select groups of students, chat rooms, discussion boards, web-portal, and laptop loans have a direct correlation to the funding resources available to the College which at this time are being strained.</td>
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<td></td>
<td>The review of College business practices as they pertain to the services provided by the Office of Admissions and Records have been completed through the re-engineering initiative. Recommendations have been forwarded; however, little movement has been made towards implementation due to budgetary and political constraints. The Chancellor has procured the services of ACCARO to assess the work-flow and current policies and procedures reflective in the services provided by the Office of Admissions and Records. Upon the</td>
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</table>
II. Overall Assessment of Accomplishments

The Office of Admissions and Records continues to provide leadership in many areas of the College none more than enhancements in technology. It has continued to provide quality services for students, faculty, staff and administrators under very trying conditions as a result of strict budgetary constraints.

III. Assessment of Problems and Needs

The Office of Admissions and Records has identified methods of automating various business practices in an effort to improve services and save the College valuable resources. However, as indicated previously, there is reluctance on the part faculty to participate in automated services and reluctance on the part of the College to require full participation in technological advances. It is hoped that the ACCRAO “Assessment Team” will affirm what has already been identified and recommended and that the “team” will further identify methods for the improvement of services. Support for noncredit automation has now been implemented and pilot programs are being formulated. The inability to move personnel to other job duties and responsibilities as a result of Civil Service classifications has hampered our ability to provide enhanced technological changes that require greater staffing skills. The age of the data entry clerk is clearly inappropriate for today’s technological needs. Staff not only needs the skills required to perform data entry, they need ongoing training to effectively deal with new and advanced technological advances.
Major Cost Center: *Financial Aid Office and EOPS*

Administrator:  *Jorge Bell*

I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<tr>
<td><strong>Operational Objectives</strong></td>
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<tr>
<td>1. Provide recruitment and outreach opportunities in different languages about Financial Aid, EOPS and CalWORKS to residents of San Francisco.</td>
<td>4</td>
<td>We now have a Student Financial aid Handbook in English, Chinese and Spanish. Continue providing workshops in several languages. EOPS is currently serving a significant number of foster youth. The increase is due to coordination with Financial Aid to provide comprehensive support services to students awarded a Chaffee Grant. Campus in-reach, collaboration with the SF District Attorney, Youth Guidance Center, Juvenile Court, community based agencies in Bayview Hunter's Point, Visitation Valley, and the Western Addition, as well as, churches and half-way houses</td>
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</table>
2. Work collaboratively with other CCSF departments and community agencies to provide high quality outreach activities regarding financial aid, CalWORKS and EOPS that enhance student access, retention and success.

3. Provide high quality counseling services that enhance financial aid, CalWORKS and EOPS student’s access, retention, graduation and transfer.

4. Work closely with the Career Development and Placement Center to implement workshops to assist CalWORKS, EOPS and financial aid students with Resume writing and employment application completion. Provide learning assistance through EOPS tutorial component and attributed to increased demand for services. SC enrollment will be at capacity spring 2006 (100). The demand for services required creation of a wait list Fall 2005. EOPS was able to serve the 250 wait listed applicants.

Coordinated with Office of Outreach and Recruitment, APASS, LSN, AAAP, Public Information Office, CDPC, DHS, other campuses to provide outreach services to students and the general public.

The Financial Aid Office and the CalWORKS Office affiliated with CDPC and continue providing quality counseling services to students. EOPS counselors evaluated EOPS new student orientation and it was agreed that small group orientation is more effective in conveying required information. Orientation sessions were reduced in size to 35-40 students, rather than 75-100. Second Chance orientation is conducted in groups of 5-10. A needs assessment is conducted during initial counseling session after orientation. One-on-one orientation is conducted as needed.

Now that we are affiliated with CDPC we have jointly conducted workshops to assist our needy students.

EOPS tutorial continues to be identified
continue to collaborate with LRC to develop classes that are specific to EOPS target populations.

5. Provide staff development and training opportunities in teamwork, customer service, financial aid rules and regulations, flow processing and positive workplace environment for financial aid, EOPS and CalWORKS employees to improve services.

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<tbody>
<tr>
<td><strong>Developmental Objectives</strong></td>
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<tr>
<td>1. Expand, improve and promote greater access to financial aid, EOPS, CalWORKS to credit and non-credit students including Pell Grants and Cal Grants.</td>
<td>4</td>
<td>We open a Financial Aid Office at Mission Campus and Chinatown Campus. Continue having presence at all main campuses.</td>
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<tr>
<td>2. Update the financial aid Handbook for students and Financial Aid Procedures manual for employees.</td>
<td>3</td>
<td>The financial aid handbook has been updated. We are still working on the procedures manual.</td>
</tr>
<tr>
<td>3. Continue to provide leadership and assistance in implementing an imaging system at CCSF as recommended by the Enhance Self-Study process and expand utilization of web-based technology to strengthen the delivery of financial aid, EOPS, CalWORKS services to students.</td>
<td>1</td>
<td>Very little progress has been made in this area.</td>
</tr>
<tr>
<td>4. Continue to expand financial aid, EOPS and CalWORKS services to non-credit students and work closely with the College’s retention programs (APASS, LSN, AAAP) and CDPC to assist historically high on priority list of services by students. A Second Chance specific LRN class was developed to meet the unique needs, and to address issues faced by formerly incarcerated students. The class was developed in collaboration with the Learning Resources Center after focus groups were conducted with SC students.</td>
<td>4</td>
<td>Contracted with IMPAQ, a company that uses a personal accountability model to improve personnel relations, customer service, communication, etc.</td>
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underserved and underrepresented students.

5. Implement for financial aid, EOPS, CalWORKS students expanded services to Web-based services including e-mail, submission of forms on-line and fully implement direct deposit for financial aid disbursements.
   
   Plan and design a comprehensive student success curriculum and strategies to further support the needs of students enrolled in Second Chance component.

   Develop model survey instruments to assess student satisfaction with EOPS/CARE and Second Chance services.

   Continue to collaborate with city and community based organizations to provide students with support services needed to succeed at CCSF.

   Seek to increase the number of emancipated foster youth, African-American, Latino and Native American students served by the Financial Aid Office and EOPS.

   5. Implement for financial aid, EOPS, CalWORKS students expanded services to Web-based services including e-mail, submission of forms on-line and fully implement direct deposit for financial aid disbursements.

   In progress.

   Staff has discussed development of a core of LRN classes required for all students who did not graduate from high school, SC students, Foster Youth, and re-entry students. Core courses will be in place for fall 2006.

   A student satisfaction survey will be administered each semester to assess quality of services provided to students. Spring 2006 implementation.

   The community support network is strong and staff are able to provide referrals as necessary to address specific needs that are beyond the scope of services provided by EOPS and the college. Collaboration with the Student Health Center, and the Women’s Resource Center has been important in this area.

   There was a significant increase in foster youth enrollment due to the Chaffee Grant.

   2003  2004

   There was a significant increase in
foster youth enrollment due to the Chaffee Grant.

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<th>2004</th>
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<tbody>
<tr>
<td>African American</td>
<td>195</td>
<td>252</td>
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<tr>
<td>Latino</td>
<td>168</td>
<td>190</td>
</tr>
<tr>
<td>Native American</td>
<td>3</td>
<td>5</td>
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The increase in African American and Latino male enrollment can be attributed to Second Chance demographics: 50% African American, and 14% Latino. In addition 50 students receive a $5,000 Chaffee Grant. Making it the biggest Chaffee program in the state.

II. Overall Assessment of Accomplishments

Colleges provide education in many forms. Sometimes, the education found outside the classroom is just as important as what takes place inside the classroom. Thus, our Financial Aid department has placed a priority on making sure that students understand the financial aid, EOPS and CalWORKS process and receive the maximum benefit. The majority of the 15,000 students who receive financial aid, EOPS and CalWORKS at our college have little to no experience with a college setting. For that reason, we take extra effort and time to make sure they understand what is available to them and the process that is required to obtain financial aid. In addition we continue providing staff development activities for our personnel to ensure proper training opportunities for all as well as we continue making improvements in the area of technology. To that effect, we continue providing leadership in the following areas:

1) We have provided leadership to keep up with the latest SCT Banner releases in order to comply with the latest federal and state, financial aid, regulations. Currently we are using SCT Banner 6.8 version.

2) With the assistance of the Business office, we have implemented direct deposit process for financial aid checks. Thus providing a faster delivery of student funds directly into the student’s bank accounts. Our next step is to eliminate mailing of checks.

3) We implement a Student default prevention measure to ensure that students who borrow loans understand their rights and responsibilities of repaying loans. Now we conduct personal entrance/exit interviews for all student borrowers. We also have a Student Loan Handbook with loan information for our students.
4) The Financial Aid Office Resource Center continues providing quality services to students (5,551 students per semester). The Center is the place where students can come and apply for financial aid on-line. In addition the Center provides applications and information about fee waivers, scholarships, loans, work study, scholarships and loans to students. Students can also register with Selective Service make corrections on their financial aid applications, check their financial aid status on the CCSF web, and communicate with federal and state agencies regarding financial aid issues. Over 10,000 students visit our Center each year.

5) We continue teaching Financial Aid Guidance classes (LERN 52A and 52B) to educate our students about the financial aid process including our Satisfactory Academic Progress Policy as well as providing information about other resources available to them to finance their education. About 200 students participate in these classes each semester.

6) We continue providing outreach services to students and parents to inform them about the financial aid programs. In September we send over 115,000 grade point average notifications and 53,000 enrollment verifications, electronically, to the California Student Aid Commission to assist students with the process of applying for the Cal Grant programs.

7) Three times per semester we report enrollment information to NSLDS through the Clearinghouse Data Corporation.

8) Four times per year we report data to the State Chancellor’s office regarding the Board of Governor’s Fee Waiver.

9) Successfully implemented an electronic notification process for Cal Grant recipients and automated the Cal Grant award process.

10) Contracted with IMPAQ a group that uses an accountability program. They conducted a series of Service Success workshops for the staff, which included the following modules. a. Creating Customer Success, b. Coping with Challenging Customers, c. Evaluating Our Existing Environment, d. Communicating Clearly, e. Tips and Techniques for Service Sanity, f. An Action Approach. We also conducted a series of workshops in Team Building.

11) We continue providing our weekly staff development training for the Financial Aid staff to discuss financial aid related issues as well as to provide Banner training.

12) In cooperation with the Public Information Office we mailed over 400,000 postcards advertising the non-credit programs.

13) We work closely with APASS, LSN and CDPC to refer financial aid students who are on probation or disqualification for counseling.

14) EOPS and CalWORKS accomplishments are as expected. This is due in part to departmental discussions related to Program Review and defining what the EOPS can and cannot do, in addition to Student Support Services department chairs and colleagues who have an interest in working with specific underserved populations. The Office of CalWORKS streamline the process of awarding book vouchers to students in is working closely with the Department of Human Services to assist CalWORKS students gain employment.
III. Assessment of Problems and Needs

1) We need resources to continue providing staff development opportunities to our staff to participate in Federal and State conferences as well as to continue providing technology related opportunities.

2) It is extremely important to make a commitment to continue providing the highest quality services to students through technological improvements. Among the improvements, the institution should implement an imaging system and provide email addresses to all CCSF students so that we could communicate with them via email.

3) We need to open at least two financial aid branches to provide equitable financial aid services, including counseling to non-credit students.

4) Changes in the physical facilities are necessary in order to improve the well being and productivity of the employees as well as to increase the efficiency of the work flow specially in the CalWORKS Office.

5) EOPS/CalWORKS students live at or below 150% of the Department of Health and Human Services poverty guidelines. The demand for services exceeds program ability to serve them.

6) In EOPS unstable staffing in terms of pre-retirement contract employee, and lack of a knowledgeable counseling and administrative program assistant to work with director limit ability for program development.
Major Cost Center: *Student Support Services*

Administrator:  *Lindy McKnight*

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
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- 1 – Some Problems Being Experienced

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<td>Operational Objectives</td>
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</table>
| 1. To provide high quality student support services and exemplary instructional courses in the areas of educational, career, and personal development. | 4 | *Student Support Services* includes New Student Counseling Department (NSCD), Continuing Student Counseling Department (CSCD), International Student Counseling Department (ISCD), Transfer Student Counseling / Transfer Center (TC), Career Development and Placement Center (CDPC), Learning Assistance Center (LAC), and Homeless At-Risk Transitional Students Program (HARTS).

NSCD and CSCD offered 58 new sections of LERN 52A/B to probationary students.

NSCD collaboratively developed new curriculum (AAPS 100+101) in the area of... |
2. To increase access to exemplary student support services through counseling, learning assistance, and services to the homeless-at-risk student population as well as strengthen the teaching component in these areas.

4. The Student Services Fair, the Career Fair; Transfer Day College Fair; and the expansion of orientation programs, workshops, and instructional offerings across the Division contributed to increased student access to counseling and other support services.

Departments reported increasing levels of student usage of counseling appointments resulting from concerted, on-campus outreach as well as collaborative efforts in implementing the new probation protocol.

CSCD developed an expanded liaison program to reach more instructional departments to increase collaboration and services to students.

CDPC created 4 new LERN courses and increased their total LERN offerings to 27 sections per year.

TC developed new Transfer Admission Guarantee programs with Notre Dame de Namur, USF, and Saint Mary’s College for 2006-2007 and submitted 185 TAG applications to six CSU/UC campuses for 2006-2007 admissions.

academic achievement/personal success and orientation, and will offer sections beginning in summer and fall of 2006.
3. To increase the leadership capacity of Student Support Services through organizational structure, staffing and professional development.

4. Under the leadership of the Dean of Student Support Services, Department Chairs and Program Directors met regularly to collaborate on strategies to improve student access, quality, and satisfaction regarding programs and services.

Representatives of Student Support Services participated on Advisory Councils for the Honors Program, National Articulation and Transfer Network (NATN), and the UCLA Transfer Alliance Program as well as a variety of shared governance and Title III committees.

Increased cross-training was provided among departments through the NSCD’s...
and CSCD’s Training Academies along with transfer and career-related professional development opportunities.

All counseling faculty and staff across departments and campuses were trained in a standardized SarsGrid usage protocol to increase collection of reliable student contact data.

LAC provided leadership for the Basic Skills Committee, and guided the recommendations to passage in the Academic Senate. LAC provided leadership to several departments in their development of new course curriculum.

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<td><strong>Developmental Objectives</strong></td>
<td>3.5</td>
<td>Implementation of career assessment has clearly resulted in increased enrollment in CDPC courses and workshops, as well as increased utilization of services as students become more aware of their career interests, plans and decisions. The LAC assisted Title III efforts in the development of academic support labs for basic skills students for reading and writing courses and developed a new College Success Inventory for incoming students.</td>
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<tr>
<td>1. To improve the delivery of student support services, learning assistance and transfer readiness to at-risk students throughout the District through the implementation of Title III and other Divisional initiatives.</td>
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<td>2.</td>
<td>To develop student learning outcomes and assessment which reflect and measure the intended impact of student support programs and services.</td>
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<tr>
<td>3.</td>
<td>To expand utilization of technological applications to enhance learning, optimize institutional resources, and contribute to improved levels of communication and administrative effectiveness through Title III and other sources.</td>
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Work continued on the Sars/Banner integration with an implementation target date set for fall 2007.

The Technology Team reconvened to provide input into a new Divisional Technology Plan for the next three years with a more refined sense of the resources required to implement the priorities included in the plan. The Student Development Technology Advisory Group (SDTAG), with broad Divisional participation, meets monthly to provide leadership and coordination in the area of SD technology usage in collaboration with administrative leadership.

LAC installed a new Student (attendance) Tracking System in the LAC, APASS and LSN with plans to expand to other counseling computer labs in fall 2006.

Several departments redesigned and expanded their web sites to provide additional information and features.

HARTS introduced use of an electronic debit card making it easier to provide food services to students.

CSCD moved to a new counseling cluster which although not well located on the Ocean campus has given the department more space and greater access to resources. The NSCD expanded into the 4 offices vacated in E205 by CSCD.
5. To promote a dynamic organizational climate through improved communication, professional development, and training.

4

TC, ISCD, HARTS and CDPC all await needed facility renovations and operate under challenging conditions that at times adversely affects student access and departmental offerings.

CDPC opened a new Center at the John Adams campus.

LAC will replace computers (130) in their labs and reupholster chairs during summer 2006.

The Dean, Chairs and Directors of the Division intensified the collaborative development of new policies and procedures to address issues confronting the Division, most notably in the areas of declining student enrollment, services to basic skills students, and probationary protocols. The team regularly engaged in productive and provocative discussions of key issues and participated in a spring retreat to define common themes and a shared vision for future goals. The team also participated in a semester-long leadership seminar led by consultant Kathe German.

Efforts were intensified to increase communication across the Division through a new Student Support Services Directory, a master calendar, a divisional Office Hours Directory, and regular e-mail updates about policies, procedures, and curriculum changes.
II. Overall Assessment of Accomplishments

Much has been accomplished during fiscal year 2005-06 in Student Support Services. With a new Dean of Student Support Services providing leadership, each department and program is working diligently to address operational responsibilities from within a student learning outcome based model of service delivery. Communication and collaboration between the units continues to expand as does the interaction between Student Development and Academic Affairs—resulting in rising levels of satisfaction and professional regard. Many units strengthened their teaching component by dramatically increasing curriculum offerings, particularly to probationary students. Standardization of Sars/Grid usage and protocols across campuses and departments is leading to accurate data collection that more precisely reflects counselors’ workload and areas of service to students. The new LAC tracking system is having a similar effect in the area of student tutoring and computer lab usage. FTES in the LAC is on an upward trajectory in both the credit and noncredit areas. Counseling departments reported 48,217 student contacts through drop-in and scheduled appointments, with an additional 56,578 student contacts from areas such as orientations, outreach, phone calls and e-mails. Specific highlights gleaned from department and program reports include:

- **NSCD** expanded student access and services by offering appointments to new students during traditional “drop-in only” times, made steady progress on electronic case loading, completed program review, developed curriculum for new courses (AAPS—Academic Achievement and Success), affiliated with the African American Scholastic Program, and assumed a significant portion of the outreach and recruitment activities to local high schools.
- **CDPC** developed new career curriculum and bilingual workshops, launched the EXITO website (4,460 hits as of 5/1/06) and a new CDPC web page, collaborated with multiple departments and programs to ensure access to career programs and...
services, increased employer recruitments on the Ocean Campus, affiliated with Cal WORKS and Financial Aid, and was instrumental in the web-posting of student campus job announcements.

- **CSCD** strengthened interdepartmental collaboration, technology usage, Training Academy participation and the counseling teaching component; continued involvement in the MAA program; completed program review; affiliated with the Latino Services Network and the Asian Pacific American Students Success Center; and vastly increased campus outreach resulting in unprecedented numbers of student contacts and high student utilization of available counseling appointments.

- **ISCD** continued their model International Mentorship Program, kept services aligned to meet the requirements of the federal SEVIS program, participated in a variety of professional development opportunities to keep abreast of developments in their specialty area, completed program review, and took a leadership role in the Multicultural Infusion Project.

- **LAC** accomplished most of its goals despite a diminished staff, assisted several departments in the development of new course curriculum, and successfully implemented a complicated new student tracking system (STS).

- **HARTS** increased collaboration with the Dean's office and other SD units, increased office hours, and provided food and transportation vouchers and support to over 100 homeless students.

- The **TRANSFER CENTER** achieved a 98.9% acceptance rate in the Transfer Admission Guarantee program; completed program review; operated under high demand for counseling appointments (1% unfilled appointments); and undertook new collaborative projects with academic, student services, and university departments to enhance the existing menu of transfer programs and services.

### III. Assessment of Problems and Needs

Despite significant accomplishments, much remains to be done to ensure the continued development of the organizational structure and staffing, the expansion of access and exemplary services, the provision of development and training, and the identification of additional essential resources. Unfortunately, the most confounding problems require resources most difficult to acquire: staffing, facilities, and technological support. Fortunately, progress made in the past year has provided strong leadership, improved communication, and increased collaboration—all essential to creating solutions to the remaining problems.

Highlights gleaned from the reports of the departments and programs in the Student Support Services unit include:

- Problems with facilities in the **NSCD** continue to impede clerical operations and service delivery. The office area needs to be remodeled and designed to better serve faculty, support staff and students.

- **CDPC** continues to work with Facilities and Planning to remodel its grossly inadequate offices and facilities to create a better student-centered environment as well as meet ADA compliance. Opening of the new JAD Career Center has underscored understaffing problems.

- **CSCD** needs consistent tech support, adequate office space in the form of larger clusters and personnel to staff them and increased collaboration and communication with A&R.
• **ISCD** struggles to balance its function as an independent department with the needs of the broader international student program; struggles with communication problems with other IS units especially A&R; needs a larger student lab budget; and needs larger, improved facilities to offer adequate services to international students.

• **LAC** needs to replace its six year old computers as well as its worn student chairs. (Scheduled for July/August 2006)

• **HARTS** needs larger office space, a method to track students who leave the program, and additional funding to meet the current level of need.

• **TRANSFER CENTER** seeks to address external and internal transfer concerns such as rising tuition, impacted majors, a poorly stocked transfer reference library and student confusion over catalog rights and changing course transferability; struggles with a shortage of counselors in the face of 99% student utilization of available counseling appointments and the negative impact this has in the face of university deadlines; and requires a larger student computer lab and office space for counselors and university representatives.

The Student Support Services unit as a whole is in critical need of its own dedicated tech support. Departments continue to utilize technology in all areas of service delivery, but have no dedicated tech support. As more services are transferred to a technological base, and Title 3 initiatives continue to be implemented, the need for consistent tech support, an adequate budget for tech-related supplies and on-going staff development becomes essential.
Major Cost Center: *Credit & Non Credit  Matriculation & GED*

Administrator:  *Nicholar Chang*

I. List of Objectives and Progress Status on Each

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<tr>
<td>1. To provide high quality student development and educational services in areas of</td>
<td>4</td>
<td>Admissions application review of new students and matriculation information and registration date</td>
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<tr>
<td>student information by providing comprehensive and timely information to new credit</td>
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<td>dissemination fully automated via the online application</td>
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<td>and noncredit students through the matriculation website, automatic email generation</td>
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<td>and print information.</td>
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<td>2. To provide high quality student development and educational services in areas of</td>
<td>3</td>
<td>Continuing to make progress. Implementation of processes is more difficult at the noncredit campuses due</td>
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<td>credit and noncredit admissions processing and increase the timeliness and efficiency.</td>
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<td>to the fractured governance structure. Some restructuring proposals have been made to address this</td>
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<td>with the creation of an Enrollment Management Coordinator at the key campuses.</td>
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<td>To provide high quality student development and educational services by coordinating and providing matriculation services to over 15,000 new credit students and over 10,000 new noncredit students each year at the eight campuses.</td>
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<tr>
<td>4.</td>
<td>To provide high quality student development and educational services by providing orientation to CCSF to new credit and noncredit students using different delivery formats to meet the student needs.</td>
<td>3</td>
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<tr>
<td>5.</td>
<td>To provide high quality student development and educational services by providing placement assessment to an increasing number of new credit and noncredit students, and extend computerized testing to other campuses as feasible in conjunction with the Title 3 grant, as well as providing online student access to their test results.</td>
<td>4</td>
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<tr>
<td>6.</td>
<td>To provide high quality student development and educational services by coordinating the flow of new students into initial counseling that minimizes the crowding and wait period.</td>
<td>3</td>
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<tr>
<td>7.</td>
<td>To monitor the effectiveness of matriculation services by collaborating with the Office of Research to conduct ongoing studies.</td>
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<tr>
<td>8.</td>
<td>To provide high quality student development and educational services in GED testing by improving efficiency in coordinating with outside educational and service agencies in administering the English and Spanish test.</td>
<td>4</td>
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<tr>
<td>9.</td>
<td>To continue to maintain a high level commitment to college participatory governance for faculty, classified staff, students and administrators by conducting regular Testing Office, Matriculation Office and outside campus admissions, counseling and matriculation staff meetings.</td>
<td>4</td>
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- Offering more variety of testing, orientation, counseling and follow-up (early alert) services to reach the maximum students
- Orientation provided online, in person, bilingually (Spanish and Chinese). Half unit (8 hour workshop) and three unit orientation courses created.
- Homegrown placement tests continue to receive full approval by the State Chancellor’s Office. English, Math and ESL (except for the writing sample) tests fully computerized.
- The wait time for new students is greatly reduced.
- Office of Research conducts ongoing research on effectiveness of Matriculation services and the results are analyzed by the Matriculation Office.
- GED Testing Center is operating smoothly, even as one of the largest in the State. However, financially it is not a self-sustaining operation.
- Regular Matriculation and Testing Office as well as individual campus and all-campus meetings. Input and feedback are part of process.
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<tr>
<td><strong>Developmental Objectives</strong></td>
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</tr>
<tr>
<td>1. To coordinate with the counseling and instructional departments to increase the participation in Early Alert intervention program for at-risk students in collaboration with the Title 3 grant.</td>
<td>3</td>
<td>English, Math and ESL Depts. participate in instructor referral Early Alert program with full support from the Chairs</td>
</tr>
<tr>
<td>2. To create and implement an electronic educational planning system that will interface seamlessly with an electronic degree audit program as part of the Title 3 grant.</td>
<td>4</td>
<td>Electronic Ed Plan fully functional. 90% of counselors trained. Implementation begins Spring 2006. About 700 written.</td>
</tr>
<tr>
<td>3. To continue to improve the timeliness and efficiency of the new students’ intake process by increasing automation of the admissions, matriculation and registration process through the use of Banner, web-based applications and other technological innovations.</td>
<td>4</td>
<td>Admissions application review of new students and matriculation information and registration date dissemination fully automated via the online application</td>
</tr>
<tr>
<td>4. To monitor and improve the completeness and accuracy of State MIS reporting by working closely with ITS and the Office of Research.</td>
<td>3</td>
<td>Matric Office works closely with ITS on Banner issues and the Office of Research on MIS reporting. Once upload of SARS-GRID data is complete, the capture of student service data will be much more complete</td>
</tr>
<tr>
<td>5. To coordinate with the Campus Administration, A &amp; E, Counseling, Instructional Coordinators, Testing Office and other involved staff to improve on the delivery of credit and noncredit matriculation services to students at the outside campuses. Expand assessment, orientation and counseling services to noncredit students transitioning to the credit program.</td>
<td>3</td>
<td>Regular meetings are held with campus staff and administration to coordinate services. Again, implementation at campuses are made difficult by the many lines of reporting by staff/faculty</td>
</tr>
</tbody>
</table>
6. To develop data capture system within Banner which can interface with SARS-GRID to support student tracking, counseling caseloding, advising, and records of student support services.  

7. To enhance and expand online orientation. Develop online orientation for credit ESL students.

8. Expand noncredit ESL orientation offerings to include multi-media delivery and interactive materials and academic success workshops for the Transitional Studies students.

9. Develop a Study Skills survey for incoming new students

II. Overall Assessment of Accomplishments

Making steady progress in most areas.

III. Assessment of Problems and Needs

Coordination of services at the campuses continues to prove challenging given the fragmented governance structure. Hopefully, this will be improved with the future hiring of the Campus Enrollment Coordinators.
Major Cost Center: *Student Affairs*

Administrator: Dr. Mark Robinson

I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- 4—Making progress at Level Greater Than Expected
- 3—Making Progress in Most Areas
- 2—Making Progress
- 1—Some Problems Being Experienced

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<td></td>
</tr>
<tr>
<td>1. To insure that the Office of the Dean of Student Affairs and the Office of Student Activities provide quality and student friendly services to the college community.</td>
<td>4</td>
<td>To date, the Office of Student Affairs has processed 634 late withdrawals and 581 course repetitions.</td>
</tr>
<tr>
<td>2. To continue to be the central intake point for processing and resolving student complaints and handling all student discipline cases at all 9 CCSF campuses and satellite sites.</td>
<td>3</td>
<td>All student complaints are promptly handled by Department Chair before it moves to Deans level.</td>
</tr>
<tr>
<td>3. To respond to faculty and student requests regarding late adds/drops retroactive withdrawals, leaves of absences and other student related issues.</td>
<td>3</td>
<td>Learning much in this area, as we began LERN classes at the Student Health Center.</td>
</tr>
<tr>
<td>4. To plan and oversee all areas of Graduation Ceremony exercises.</td>
<td>4</td>
<td>Successful Commencement ceremony on May 27th at 11:00am at Masonic Nob Hill.</td>
</tr>
</tbody>
</table>
5. Provide access to student leadership programs and positions throughout the District, through the Student Leadership Class and the development and implementation of specific workshops to assist student development.

6. To provide high quality cultural, recreational, educational, and extra-classroom opportunities for students in the form of clubs, athletics, mentoring, service learning and Concert and Lecture events.

7. Develop a Council Objectives form and request input from all AS Councils to complete their objectives for the year that will enhance student participation at the campuses and provide the steps they will take to evaluate their objectives. Provide workshop assistance for the campus objectives and evaluation when requested.
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<tr>
<td>8.</td>
<td>Develop and implement a training booklet and training sessions for all AS Council Advisors, i.e. district policies, procedures and leadership development concerns.</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Implement training and leadership development for the Associated Student Executive Board and Campus Councils to enable a plan for the operation of district wide shared governance and review of student concerns that arise from their participation.</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Establish in collaboration with Counseling a “Back on Track” initiative for students on 1st, 2nd, and 4th term academic (A4) or progress (P4) probation.</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Develop and coordinate programming that provides information, development of program outreach and student services with AS Councils, AS Sponsored Programs and Student Activities Office.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Athletics: enhance the visibility of all sports, restructure the revenue generating events to ensure an increased in gate receipts, and develop a website that supports all sports.</td>
<td>4</td>
</tr>
</tbody>
</table>

A Campus Council Advisor Training manual was prepared during the summer and each advisor received training with regard to the manual.

There was a considerable change in the Faculty Advisors on the campuses and this impacted the election process and obtaining listing of student officers. The guidelines for the AS Executive Board were distributed.

Established a “Back on Track” initiative for students during spring 2005; expanded the program to include the New Student Counseling Department and Continuing Student Counseling Department. Counselors taught LERN 52 classes. To date, the project has over 6,000 students.

Football, Mens and Womens Basketball are generating more gate receipts than the previous year. The athletic website should be in full operation as of summer 2006.
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<tr>
<td>1. Increase the number of students participating in the peer mentoring and service learning program.</td>
<td>4</td>
<td>Increased from 0-6 service learning students in our department this semester. Without additional funding of lab aide/work-study funds, we are not able to increase the number of paid students. The number of service-learning students who are not paid is steady.</td>
</tr>
<tr>
<td>2. To support and assist implementation of Executive Council By-Laws or the District wide Associated Student Constitution, through workshops and training.</td>
<td>2</td>
<td>Workshops have been designed.</td>
</tr>
<tr>
<td>3. Increase the number of speakers and performances that promote multicultural diversity.</td>
<td>4</td>
<td>Nearly every program presented by the Concert and Lecture Series is aimed at promoting cultural diversity and understanding. While every semester presents opportunities to celebrate diverse cultures, the academic year is divided in such a way that the spring semester specifically focuses on African-American History Month (February); Women’s History Month (March), Asian-Pacific Islander Month (April-May); and Cinco de Mayo (May). The fall presents the specific opportunity to celebrate Latina/o Heritage Month and Children’s Book Week.</td>
</tr>
</tbody>
</table>
4. Provide a template to focus on Student Outcomes with regard to all of the Student Activities Programs co-sponsored by the Student Activities Office and the Associated Student Council. Implement template for initial review of programs and prepare for Fall Semester Student Outcome Reports. Development of the template is in progress and the design is in draft form.

5. Provide workshops and training for multicultural awareness in all student activity programming. Implement an evaluation through a student survey that will identify issues regarding multicultural awareness and civic engagement. Student Health Center is one of the first departments to sign up for the transgender training in January 2006. Joint Tutor/Mentor Training with the LAC and OMSL on Multicultural Awareness.

6. Offer a cheer/dance squad intercollegiate course, produce an athletic merchandise line, and establish an annual track and field competition. Several discussions are underway to offer a course by fall 08.

II. Overall Assessment of Accomplishments

The Athletic Department continued its success by winning the State Championship in track and field, the conference championship in football, mens and womens basketball, tennis, and badmiton as well as winning the conference championship in volleyball, something that has not been done in 12 seasons. The Office of Mentor and Service Learning continues to be a bright spot in the division. The Student Activities unit has purchased equipment for the photo ID campaign which has been successful at the Ocean Campus. Discussions are now underway to have photo ID equipment at other campuses. Concert and Lecture series Student Health Center as well as Student Advocacy continues to be extremely busy providing direct, efficient services to CCSF Students. Additionally, the Student Health Center is on target on with the new building project. They have successfully passed several State and Federal Audit this year. This semester, student health center successfully started 8 Learn 70 series classes to support District’s effort to increase enrollment. This semester they formally participated in having 6 service learning students.
III. Assessment of Problems and Needs

Administrative support continues to be the biggest concern for the Student Affairs Division. The Office of Student Affairs is still without front office support. Student Health Center needs one full time assistant to work on MAA program, one more Medical Assistant; one clinical instructor to formalize our clinical training program; they need a front office intake worker; they need one nurse practitioner, one therapist and half time technical support staff. Additional hours are needed in Concert and Lecture to maintain clerical support.
OFFICE OF THE VICE CHANCELLOR
OF FINANCE & ADMINISTRATION
Major Cost Center: *Vice Chancellor of Finance and Administration*

**Administrator:**  *Peter Goldstein*

### I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<td></td>
</tr>
<tr>
<td>1. To maximize revenue from public funding resources</td>
<td>3</td>
<td>Era of relatively small resource increases continued, CCSF does everything possible to leverage the greatest amt of public financial support.</td>
</tr>
<tr>
<td>2. To promote efficient allocation and use of College resources</td>
<td>3</td>
<td>Done by necessity as many classified positions are now vacant in many different offices.</td>
</tr>
<tr>
<td>3. Improve physical working conditions that impact the well-being and productivity of classified staff, faculty, and administration</td>
<td>4</td>
<td>Implementation of bond funded projects is underway with real improvements for the College’s students and workforce</td>
</tr>
<tr>
<td>4. Employee Relations: To promote the improvement of human resource management and employer relations in state mandated areas.</td>
<td>4</td>
<td>Solid performance in this area</td>
</tr>
</tbody>
</table>
5. Employee Relations: To represent the interests and directives of the Board of Trustees.

4

Frequent check-ins with the Chancellor and the Board allow the Employee Relations Office to stay on track with this item.

6. Employee Relations: To maintain positive effective working relationships with the exclusive representatives.

4

Current relations with exclusive representatives are excellent.

7. Employee Relations: To serve as a resource on all aspects of employer-employee relations for managers, supervisors and confidential employee

4

Solid performance in this area.

8. Facilities Planning & Construction: To provide facilities design, construction management, five year capital project planning consistent with strategic goals and providing a safe efficient learning and working environment

3

This work agenda remains highly ambitious with several large projects making their way towards construction.

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<tr>
<td>1. Continue to improve the College’s planning and budgeting system.</td>
<td>3</td>
<td>Era of relatively small resource increases continued, CCSF does an excellent job of making budget development an inclusive process.</td>
</tr>
<tr>
<td>2. Expand alternative revenue sources and advancement opportunities for the College.</td>
<td>4</td>
<td>Era of relatively small resource increases continued, CCSF does everything possible to leverage the greatest amt of public financial support as well as support from private donors.</td>
</tr>
</tbody>
</table>
II. Overall Assessment of Accomplishments

Progress continues to be made on all fronts. Additional state funding, particularly for Non Credit instruction, would go a long way towards improving CCSF’s fiscal status. In the area of Facilities Planning, we are making progress in upgrading the learning environment, with one facility completed and two more under construction.

III. Assessment of Problems and Needs

We must remain vigilant in limiting operational spending until resources improve.

Implementation of capital projects must pay particular attention to the learning environment and minimize disruption, yet keep moving forward to avoid cost increases.
**Major Cost Center Report Form**

**End-of-Year Report of Annual Plan Objectives**

**2005/06**

**Major Cost Center:** Building and Grounds  
**Administrator:** Peter Goldstein/James Keenan

### I. List of Objectives and Progress Status on Each

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<td><strong>Operational Objectives</strong></td>
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<td></td>
</tr>
<tr>
<td>1. To provide high quality services in the areas of Building and Grounds, maintenance &amp; repair, utilities, telephone, custodian, duplicating, mail and public safety.</td>
<td>3</td>
<td>Basic services are being covered in spite of reduced staffing.</td>
</tr>
<tr>
<td>2. To provide daily support services to meet health and safety requirements.</td>
<td>3</td>
<td>Basic services are being covered in spite of reduced staffing.</td>
</tr>
<tr>
<td>3. To continue to implement energy conservation projects (i.e. lighting and heating).</td>
<td>4</td>
<td>All high yield energy conservation projects have now been completed. New energy audit is planned</td>
</tr>
<tr>
<td>4. To improve existing equipment replacement and preventive maintenance programs.</td>
<td>3</td>
<td>Bond funds have helped.</td>
</tr>
<tr>
<td>5. To improve overall efficiency by increasing full-time staff and relying less on overtime and to help reduce loss of work time due to illness and workers compensation claims</td>
<td>3</td>
<td>Overtime has been reduced but full-time staffing has not been increased</td>
</tr>
</tbody>
</table>
II. **Overall Assessment of Accomplishments**

Buildings and Grounds has done a remarkable job of keeping the physical plant in good working order with an acceptable appearance in spite of restrictions on both overtime and hiring.

III. **Assessment of Problems and Needs**

Bond resources would are helping to make improvements in all facets of the College's physical plant.
Major Cost Center: *Public Safety*

Administrator: *Carl Koehler*

### I. List of Objectives and Progress Status on Each

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<tr>
<td>1. Identify and schedule necessary training for department staff</td>
<td>3</td>
<td>Department has completed CPT cycle, with supervisors completing course in May. 30+ officers have attended “Weapons of Mass Destruction”, funded through the Office of Emergency Services. Officers completed the basic investigation cycle in January as well as required NIMS training. Two supervisors attended a “Roll Call” training course, and have been giving POST certified training at roll calls. In June, we hope to offer two sessions of gender sensitivity training, and a basic driving skills update course.</td>
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<td></td>
<td>2. Update general orders manual</td>
<td>3. Recruit, interview, and hire additional police officers/work with HR to have a test for all provisional employees.</td>
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<td>Manual continues to be updated (two updates have gone to employees over this reporting period. An update is scheduled to go out this month (May), with ten new general orders/updates. Many new policies/procedures are needed, but take time to develop. It is recommended that budgetary funds be found to have a law enforcement savvy attorney review P&amp;P prior to implementing.</td>
<td>We have done three (3) recruitment/interviews this year, with very limited results. The department continues to have vacancies. This is mostly due to our inability to academy train incoming recruits, no firearms, and general lack of competitive pay/benefits with other local agencies. We are in the process of hiring two (2) dispatchers, which will free up officers for patrol duties. We may need to shuffle assignments to free up officers to staff critical posts. This will become especially important as new campuses are built and the department needs to expand.</td>
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<td>Our latest understanding with City Human Resources is that the testing process/selection will take place in the next 30-60 days.</td>
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<tr>
<td>5. Upgrade and increase supervisory rank structure</td>
<td>Even though we have gotten new (unfunded) positions in the budget, the vacancy review panel has not approved the filling of these positions. The department remains woefully under supervised, with no supervision on many weekend, evening, and night shifts. The creation of a “duty supervisor” position, having a designated paid supervisor on call, has given some coverage to watches with no supervisor present. This is of limited help. The lack of supervision in police work creates a hardship for the officers and a liability for the district.</td>
<td></td>
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<tr>
<td>6. Identify additional space/remodel at Ocean Campus/upgrade space at selected district campuses</td>
<td>A proposal, rough drawings, and a cost estimate have been submitted to the Facility Review Committee, over two meetings. We have received approval to use the adjacent classroom for space. No money has of yet been allocated for this project, and the settlement of the ADA lawsuit may interfere with the funding of this project. We still need to discuss relocation during remodel. No new spaces have been obtained at district campuses, and officers continue to work out of boiler rooms and toilets.</td>
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Develop annual equipment budget for major purchases

We received one new vehicle this fiscal year, and are expecting a second in June. Another vehicle is on order for FY 06/07. We need to continue to order one new vehicle every year, as the operating life of our vehicles is approximately 3 years. Our annual materials and supply budget is $3,000, which does not give us enough operating money to make it through the fiscal year. We will need money to upgrade furnishings, increase our uniform budget (with new hires coming on board) and to provide enough materials and supplies to last through the year.

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<tr>
<td>1. Develop in-house training</td>
<td>2</td>
<td>Need to identify “train the trainers” programs and send qualified officers. Still on-going.</td>
</tr>
<tr>
<td>2. Develop investigatory capability</td>
<td>1</td>
<td>Identify, train and utilize an investigator to follow up on CCSF cases. No progress made, mostly due to staffing issues.</td>
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**II. Overall Assessment of Accomplishments**

The department has made progress in the area of training. All the officers have completed CPT, with the supervisors completing it this month. Weapons of Mass Destruction and NIMS training was made available to all officers, at no cost to the department. We have classes coming up in June on gender sensitivity and basic driving skills. The conversion of the provisional officers to permanent will be a great accomplishment, as will the purchase of new vehicles and other equipment. The ongoing development of new general orders, policy, and procedures continues to give the department the basic foundation to operate.
III. Assessment of Problems and Needs

The department suffers from a lack of appropriate staffing, training, supervision, equipment, space, and investigatory capability.

Staffing
The department currently has insufficient staff to cover its mandated positions. With a relief factor of over 2.0 (estimated, probably higher), there are not enough employees to assign to or relieve identified posts. Adjusted for relief factor (26x2), there should be a minimum of 52 sworn officers (or a mix of officers and TIA’s) to fill the positions. As there is no relief factor, overtime is used to fill any vacancies that occur. (The above does not include the frequent special events where additional officers are needed to provide security for district activities, all of which are staffed on overtime). Next years budget request will include provisions for increasing the number of 8204’s to reflect the opening of the new Mission Campus. We also are facing retirements (1), and possible expansion to other campuses as district campuses are expanded or closed for seismic retrofit, and other spaces opened up. We are also in dire need of investigatory capability. Currently, cases needing investigation go to the SFPD. There is no follow-up by the SFCCPD. We need a first-line investigator to follow-up with victims, focus on cases important to the district, and coordinate cases with the SFPD.

Recruitment/retention will be major problems in the upcoming year. We cannot begin to compete in pay and benefits with surrounding agencies that require the same basic POST certificate for employment, who are currently recruiting and hiring (we lost two officers to local agencies this fiscal year). We need to improve the pay, benefits and status of the officers in order to recruit, train, and retain a qualified, professional, police department.

Training
Training is improving, as outlined above, but the department needs to work to help all officers and supervisors obtain a basic POST certificate. This will be especially critical as we develop mandated new programs which require a basic certificate to certify the trainer. Without the required certificates, we will become a two-tiered department in terms of training, assignment, and promotion.

Supervision
The department has three supervisors and one manager to oversee all administration and operations. The supervisors are based at Ocean Campus, resulting in little or no supervision at the district campuses. One supervisor generally oversees administration and acts as a relief operations supervisor, two are assigned to day watch and swing watch operations. Given the number of supervisors available, there are many evening, weekend, and holiday periods where there is no supervision. The department must have the ability to more closely supervise district campuses, and expand supervisory coverage at the Ocean Campus.
Equipment
This fiscal year, we changed uniform vendors from Butler’s to Gall’s. This has resulted in some minor cost savings and better availability of equipment. Vehicles continue to be a problem. They are used 24/7, with no down time. Even though they are regularly serviced, they wear out quickly. We need to have a plan to rotate and replace vehicles as they age, and replace them at 75k. We have obtained one new vehicle this FY, with another one due in June. We also need to add one additional vehicle to the fleet, and increase it from 4 (3 marked, one unmarked) to 5 (4 marked, one unmarked.)

Space
A plan has been submitted to the Facility Review Committee to remodel the Ocean Campus station. This requires acquiring the classroom next door (which has been approved) and totally remodeling the existing floor plan. Estimated cost is approximately $600,000. It would also enable the police department to monitor the fire alarm system at dispatch, with the possible addition of security alarm monitoring in future. If this plan is finally approved and funded, there needs to be planning done for an interim station to be used during the remodel. Possibly a vacant bungalow (B-201?) might be used. This would be an interim step to designing/building a new police station in a newly constructed building, and returning valuable classroom space back to Cloud Hall.
## Major Cost Center: ITS

**Administrator:** Doug Re

I. List of Objectives and Progress Status on Each

### Progress Status Criteria:
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| **Operational Objectives**                                 | 3               | • Web-based application to assist in issuing AS ID cards  
• Web For registration continuing to be fully utilized. During Spring 2006, over 95% of registration done via Web For  
• Replaced aging Banner server with a new higher capacity server  
• Revised on-line non-credit application to capture student email addresses |
<p>| 1. To provide high quality services in the areas of fiscal, administrative, and support services |                 |                                                                                                                                                                                  |</p>
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</table>
| 1. Expand utilization of web-based technology to strengthen the delivery of student services | 3               | • Degree Audit (CAPP) function in Banner implemented  
• Education Planning software successfully implemented  
• On-line non-credit registration piloted |
| 2. Expand capacity of student support services with electronic educational planning and certified/degree/transfer audit programs | 4               | • Degree Audit (CAPP) function in Banner implemented  
• Education Planning software successfully implemented  
• Assisted implementing computerized Student Services testing lab at John Adams |
| 3. Continue to implement bond-funded technology projects, including intercampus connectivity, document imaging, and classroom/laboratory technology improvements | 4               | • Implemented a new Banner server in order to improve response time for all users  
• Phase one of the Optical Fiber network completed  
• Prototype testing of Document imaging in progress |
| 4. Explore and implement (as feasible) for CCSF students expanded access to Web-based services and resources, including e-mail, chat rooms, discussion boards, Web-portal, laptop loans, and wireless access | 3               | • Wireless student computer access available on the Ocean campus in the LLRC and AS Building  
• Wireless student computer access available at the Downtown campus in the Library and the Southeast campus |
5. Explore and evaluate the use of interactive television (IPTV) to deliver educational programming to students at various campuses

6. Review College business practices to improve efficiency and productivity, especially in administration areas using Banner applications

7. Employ technology including multi-media to improve and increase communications with employees, students, and the greater community about College programs and activities. Produce periodic reports to the College on the status of these improvements

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<td>5.</td>
<td>Explore and evaluate the use of interactive television (IPTV) to deliver educational programming to students at various campuses</td>
<td>2</td>
<td></td>
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<td>6.</td>
<td>Review College business practices to improve efficiency and productivity, especially in administration areas using Banner applications</td>
<td>2</td>
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<tr>
<td>7.</td>
<td>Employ technology including multi-media to improve and increase communications with employees, students, and the greater community about College programs and activities. Produce periodic reports to the College on the status of these improvements</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

II. Overall Assessment of Accomplishments

ITS is continuing its commitment to improving customer service and satisfaction. ITS has continued a trend from prior years of completing projects within time and budget.

III. Assessment of Problems and Needs

Adequate staffing levels, training, and resources remain a big problem. Of particular concern is an unfilled position for email and networking support. In recent years, ITS has assumed additional functions with no increase in budget, this is causing problems finding funds to cover operational expenses.
Major Cost Center:  *Human Resources Department*

Administrator:  *Clara Starr*

### I. List of Objectives and Progress Status on Each

**Progress Status Criteria:**
- 4 – Making Progress at Level Greater Than Expected
- 3 – Making Progress in Most Areas
- 2 – Making Progress
- 1 – Some Problems Being Experienced

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<tr>
<td><strong>Operational Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To provide quality customer service to employees and prospective applicants.</td>
<td>4</td>
<td>Updated HR website is online and regularly maintained. Currently working toward implementing an on-line application process.</td>
</tr>
<tr>
<td>2. To improve operations and procedures through record tracking, database management, and general office operations while ensuring quality customer service.</td>
<td>4</td>
<td>Approximately 85% of personnel forms are now automated. Currently working on improving the automation of the applicant hiring processes, and potentially the Classified Performance Evaluation Process.</td>
</tr>
<tr>
<td>3. To improve the Academic Employee Hiring Processes by incorporating recommendations made by the Diversity Committee, a shared governance committee, and by addressing the concerns of top administration, the Board of Trustees, and other College constituents.</td>
<td>3</td>
<td>Continue to work with the Academic Senate to review the Faculty Hiring Process.</td>
</tr>
</tbody>
</table>
4. To improve our Classified Hiring process by reducing the amount of time it takes to hire a classified employee.

The reorganization of the Classified Units’ workload flow has improved the efficiency and timeliness of the Classified hiring process, however, the effect is not outwardly evident as a result of the newly instituted (SP04) Internal Transfer SEIU provision. This provision results in an additional two weeks to the timeline.

5. To continue to improve staff development, flex days, and employee orientation.

This is an ongoing institutional and departmental goal.

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<tr>
<td><strong>Developmental Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To continue to improve our outreach and recruitment efforts to increase diverse candidates for applicant pools and faculty hires.</td>
<td>4</td>
<td>Ongoing departmental goal; 2nd Annual Career Outreach Job Fair held January 12, 2006 – approx. 350 attendees despite fewer job openings.</td>
</tr>
<tr>
<td>2. To continue to improve staff development, flex days, and employee orientation.</td>
<td>4</td>
<td>Continue to offer workshops focused on diversity and institutional priorities</td>
</tr>
</tbody>
</table>

II. **Overall Assessment of Accomplishments:**

The HR Department continues to strive to provide quality customer service to CCSF’s employees as well as to prospective applicants. The HR Department is committed to diversifying the hiring pools. The HR department is also committed to working with College constituents to promote a supportive and positive workplace.
Major Cost Center:   Administrative Services

Administrator:   Stephen Herman

I. List of Objectives and Progress Status on Each

Progress Status Criteria:
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<td><strong>Operational Objectives</strong></td>
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</tr>
<tr>
<td>1. Allocate and monitor lab aide budgets and provide supervision and support for Payroll Clerk and Typists who prepare lab aide bi-weekly payroll.</td>
<td>4</td>
<td>Keeping within budget despite raise of student wages.</td>
</tr>
<tr>
<td>2. Along with College Bursar, provide administrative support for personnel working in the area of Associated Student Accounting and Accommodation Accounting. Review and approve all Associated Student Expenditures and interpret Guidelines for the Management of Student Association Funds.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Preside as President of the Bookstore Auxiliary and provide leadership and administrative support for the Bookstore Manager in all Bookstore policies and functions.</td>
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<tr>
<td>4.</td>
<td>Supervise contract compliance. Review college contracts and approve or reject those under $25,000 and with input from the Contract Compliance Officer recommend approval or rejection of those over $25,000 to the Vice Chancellor of Finance and Administration.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Develop RFP’s where necessary (food service, copiers, pay phones, insurance, etc..) and maintain copies of contracts in a central file. Negotiate Clinical Agreements and act as college liaison with numerous vendors and landlords in establishing and maintaining contracts.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Provide administrative supervision and fiscal support to the CCSF Foundation accountants. Interpret Foundation guidelines and policies.</td>
<td></td>
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<tr>
<td>7.</td>
<td>Provide accurate and timely information regarding administrative services and procedures to all District entities involved in District planning, lab aide expenditures, contracting and other administrative services</td>
<td></td>
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<tr>
<td>8.</td>
<td>Provide leadership and assistance to the following committees and groups: Chancellor’s Cabinet, Administrators Association, Parking and Transportation Committee, Works of Art Committee, Budget and Planning Committee. Provide leadership in the development of the College Agenda at pre-Agenda and Agenda Review.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Provide assistance to the Vice Chancellor involving real estate activities, such as buying and selling District properties and renting properties for classes around the city.</td>
<td></td>
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This amount has been raised to $50,000 under control of Chief Administrative Services Officer

Contracts on file and accessible to all who need them

Foundation accounts are self-sufficient but know when to ask for administrative support and advice

Assist in the review and development of agenda items

Real estate transactions for the District are greatly enhanced with the knowledge and background that comes with my real estate license.
II. Overall Assessment of Accomplishments:

Greatest achievements this year besides keeping the office of Administrative Services and all that is contained therein (Contracts, Rentals, Real Estate, Bookstore, Parking, Student Activities Funds) have been in the areas of providing assistance on the purchase and sale of District properties.

III. Assessment of Problems and Needs:

There are many legal and real estate issues that come before me that our general counsel for the District can not get to; a junior attorney assigned to Administrative Services to replace the Contract Compliance officer would really help me and the departments that rely on my assistance.
OFFICE OF THE VICE CHANCELLOR
INSTITUTIONAL ADVANCEMENT
Major Cost Center: Office of Research, Planning and Grants

Administrator: Dr. Robert S. Gabriner

I. List of Objectives and Progress Status on Each

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<td><strong>Operational Objectives</strong></td>
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<tr>
<td>1. Continue to coordinate the College’s program review system.</td>
<td>4</td>
<td>90% of Second Cycle program review reports are completed</td>
</tr>
<tr>
<td>2. Continue to coordinate the College’s Planning and Budgeting System.</td>
<td>4</td>
<td>Annual Plan 2006/7 is completed and planning objectives developed for all major cost centers within College.</td>
</tr>
<tr>
<td>3. Coordinate the Mid-Year and End of Year Assessment Reports.</td>
<td>4</td>
<td>Mid Yr Assessment completed January 2006 and End Year on schedule to be completed in June 2006</td>
</tr>
<tr>
<td>4. Produce annual research reports on College performance and other key institutional priorities.</td>
<td>3</td>
<td>College Performance Indicator Report completed in December 2005.</td>
</tr>
<tr>
<td>5.</td>
<td>Continue to provide support for development and validation of placement tests with the Office of Matriculation.</td>
<td>4</td>
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<tr>
<td>6.</td>
<td>Continue to identify funding opportunities and coordinate production of grant proposals in support of the College’s Advancement Plan.</td>
<td>4</td>
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<tr>
<td>7.</td>
<td>Seek to maximize use of grant funds through collaborative projects across departments and programs.</td>
<td>3</td>
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<tr>
<td>8.</td>
<td>Continue to provide post-grants administrative support for grant-funded projects; continue to seek ways to improve efficient use of grant funds for direct cost staff/project and personnel support.</td>
<td>3</td>
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<tr>
<td>9.</td>
<td>Continue coordination of College’s regular submission of MIS data to the State Chancellor’s Office.</td>
<td>4</td>
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<tr>
<td>10.</td>
<td>Continue to provide technical support for College’s Decision Support system.</td>
<td>4</td>
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<tr>
<td>11.</td>
<td>Continue to coordinate College Shared Governance system.</td>
<td>4</td>
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| 4 | Research office completed 4 validation tests in 2005/6. A total of 310 ad hoc research and data requests were filled by the research office in 2005/6. |
| 4 | Submitted 22 proposals; 26 grants have been awarded totaling $8,531,575. |
| 3 | Examples include proposals submitted to the Ford Foundation (for “Difficult Dialogues” relating to religious diversity), Aetna (for depression awareness), Archstone (for elder abuse prevention training), and SSPIRE (for uniting basic skills instruction with student support services). |
| 3 | Established regular meetings with CFO and heads of grants administration and payroll to improve efficient use of grant funds. Held three meetings. |
| 4 | Five MIS submissions in 2005/6 including Spring 2005; Summer 2005; Annual 2004/5; Fall 2005; Spring 2006. |
| 4 | DSS productivity module updated in Fall 2005. Completing major overhaul of coding in DSS. |
| 4 | Annual Report on Shared Governance Committee Activities completed and distributed in Fall 2005. The Annual Report for 2005/6 is on schedule to be completed on time. |
12. Provide support for the development, dissemination and collection of surveys in collaboration with departments and College offices.

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<td>1. Complete the accreditation self-study.</td>
<td>4</td>
<td>Self Study completed and certified by the Board of Trustees in October meeting. Accrediting Commission reaffirmed accreditation of CCSF in June 2006.</td>
</tr>
<tr>
<td>2. Coordinate the College preparation for accrediting team visit in March 2006.</td>
<td>4</td>
<td>Visiting team completed successful visit with commendations to the College.</td>
</tr>
<tr>
<td>4. Disseminate and collect survey of non-credit students.</td>
<td>4</td>
<td>Non-credit report disseminated and collected in October. Report will be completed August 2006.</td>
</tr>
<tr>
<td>5. Develop and disseminate institutional transportation survey.</td>
<td>3</td>
<td>Transportation student data captured in non-credit student survey disseminated in Fall 2005.</td>
</tr>
<tr>
<td>6. Develop model survey instruments to assess employer, student alumni satisfaction with College’s instructional, transfer and occupational programs.</td>
<td>4</td>
<td>Alumni conversations held in Spring 2006; draft of alumni survey completed June 2006. Survey will be posted on Alumni Relations home page in July 2006.</td>
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<tr>
<td>3. Three departments collaborated with research office on surveys in Fall 2005.</td>
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<td>7.</td>
<td>Continue to pursue alternative resources for the College's Basic Skills Initiative</td>
<td>3</td>
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<tr>
<td>8.</td>
<td>Develop alternative funding sources to generate additional professional development opportunities for faculty, administrators and staff.</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>Complete study of non-credit basic skills programs at CCSF.</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Produce study of economic impact of CCSF on San Francisco County</td>
<td>3</td>
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<tr>
<td>11.</td>
<td>Provide support for implementation of recommended modification to the College’s Shared Governance System.</td>
<td>3</td>
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II. Overall Assessment of Accomplishments

The major accomplishments in 2005/6 include:
• Completion of accreditation self-study and the reaffirmation of accreditation received by CCSF in June 2006.
• The establishment of the Advancement Division and the startup of the alumni relations office; planned giving; annual giving campaign; facilities support committees for Community Health and Wellness Center; new Mission Campus.
• The completion of promotional materials for the Community Health Wellness Center facility; new Mission Campus.
• The startup of a new publication series that will profile the programs, students and faculty at the College for potential donors.
• The awarding of more than $8.5 million in grants during the 2005/6 fiscal year.
• Dissemination and collection of data for two major collegewide surveys: technology and non-credit.

III. Assessment of Problems and Needs

The major problem in 2005/6 was the absence of our Associate Dean, Kristin Charles. Through the good work of many individuals, we were able to continue to be productive and of service to the College.
Major Cost Center: *College Development*

Administrator:

I. List of Objectives and Progress Status on Each

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</table>
| 1. To provide expanded management to the Office of Development and the Foundation. | 3 | The tasks necessary to reach the primary goals of the office and Foundation include donor identification, solicitation and stewardship. Staff time is allocated to these tasks, with Kathleen Alioto focusing on the community and Kris Kvigne on the interface with the District.  
  • Board members and Major Donors need consistent cultivation and stewardship  
  • Advocacy, community PR, defender, promoter  
  • Resource builder: door opener  
  • Fundraising lung of the college  
  • legal requirements, fiduciary responsibility: 501(c)3 fulfilled. |
2. To continue to nurture and strengthen the board of Directors of the Foundation and address the organizational and management tasks associated with this objective.

3. To focus on a select number of projects that are manageable, productive, rewarding and have valued added benefit to the Foundation of the College.

4. To help plan, develop and provide framework and “open doors” for direct donor solicitation and a capital campaign.

<table>
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<tr>
<th></th>
<th>Weekly phone calls. During 2006, regular communications (e.g. City Currents, Advancement Bulletin, status updates) have been instituted with the Office of Institutional Advancement.</th>
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<tr>
<td>4</td>
<td>In 2006, Dr. Alioto has identified at least 10 potential Board members and 27 major donor prospects. Kris Kvigne and Kevin Viard are continuing work on researching these. With the OIA, committees have been formed and work is proceeding on a Chancellor’s Circle, broad annual appeal, planned giving, retiree and alumni programs, and a $1B capital campaign. Also, negotiations for a donor database system are being finalized.</td>
</tr>
<tr>
<td>3</td>
<td>This is an ongoing process with the OIA. The goal to identify twenty new prospects was reached and is continuing; research is currently being done. The OIA is working with designers and printers for marketing materials necessary to make the ask.</td>
</tr>
<tr>
<td>Developmental Objectives</td>
<td>Progress Status</td>
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<tr>
<td>1. To continue to analyze and develop a plan to coordinate with the Master Plan of the Board of Trustees and the College.</td>
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</tr>
<tr>
<td>2. To continue the restructuring of the newly expanded Foundation’s Board of Directors, including the identification, the selection and appointment of the full 34 member Board.</td>
<td>4</td>
</tr>
<tr>
<td>3. To create and have approved a “strategic business plan” for the Foundation Board to provide direction and guidance to the Foundation’s development efforts.</td>
<td>4</td>
</tr>
<tr>
<td>4. To continue to work with the Chancellor’s Office, the Office of Research, Planning and Grants, and individual departments to identify and attain developmental targets.</td>
<td>3</td>
</tr>
<tr>
<td>5. To review and assess the District’s Facilities Master Plan for purposes of identifying key elements of a prioritized capital campaign to augment state and local funding.</td>
<td>3</td>
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II. Overall Assessment of Accomplishments

The Endowment of the Foundation of the City College of San Francisco grew from $18.5M on June 30, 2005 to $20.3M in April 2006. In addition to this $1.8M increase in the endowment, the following investments in the College were brought in by the Foundation in 2005-2006 and equal $935,000.

The Foundation Board thanks generous faculty, alumni, and other members of the City College family who benefit students through annual department and endowed scholarships managed by the Foundation, as well as the following 2005-06 investors in the college:

- The Honorable Barbro and Bernard Osher’s addition of $100,000 to their existing endowment of $4.1M;
- Louise and Claude Rosenberg’s investment of $300,000 in June 2005 to support the Louise and Claude Rosenberg, Jr. Library and Learning Resource Center and to assist with budget challenges;
- Richard Goldman’s investment of $100,000 in support of Goldman Fellows;
- The Koret Foundation’s $100,000 in support of Basic Skills;
- The Debs Family Scholarships of $500 per vocational student ($90,000 pledge);
- Events Chair Debra Dooley’s leading of the Foundation Board on Basic Skills scholarships, benefiting the College with $70,000 in scholarships;
- Maryon Davies Lewis’ leadership in garnering $41,000 in support of Autism Training, including $15,000 from the Hellman Family Foundation;
- Mary Malone Sullivan’s addition of $5,000 to her existing $25,000 investments.

III. Assessment of Problems and Needs

The financial success of the Foundation and its Finance Committee since June 2005 total $2.7M, making it one of the major profit centers of the City College of San Francisco. Though some additional funding has already been secured, the future of the college and vision of the Trustees, Chancellor and City College family will profit even more dramatically if the Advancement Division of the College is properly funded, with expertise and personnel assisting the Foundation and Development in:

- Major gifts
- Marketing
- Alumni
- Planned Giving
- the Annual fund.