

CITY COLLEGE OF SAN FRANCISCO

Strategic Plan 2003-2008



Adopted February 27, 2003

CITY COLLEGE OF SAN FRANCISCO BOARD OF TRUSTEES

Dr. Anita Grier, President • Lawrence Wong, Vice President • Dr. Natalie Berg
Johnnie L. Carter Jr., • Milton Marks III • Julio J. Ramos • Rodel E. Rodis
Richard Cantora, Student Trustee • Dr. Philip R. Day, Jr., Chancellor

Introduction

In the 21st century, City College of San Francisco faces a world of accelerating change—demographic change, technological change, economic change—all affecting what the College should and must be doing to serve the public. It is precisely because of these challenges that the College recognizes the importance of a responsive and well-designed Strategic Plan.

Over a five to six year period, the CCSF Strategic Plan is expected to provide an anchor and sense of continuity for the College, as well as a visionary springboard for innovation. Through this plan, the College will be able to sustain a clear vision and achieve a coordinated effort in fulfilling its mission and meeting the expectations of the community. Initially an instrument for the setting of goals, it will become a measuring stick for their attainment. In that way, the plan will foster in the college community a mode of continual improvement and responsiveness.

The development of this new plan began with an extensive assessment of the results of the College's previous plan, followed by detailed research on important trends and changes at local, state and national levels. The College also held listening sessions throughout the community with panels of interested citizens, and goals and strategies were proposed with input from, and review by, the many constituents of the College. As the result of extensive participation in the planning process, the Strategic Plan has become the embodiment of a college-wide consensus on future directions in an era of constant change.

This Plan is prefaced with an enhanced statement of mission, an overarching vision for the years ahead, and institutional goals to frame the College's intentions. The plan itself contains **eight major Strategic Priorities**, which reflect the principal directions for the College's development in the next half decade. For each Strategic Priority, a number of objectives have been formulated and measures of performance have been identified. **The Strategic Priorities** reflect an emphasis on the following:

1. Increase **student success** through expansion and improvement in the areas of basic skills, remediation, and academic support services;
2. Strengthen and improve **academic programs**, student learning outcomes and alternative systems of delivery;
3. Expand programs meeting educational and training needs related to **workforce, economic, and community development**;
4. Expand the College's **outreach and recruitment**, including marketing and promotional efforts, increasing access to educational opportunities for all those in need;
5. Increase the quality and accessibility of **student development services** to positively impact on student outcomes;
6. Identify and promote strategies to ensure **stabilized funding resources**;
7. Upgrade and expand **technology utilization** in order to enhance learning, optimize resources, and improve communication and organizational effectiveness;

8. Promote a **dynamic organizational climate**, expanding staff and professional development, improving communication and **promoting diversity** throughout the organization.

During the deliberative and participatory process of planning that led to these priorities, it became clear that this plan can only be implemented with an institution-wide recognition of **five imperatives** that must permeate the execution of each and every priority in the plan. As these planning priorities are carried out, the College is committed to keeping these imperatives in the forefront of implementation:

- That all Strategic Priorities must address and guide the whole College, with **consistent application to both credit and noncredit instructional programs** and structures at the College, particularly as relating to student support services, retention activities, career pathways assistance, and transfer assistance;
- That all Strategic Priorities **provide for and promote diversity** at all levels of the organization, purposefully contributing to a climate which fosters high morale, improved performance, and greater connectedness for all college constituencies and the community;
- That all Strategic Priorities incorporate the development and maintenance of **strategic alliances and partnerships with external and internal constituencies**, including especially the involvement of students, community members, and community groups and organizations;
- That all Strategic Priorities strengthen to the maximum feasible extent **the concept of an integrated, one-college, multi-campus district**, particularly with relation to the distribution of resources and services; and
- That the success of this plan is principally assured by **the vital role of the CCSF Board of Trustees** in adopting programs and policies supporting the vision, mission, goals and Strategic Priorities of the plan; monitoring the process made towards goals and objectives contained in the plan; supporting the college community while holding it accountable; and encouraging the Chancellor and administration in partnership with faculty, staff and students to implement this plan to the fullest in order to achieve the desired outcomes.

With these imperatives clearly in mind and with eyes focused on the priorities that will guide and shape our future, we anticipate a successful journey amidst the challenges of a world accelerating with change.

Dr. Philip R. Day, Jr. Chancellor

Our Changing Environment

The College's Strategic Planning process identified eight Strategic Priorities. These key priorities met with enormous support during the entire review period, which included five internal follow-up review sessions and seven listening sessions with the college community and representatives from community organizations, business, labor and government.

This strong level of agreement on key priorities among the diverse group of planning participants results from a shared understanding of the importance of certain social, political, educational, and economic trends shaping City College's environment.

Each of the following sections discusses the background behind the key priorities that planning participants agreed should be addressed in the Strategic Plan.

The Need for Basic Skills

Data on entering students demonstrate the scope and depth of students' lack of preparation for college work. First-time students as a whole show a significant need for basic skills classes. Over 60 percent of students taking the CCSF placement examination test into one or more basic skills courses, and 75 percent of students 16 to 19 years old place into basic skills. More than 50 percent of the graduating high school students from San Francisco Unified School District schools place into one or more basic skills courses. The success rate for students overall in basic skills is 55 percent. For some student populations within basic skills, the success rates are below 50 percent.

The College already provides a great deal of support services to students, many of whom are able to attain their goals. For example, about 1,000 students receive an associate degree each year from City College of San Francisco, and nearly 75 percent of those students took at least one basic skills course while enrolled at the College. Forty percent of those students took three or more basic skills courses. Clearly, CCSF serves a large number of students with basic skills needs.

The CCSF planning participants agreed that if the College were to continue to provide opportunities for basic skills students to transfer to baccalaureate institutions or find training in a high skill/high wage occupation, expansion and improvement of basic skills programs would be required. The planning participants identified seven major objectives to support this priority.

The Need for Expansion and Enhancement of Academic Programs

The communities served by City College of San Francisco are among the most diverse in the nation for ethnicity, lifestyles and points of views. Recent trends show a continuation of growth of the Latino and Asian/Pacific Islander populations in the City of San Francisco. The College's Strategic Plan diversifies curricular offerings throughout the College and promotes instructional strategies that optimize student success. The new accreditation standards are another

important development that will require faculty to identify and assess student learning outcomes at the course, program, and college level. In the Strategic Plan, the College responds to the new standards with a focus on teaching and learning issues in order to further extend and deepen the rich learning environment at the College.

The Need for Expansion of Economic and Community Development

Despite the current downturn in the region's economy, the long-term economic projections for the Bay Area and the City of San Francisco continue to be optimistic, emphasizing economic growth in the health, construction, transportation, information technology, and biotechnology sectors. Virtually all of the new jobs in these and other sectors will require at least an associate degree. Among the significant local economic and community developments are the Mission Bay and the Third Street Corridor projects, which need a workforce with multiple skills and competencies. Therefore, the College plans to expand workforce training and development opportunities and integrate basic skills, English as a Second Language, and other appropriate instruction. The College Plan calls for partnerships with other educational institutions, community organizations, and local employers in order to provide educational and training services in ways that are convenient and cost effective.

The Need to Increase Academic and Student Support

San Francisco continues to be one of the top destinations in the state for immigrants needing English as a Second Language programs and academic support services. The College's student population continues to shift toward older working adults (24 to 45 years old) who attend college part time.

The new Strategic Plan calls for increases in the quality and accessibility of student development services to address the needs of current and future City College students. The Plan addresses student orientation, counseling, career guidance, the expansion of retention programs for underserved and underrepresented students, the improved use of technology in student services, and increased financial aid opportunities.

The Need for Stable Funding

During each of the last three decades, community colleges suffered reductions in staffing and services, due to decreased funding from the state. The College's financial condition remains excellent, with reserves well in line with state requirements. However, given the cyclical nature of state finances, the planning participants identified, as a strategic priority, maintaining a stable pattern of funding to support the implementation of the Strategic Plan. The Plan calls for initiatives to improve the efficient allocation of resources within the College, secure alternative resources through development and grants programs, and pursue full equity funding for all programs within the College.

Facilities

While state funding in this area remains uncertain, facilities funding from the Proposition A Bond Referendum will provide the College with resources to implement facility projects including upgrades, remodeling, and new buildings during the next five years. The Strategic Plan delineates the objectives and the supporting activities to implement these projects.

Technology

Planning participants agreed that the College has already made significant strides in applying new technologies in the provision of educational services and College operations. The general expectation was that there would be an ongoing need for the College to update and extend its use of technology in appropriate ways to provide quality services efficiently. These efforts will include expansion of educational technology programs, improvement of network services, expansion of technical support, and expansion of applications for an improved administrative system and working environment.

Organizational Effectiveness

Successful implementation of the College's Strategic Plan will require the efforts of all faculty, classified staff, and administrators. To support a dynamic college environment, the Plan's objectives promote the development of the talents of all College employees. They further the College's effort to utilize a diversified workforce reflecting the communities that the College serves.

Our Vision

As the City College of San Francisco moves into the twenty-first century, our foremost vision is that we will continue to value and foster superior levels of educational participation and academic success among our students. Through the outreach to and inclusion of all populations, the provision of an unparalleled learning experience for students, and the enhancement of a supporting and caring environment that sustains and leads them to the successful completion of their educational goals, we are motivated by a compelling and authentic vision.

A Teaching and Learning Community

Above all else, we aspire to be a teaching and learning community whose principal distinction is the quality of instruction delivered by departments with strong reputations in their fields. The quality of success in learning will permeate all levels of the educational experience, from basic skills to advanced honors courses, from vocational/technical to the academic courses, from citizenship preparation and adult retraining to university transfer courses. The breadth of superior learning opportunities extends to a vast array of courses and programs sufficient to offer any student a pathway to educational and career success.

A Service Community

We will continue to reach out to all neighborhoods, ethnic populations, and economic segments of our service area; develop campuses and sites to better serve geographic areas of the city; diversify and improve programs and services for the benefit of the community; build partnerships with public, private, and community-based agencies to better respond to educational, economic and societal needs; and foster informed participation of our students and employees in community life.

A Diverse and Caring Community

We seek to build an inclusive community, where respect and trust are common virtues, and where all people are enriched by diversity and multi-cultural understanding; a responsive environment in which student needs are met in a friendly, caring, and timely manner; and a working environment for all faculty, staff, and administrators in which everyone is valued and the climate is supportive, positive, and productive.

A Contributing Community

In the larger realms of the state, the nation, and the world, we hope to share our educational resources and contribute knowledge, expertise, and innovation as a post secondary institution of higher education, as members of the community colleges of the state of California and throughout the country, as colleagues in our various fields, trades, and professions, and as educators committed to lifelong educational opportunities for all.

Mission Statement

CCSF provides educational programs and services to meet the following needs of our diverse community:

- Preparation for transfer to baccalaureate institutions
- Achievement of Associate Degrees of Arts and Science
- Acquisition of career skills needed for success in the workplace
- Active engagement in the civic and social fabric of the community, citizenship preparation, and English as a Second Language
- Completion of requirements for the Adult High School Diploma and GED
- Promotion of economic development and job growth
- Lifelong learning, life skills, and cultural enrichment

To enhance student learning and maintain a commitment to excellence, the College provides an array of academic and student services that support the development of students' intellectual, cultural, and civic achievements.

City College of San Francisco belongs to the community and continually strives to reaffirm its commitment as a resource for the community.

Institutional Goals

The institutional goals represent a translation of the mission and vision statements into more explicit purpose statements and intended outcomes. City College's Plan rests upon six institutional goals.

1. Enhance Access to City College of San Francisco

City College will inform everyone of the benefits of the institution's programs and services through a comprehensive outreach and recruitment effort. New and continuing students will be equipped with the appropriate information needed to enroll and succeed in the College's programs and courses. The College will continue and expand its efforts to respond to the needs of the diverse communities we serve by maintaining an open door for all who can benefit from enrollment, and scheduling programs and classes throughout the City of San Francisco to ensure maximum access.

2. Promote Student Success in Achievement of Educational Goals

The College is a learner-centered environment encouraging the acquisition of essential learning skills, civic engagement, and relevant knowledge that students need to achieve their educational goals. The College's programs support student education goals including the associate degree, certificates of program completion, transfer to baccalaureate institutions, specific career skills, English as a Second Language, basic skills, and lifelong learning.

3. Improve Satisfaction with College Services

All students should receive the highest quality educational and student support services at all campuses; faculty, staff and administrators should be able to rely upon the most efficient and effective college operations to fulfill their professional commitments to providing those services. College operations and services will rely upon a college-wide program review system as well as quality improvement processes to ensure that all students and employees receive the most reliable and efficient possible services.

4. Promote a Supportive and Positive Workplace

To better serve our students and our diverse communities, CCSF will promote a supportive work environment, which fosters collaboration and improved levels of communication, innovation and experimentation among the various college departments and units; the College will continue to build effective staff development programs, ensure healthy working conditions, foster an environment of respect and trust, and strive to be the most productive and best rewarded workforce in the California community college system.

5. Manage Resources Effectively

To increase the College's fiscal stability and effective management of its resources, CCSF will continue to pursue the highest standards of efficiency in delivery of educational services. The College will also aggressively pursue alternative sources of revenue including grants, alumni support and capital campaigns.

6. Pursue Highest Standards of Educational Excellence

City College promotes educational excellence by supporting faculty, administration, staff and student participation in national, state and local professional organizations, by building partnerships with other educational organizations, and by pursuing the highest standards of excellence for its programs and services.

Strategic Priorities

- 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.**
 - 1.1. Expand and improve programs and activities that focus on basic skills.
 - a. Examine effective retention practices, strategies, and models such as those that increase the intensity of coursework and that accelerate the work in basic skills.
 - 1.2. Increase success rates for students with basic skills needs.
 - a. Analyze English and math sequences to ascertain where student success can be increased.
 - b. Continue to expand the use of alternative methods of instruction and academic support.
 - 1.3. Expand access for students needing basic skills courses.
 - a. Ensure that part-time students receive the same opportunities as full-time students.
 - b. Determine and advocate for funding at the state level.
 - 1.4. Expand support programs to meet needs of students who do not perform well on high school exit exams and other standardized tests.
 - 1.5. Provide a comprehensive student success curriculum.
 - a. Increase access to college success courses that teach study skills and other necessary skills.
 - b. Expand initiatives through which student organizations address retention issues.
 - 1.6. Expand and improve linkages from basic skills through transfer courses in the college curriculum.
 - 1.7. Expand the College's organizational capacity to address the needs of basic skills students.
- 2. To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery, and success in achieving student learning outcomes.**
 - 2.1. Address and resolve graduation requirement issues.
 - 2.2. Continue to diversify the curriculum across the College.
 - a. Strive to make multicultural perspectives and civic engagement the norm for all disciplines, as appropriate.
 - b. Provide faculty and staff training and professional development opportunities in multicultural perspectives.

- c. Provide instruction that accommodates a diversity of student learning styles.
 - d. Assess the College curriculum in terms of multicultural perspectives, currency and inclusiveness as criteria for excellence.
- 2.3. Promote instructional methods and deliveries that optimize student success, including such programs as distance/on-line learning, interdisciplinary and competency-based programs, collaborative and project based learning, learning communities, integrated learning and cross-disciplinary initiatives, as well as successful traditional methodologies.
- 2.4. Expand out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities at all campuses.
- 2.5. Use skills-across-the-curriculum to enhance study skills and reinforce learning in the essential subject areas of reading, writing, and math.
- a. Continue to promote and expand student success skills, including communication skills (speaking and listening), study skills, information competency skills and time management.
- 2.6. Utilize contextual and experiential learning strategies.
- a. Expand the integration of vocational courses with ESL where appropriate.
 - b. Utilize project-based learning.
 - c. Develop bridge courses that introduce students to key occupational programs, such as biotechnology, information technology, and healthcare careers.
 - d. Utilize job-shadowing opportunities.
- 2.7. Expand the identification by faculty of learning outcomes and assessment of student learning at the course, program, and College levels.
- a. Review and refine, where needed, existing policies and procedures that faculty use to identify desired learning outcomes by course and program.
 - b. Review and refine, where needed, existing policies and procedures that faculty use to assess the extent of student learning in courses and programs, including the development of appropriate assessment instruments.
 - c. Review and refine, where needed, existing policies and/or procedures that faculty use to evaluate the effectiveness of various teaching and delivery modalities and strategies, analyze the assessment results, and modify those strategies where appropriate.
 - d. Develop survey instruments to assess employer, student, and alumni satisfaction with college instructional, transfer, and training programs.

- e. Review and refine, where needed, existing policies and procedures of the College's program review system to ensure the effectiveness in improving instructional and student development/student services programs.
 - 2.8. Expand staff development opportunities for faculty in the development and implementation of learning assessment initiatives
 - 2.9. Integrate visual resources in to the institutional life of the College
 - a. Integrate visual resources into the curriculum to improve student success and learning.
 - b. Expand art education exhibits and workshops throughout the College.
 - c. Conserve and maintain CCSF works of art.
 - d. Establish an art walking tour of the Ocean campus.
 - e. Promote and support the acquisition of art for new college buildings.
- 3. **To continue to respond effectively to the educational and training needs of students and communities related to workforce, economic and community development initiatives.**
 - 3.1. Develop new academic, vocational and contract education career pathway programs to respond to economic development trends in the City and the region in key economic sectors, including but not limited to health and medical services, transportation, public sector services, biotechnology, and information technology¹.
 - 3.2. Integrate basic skills, ESL, and other appropriate academic instruction with workforce education programs.
 - 3.3. Expand workforce training and development opportunities for students.
 - a. Address opportunities for employment training for diverse populations.
 - b. Teach skills and competencies that cut across academic and occupational programs.
 - c. Offer career-interest and career-planning courses.
 - d. Collaborate with community-based organizations and businesses to provide students with a first employment/internship opportunity.
 - e. Use work-study, internships, and other similar programs to provide students with work experience in the community related to their program/course of study.

¹ see also Education Master Plan Section I for additional program plans.

- f. Develop partnerships with City of San Francisco departments and agencies as well as community organizations to support workforce training and economic development.
- 3.4. Explore the potential of high-pay/high-skill jobs at the Mission Bay and Third Street Corridor projects for residents in local area communities as well as other sections of the City including the necessary education and training requirements for those jobs.
- 4. 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.**
- 4.1. Expand the number of people served by the College within the City and County.
 - a. Provide new kinds of programs and services to reach people in new ways.
 - Use technology and distance education.
 - Partner with community-based organizations (e.g., Swords to Plowshares, Walden House, Second Chance, Goodwill, On-Lok, JVS, etc.).
 - Recruit under-employed and dislocated workers.
 - b. Review curriculum, scheduling, and instructional delivery options for programs and courses to attract diverse and changing student populations.
 - c. Develop additional targeted marketing and outreach strategies including City of San Francisco departments and agencies and community-based organizations.
 - d. Analyze why some City residents attend community colleges outside the City and develop strategies to meet their needs through CCSF.
 - 4.2. Recruit and support non-credit students seeking to transition to credit programs.
 - 4.3. Develop outreach to people who commute into San Francisco.
 - 4.4. Share student data with other postsecondary institutions and high schools to expand the College's understanding of student needs.
 - 4.5. Extend outreach activities beyond San Francisco, targeting the Bay Area, the state, and other countries.
 - 4.6. Expand efforts to reach current middle and high school students, high school dropouts, and high school graduates in collaboration with SFUSD and other Bay Area school districts.

- a. Expand the use of concurrent enrollment to support underprepared and underrepresented high school students, including students at risk of not graduating.
 - b. Expand programs to reach high school students bound for CCSF or C.S.U., U.C., and other four-year colleges and universities.
 - c. Expand and improve outreach to students in middle and/or high school.
 - d. Explore offering more CCSF courses at high school sites.
- 4.7. Expand alternative scheduling and flexible delivery of courses.
- a. Increase evening and weekend courses.
 - b. Increase summer offerings.
 - c. Increase continuing education offerings.
 - d. Increase short-term and modular course offerings.
 - e. Increase summer bridge courses for high school students needing academic enrichment activities.
 - f. Explore the use of alternative calendars.
- 4.8. Expand activities of the Office of Outreach and Recruitment.
- a. Explore expansion of the scope of the Outreach/Recruitment Office.
 - b. Expand role of students in outreach and recruitment.
 - c. Expand outreach activities focused on campus-based programs.
 - d. Explore ways that current students may promote the future enrollment of new students.
- 4.9. Explore intercampus transportation shuttle bus system.
- 5. 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.**
- 5.1. Expand, improve, and promote greater access to financial aid resources for all credit and noncredit students, including Pell grants, college work-study, childcare, books, computers and other tools useful in the educational process, and scholarships.
- 5.2. Provide a fair and equitable wage for on-campus student employment opportunities by developing and implementing a three-year schedule to achieve a greater level of compensation for students.
- 5.3. Expand the success of the College transfer function.
- a. Identify and assist transfer-ready students to transfer to baccalaureate institutions.
 - b. Provide additional support for students in meeting transfer goal, targeting underrepresented students.

- c. Identify and collaborate with institutions that successfully work with community college transfer students.
- 5.4. Strengthen the student orientation program.
- a. Offer credit and noncredit student orientations that inform current students about College programs.
 - Involve students in the delivery of orientation programs in multiple languages.
 - Provide student mentors.
 - Explore awarding credit for participation in orientation.
 - Explore and develop online and video approaches to providing orientation services.
 - b. Develop additional student information for student orientation initiatives, student clubs and student access to textbooks.
 - c. Improve user friendliness of the schedule.
- 5.5. Expand College retention programs for underserved and underrepresented students of color.
- a. Expand activities of the Latino Services Network.
 - b. Expand African American Achievement and Retention Programs.
 - c. Assess needs and feasibility of establishing retention programs for other underserved populations (e.g., Filipino, Asian/Pacific Island, and Native American students)
- 5.6. Promote lifelong learning development, including skill upgrades and career ladders guidance.
- a. Provide examples of career pathways that students can pursue (workforce, associate degree, transfer) with assistance from counseling services.
- 5.7. Utilize technology to strengthen the delivery of student services.
- a. Implement a degree audit system for use by faculty, staff, and students.
 - b. Implement a computer-based system for educational planning.
 - c. Implement computerized assessment/placement testing.
 - d. Implement a student monitoring system to ensure student success.
 - e. Implement on-line delivery of student orientations where appropriate.
- 5.8. Assure the delivery of a full range of student support and counseling services at all campuses.
- a. Promote communication and knowledge about student development services among college faculty and staff.
 - b. Strengthen relationships at the campuses by cross training student services faculty and staff to provide services for both credit and non-credit students.

- c. Expand essential services to students beyond the College's normal operating hours.
 - Address needs of evening and weekend students.
 - Expand Library/Learning Resource Center and the Learning Assistance Center hours.
 - Expand Student Union hours.
 - Address student access to health services outside the Ocean campus.

6. To identify and promote strategies that provide a stable pattern of funding for CCSF's Strategic Priorities.

- 6.1. Monitor and advocate for state funding formulas and public policies that affect CCSF funding.
 - a. Pursue full equity funding for noncredit programs and courses.
 - b. Pursue increases to base funding.
 - c. Monitor and advocate for funding formulas equitable for CCSF, its students, faculty, and classified staff.
- 6.2. Review and improve efficient use of resources.
 - a. Reorganize and re-engineer College operations and systems as needed to maximize efficient use of resources.
 - b. Review the allocation of personnel to optimize the use of staff.
 - c. Seek to eliminate mundane time-consuming processes.
- 6.3. Expand activities to secure alternative resources.
 - a. Develop a capital campaign for the College.
 - b. Explore the establishment of planned- and deferred-giving funding options through the Foundation.
 - c. Explore a "Friends of the College" initiative.
 - d. Continue to develop the CCSF Foundation Board.
 - e. Use grants to leverage other resources.
 - f. Increase contract and continuing education programming.
 - g. Create more strategic alliances and partnerships that provide opportunities for sharing instructional and student support services costs.
- 6.4. Effectively implement the plans and projects associated with the 2001 Bond Referendum and leverage other resources from the state, federal, and private sectors to maximize the benefits for college facilities and programs.
- 6.5. Continue to upgrade and maintain facilities to support learning.
 - a. Address health and safety issues including seismic retrofitting.

- b. Complete electrical upgrades to support district-wide computer network.
- c. Remodel existing space to accommodate departmental needs when necessary.
- d. Improve overall appearance of building exteriors as well as interior space.
- e. Provide prompt responses to faculty and staff requests for work orders and custodial services.
- f. Develop and implement standards for classroom furniture.
- g. Expand scheduled and preventive maintenance activities.
- h. Plan professional development opportunities for staff responsible for maintenance and upkeep of buildings and grounds.
- i. Significantly improve external and internal signage for campus facilities, as needed, throughout the College.
- j. Ensure access to all campuses for persons with disabilities

7. To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources, and contribute to improved levels of communication and organizational effectiveness.

7.1. Strengthen and expand educational technology programs.

- a. Support the institutionalization of on-line learning classes, as appropriate, based upon evaluation of course effectiveness.
- b. Explore and evaluate the use of interactive television (IPTV) to deliver educational programming to students at various campuses.
- c. Provide faculty with access to the appropriate training and equipment to improve the use of technology for instruction in traditional classroom settings, technology-enhanced instruction, and distance education.
- d. Evaluate the effectiveness of these instructional technologies in contributing to student progress and success within the College.
- e. Improve the programming on the College's education access television station, through collaboration with SFUSD and other agencies.
- f. Expand capacity of student support services with computerized assessment centers, electronic educational planning, transcript services, and certificate/degree/transfer audit programs.
- g. Explore a one-stop portal for students and College employees.
- h. Continue to improve the quality of computer labs and expand access for all students.
- i. Provide staff development and training opportunities for all CCSF employees in the use of technology and in applications of technology to enhance teaching and learning.

- j. Use technology-mediated instruction to reach students, including home-bound adults, working adults, and students needing GED preparation in English, and other languages as available.
- 7.2. Improve network services.
 - a. Provide CCSF employees with universal access to Web-based services and resources through desk-top computers.
 - b. Provide CCSF students with universal access to Web-based services and resources, including email, chat rooms, discussion boards, Web portal, instant messaging, information ports, laptop loans, and wireless access.
 - c. Establish standards for network services.
 - d. Plan and support wireless access to Web services for all constituencies.
 - e. Plan for next generation of network technologies including convergence of voice, data, and video; new telephone/voice system; and video distribution alternatives such as interactive TV.
 - 7.3. Expand College capacity of technical support and organization.
 - a. Complete the construction and rollout of network infrastructure.
 - b. Develop and implement a training program for the application of CCSF technologies.
 - c. Establish stronger structures to improve delivery of information technology resources and technical support for users.
 - 7.4. Expand applications for an improved administrative system and working environment.
 - a. Convert paper-based systems to electronic systems at all campuses, including document imaging, student ID card, and on-line personnel and requisition processing.
 - b. Review College business practices to improve efficiency and productivity.
 - c. Support the ergonomic use of technology to prevent injury and improve efficiency.
 - d. Explore and implement automated noncredit admission and enrollment to improve efficiency through technology, further automating activities such as pre-enrollment, waiting lists, registration, transfer between classes, class counts, no show follow-up, and attendance accounting.
- 8. To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and the promotion of diversity at all levels of the College.**

- 8.1. Ensure that the College's workforce reflects the diverse communities we serve.
 - a. Continue and expand efforts to recruit and hire a diverse faculty.
 - b. Pursue development strategies to cultivate and support a future corps of faculty for CCSF.
 - c. Evaluate the progress and success of the College's recruitment and hiring efforts and processes.
- 8.2. Promote professional development and ensure that it is available to all CCSF employees.
 - a. Continue professional development for faculty, staff, and administrators on critical topics including technology, global education, subject-specific areas, diversity training, access for disabled persons, leadership development, instructional methods, and conflict resolution.
 - b. Conduct periodic assessments of the needs for professional development including input from all key College constituencies.
 - c. Expand campus-based opportunities for professional development.
 - d. Establish ongoing orientations for new faculty, classified staff, and administrators throughout the year.
 - e. Support and reward innovation among faculty, classified staff, and administrators.
 - f. Identify and publicize effective practices promoting student success.
- 8.3. Continue to develop initiatives that promote social and racial trust among all College constituencies.
- 8.4. Ensure a balance of services for all campuses.
- 8.5. Promote collaborations among departments and College offices.
 - a. Increase collaboration and direct interaction among counselors, instructors, and librarians to foster positive working relationships.
- 8.6. Investigate the feasibility of offering incentives for early retirement for eligible faculty, classified staff, and administrators.
- 8.7. Improve and increase accurate and consistent communications among employees, students, and the larger community about College programs and activities.
 - a. Use technology for improved communication.
 - b. Use traditional means to improve communication.
 - c. Provide periodic progress reports to residents of San Francisco.
 - d. Continue to share research on student success.
 - e. Improve the effectiveness of the participatory governance and consultation process to better enable various constituent groups to

participate in the development and implementation of College initiatives.

- 8.8. Implement recommendations of the Enhanced Self-Study as they are approved.
- 8.9. Continue to raise morale and strengthen the identification with CCSF on the part of all constituencies.

City College of San Francisco

Summary Report from Listening Sessions on CCSF Strategic Plan

Introduction

To obtain the maximum amount of feedback about the College's draft Strategic Plan, the Chancellor and the Planning and Budgeting Council held eight listening sessions at five campuses during the period September 23 through November 20, 2002.

Four of the listening sessions focused on feedback from members of the college community—faculty, students, staff and administrators; and four sessions were held to gather responses from the greater San Francisco community including representatives from community organizations, businesses, educational institutions, government and non-profits. Invitations to review and discuss the strategic plan with the College listening panel were sent to approximately 300 individuals and organizations in the city and county of San Francisco.

Over 250 people attended the eight listening sessions and most of them provided either oral or written responses to the basic question asked of all participants:

What key directions do you think should be embraced as CCSF plans its future and are these directions identified in the current draft strategic plan?"

Members of the college community focused on strategic initiatives that address strengthening and improving academic and student development programs. The concerns included:

- Expanding professional development for faculty and staff;
- Enhancing the college curricula and facilities with visual arts resources;
- Establishing new programs in such areas as medical lab technician and disaster preparedness;
- Expanding financial aid, career guidance and academic support programs; and
- Adding new courses to current programs, particularly in occupational areas.

Presentations from members of the communities served by City College of San Francisco focused on four strategic priorities: academic programs; workforce training and education; outreach and recruitment; and student development. The main themes include:

- Integrating of English as a Second Language with vocational programs;
- Expanding health education and training programs;
- Continuing the development of flexible systems of delivering education particularly for those who work full time;
- Expanding recruitment and outreach; and
- Expansion of career guidance and academic support systems.

Notes from Strategic Plan Listening Sessions

September through November 2002

External Listening Sessions

Downtown Campus, October 30

1. Continue to support CCSF SBDC
2. Add support for the development of small businesses to SP Initiative #3 (Workforce Education and Training) as an activity.
3. Integrate microcomputer business applications classes such as one on Quick Books, with the small business program at the Downtown campus.
4. Additional ESL literacy classes are needed at the college for displaced workers (e.g. Levi Strauss workers)
5. Expand job training for entry level workers
6. Develop a program in non-profit agency management.

John Adams Campus, November 4

1. Comment made that we need to be cognizant of shifting demographics in San Francisco (i.e., largely Asian population, many of whom are immigrants); would like to see (1) more training for bilingual/bicultural health and human services providers and (2) more service learning opportunities.
2. Suggestion made that we offer more acute care training and pre-college program to support students.
3. Comment made that strategic plan reflects reality and that CCSF is responsive to the community.
4. SFFD representative noted that he appreciates CCSF's role in the community and is committed to working with CCSF to serve the community (through paramedic and EMT training).
5. Recommendation made that we consider graduates of SFSU School of Nursing for faculty positions (nursing shortage is coupled with an even more severe shortage of nursing faculty).
6. Suggestion made that we consider increasing access to CCSF resources by offering classes onsite for populations such as those recovering from head traumas at Laguna Honda and find ways to provide these individuals with funding for textbooks, supplies, etc.

7. Same individual suggested partnering with community-based organizations (e.g., Department of Public Health, SF General Hospital, Community Mental Health) to provide onsite career counseling for employees.
8. SFPD would like us to expand training into basic English (composition), social sciences, and psychology.
9. Comment made that we need to emphasize language training.
10. Suggestion made that we expand the opportunities for ESL students that tap into their existing skills (e.g., similar to Welcome Back).
11. Recommendation made that we work in close collaboration with the Workforce Investment Board, continue building partnerships with CBOs, and continue to offer courses during evenings and weekends for working adults. Also noted that we need to continue customizing training to meet employer needs (cited this as an area of weakness at CCSF).
12. Same individual indicated need for more intensive, flexible, vocationally oriented ESL offerings. Also noted need for enhancing customer service for agencies and students.
13. Requested that we include healthcare in Priority #3.
14. Echoed need to provide more vocational training, especially ESL.
15. Need asserted for expanding our allied health programs, and, in particular, need to develop support services for allied health students—many work at same time they go through program.
16. Suggestion made that we reach out more to high school students through School-to-Career programs (noted by three individuals); need to emphasize 2+2+2 initiatives.
17. Affirmed need for technology as a tool for distance education to reach broader audience.
18. Another participant noted the need to work closely with African American and Latino students on transfer; suggested that low transfer rates among these students are due to a lack of cohort with which to transfer (i.e., lack of community at state universities).
19. Echoed need for bilingual nurses and allied health professionals, especially Cantonese-speaking professionals; suggested that we partner with agencies to provide internships for students.
20. Request made that we expand homecare provider training by offering more sections, limiting class size to 20 students, and offer more classes in more languages; nursing and allied healthcare classes are too impacted, as are prerequisite classes.

21. SEIU would like to partner more with CCSF; members sorely need GED courses and Eng/math remediation to advance; need to involve unions in planning.
22. Statement made that we need to focus more on transitions from community college to four-year institutions. Noted that some of the best students at UC schools are those who came from community colleges—these “non-traditional” students tend to bring enriching experiences to the classroom. Need to begin shepherding transfer students earlier.
23. Suggestion made that we invest more in public relations; not enough spotlighting of CCSF.
24. Need to focus on physical improvement of facilities (SPUR can help)—keep going back for more bond measures.
25. Suggestion made that we utilize SPUR for student internships and for outreach.
26. Suggestion made that we tap into the Asian and Latino communities more (as we have with African American community).
27. Need asserted for cross-training of health care providers.

Gough Street (Includes Mission and Alemany Campuses), November 6

1. Comment made that we overstress “community service” (e.g., CCSF as a place for life-long learning) and don’t stress enough how it can be a stepping-stone to a four-year degree.
2. Noted that students need more help navigating the system through support services (orientation, counseling and retention programs); too many students become lost—noted that Strategic Plan addresses this as did the last, but it doesn’t seem to have been implemented broadly enough.
3. Requested that we focus on making the Mission Campus bigger and better—doesn’t currently serve the needs of the community because of space limitations.
4. Indicated support for Priority #2; also recognized that getting staff/faculty to embrace new pedagogies to meet the needs of nontraditional students can be challenging given logistical limitations, etc.
5. Noted importance of articulating with SFUSD and suggested that we reference K-12 under partnerships.

6. Participant indicated support for lifelong learning as a way to increase self-esteem; also noted importance of ESL. Would like to see these opportunities increase.
7. Supported non-credit instruction and need for building partnerships in this arena.
8. Noted that de-institutionalization of the elderly will result in a greater training need for in-home care providers.
9. Need asserted to recognize what the Hawaiian/Native American student community can bring to CCSF (e.g., environmental knowledge, etc.).
10. Noted need for more staffing in DSPS—valuable resource for students.
11. Need to provide more fellowships and internships for students (suggested providing opportunities for students to work with faculty to publish articles, etc.).
12. Need to focus more in recruiting Native American students—SF is home to the second largest population of Native Americans in an urban setting.
13. Consider developing a relationship with Indian gaming outfits for funding programs that support Native American students.
14. Request made that we expand healthcare and nursing programs and work with organized labor to determine which programs to expand.
15. Asked that we integrate ESL and basic skills into workforce education.
16. Suggested that we create a smoother transition between prerequisite courses and subsequent nursing/healthcare courses (especially for students fulfilling prerequisites elsewhere).
17. Need asserted for better outreach to a variety of communities. Need to devise affordable, culture-specific marketing.
18. Recommendation made to expand alternative delivery of courses—bring classroom to students (e.g., Walden House); expand partnership with Walden House and others; focus in particular on computer training and consider involving counselors.
19. Great need for in-home care providers; need job readiness training, hands-on training, and language development (especially for Russian and Spanish speakers—need instruction in these languages). Need to expand training program.
20. Support for flexible delivery of education and training for health care workers seeking to move up the career ladder.
21. Strong support from the Chief of Staff of the Workforce Investment Board of San Francisco for City College programs and commitment to work closely with the WIB. Recommends expansion of alternative

- delivery systems including on-line learning, collaborative and project-based learning and course instruction at community organizations.
22. Recommendation to establish special projects with SFUSD schools used by CCSF to provide mentoring and tutoring and other forms of support for the students in these schools.
 23. Recommendation in support of vocational ESL, vocational programs for older adults and training for entry-level positions.
 24. Need for continued support for education for newly arrived immigrants, especially through Newcomer High School.
 25. Support for a “multi-level strategy” for new Chinatown/North Beach campus to work closely with both the companies in the financial district and the new immigrant populations in Chinatown.
 26. Support for expanding communication with the communities in San Francisco.
 27. Additional training for students at CCSF participating in the shared governance system.
 28. Use exit interviews for retiring faculty to gather insights about what the college is doing well and where improvements are needed.
 29. City College of San Francisco should participate in committees established by the Board of Supervisors.
 30. Channel 27 needs to be upgraded in video and audio.
 31. CCSF should establish a training program in disaster preparedness for residents of the City including employees in the businesses, agencies and public sector. Such a program could utilize current CCSF courses as well as the skills and knowledge of various residents of SF.
 32. Need for basic culinary class for adults with developmental disabilities. Also need appropriate training for entry-level jobs for adults with developmental disabilities (such as: janitorial, retail, restaurant).

Southeast Campus, November 11

1. Encouragement given for CCSF to continue partnering with SFSU, Department of Human Services, and other CBOs in child development.
2. Same participant also recommended using DHS' VIP Program as a model for ESL vocational education. A later participant reinforced the need for basic skills and ESL to be paired with workforce development/vocational education.
3. Request made that CCSF provide staffing to the One Stop Centers.
4. Additional request made for specialized scheduling of courses for welfare recipients (e.g., shorter, more intense courses; “weekend

college”); also requested that we provide more opportunities for skills enhancement that encourages pursuit of higher education.

5. DHS clients have complained that CCSF classes are too large and that content does not reflect primary need for job development; would also like to be able to access One Stop services in the evenings. In particular, would like to see job development opportunities in strong industry sectors (e.g., biotechnology) that provide wage progression through continual skills upgrade. Clients have also asked for certificate program for Building Superintendents.
6. Suggestion made that CCSF strive for (1) better integration with the rest of the workforce development system, (2) more career counseling and job placement, and (3) better access to courses and opportunities through flexible scheduling, etc.
7. Another participant raised the concern that there aren't enough opportunities for residents of the Southeast sector to develop skills to pursue jobs in biotechnology.
8. Comment made that folding the Latina Service Center into the Latino Services Network detracts attention from the very specific needs that Latina women face. This participant would like to see more support for re-entry of female students.
9. Another request made for flexible scheduling of classes to promote access for students who work.
10. Suggestion made that CCSF consider locating programs in Visitacion Valley (considered to be a neutral area in terms of gang turf).
11. Request made that we continue providing tours of CCSF for high school students.
12. Concern raised that high schools aren't receiving information about their students once they move on to CCSF.
13. Suggestion made that we provide a one-credit course for high school students to introduce them to CCSF.
14. Comment made that undocumented students are prohibited from participating in high education due to their immigration status.
15. Request made that we explore ways to subsidize training programs in promising workforce development areas (aircraft mechanics, computer technicians). Validated earlier comment re. need to explore alternative delivery of training programs that encompass basic skills and job skills development.
16. One participant would like to see more stepladder programs through two-year institutions.
17. Request made that CCSF take leadership in facilitating improvements in quality of life for residents in Southeast sector.

18. Concern raised that the Southeast Campus appears to be in competition with other CCSF campuses for educational programming; would like to see more certificate programs at this campus (e.g., reinstate allied health training programs and provide more business English and math classes). Another participant echoed concern that CCSF does not provide enough full certificate programs at the Southeast campus—CCSF also needs to provide more credit courses at night on this campus.
19. Request made that we focus more on Pacific Island students (especially Samoan) through offering culturally relevant courses (Samoan arts), etc.
20. Comment made that CCSF generally needs to focus on outreach and recruitment in Southeast community.

Internal Listening Sessions

Downtown Campus, September 23

1. Question about establishing targets and goals for some of the activities listed in the strategic plan. For activities such that are to be “increased” or “expanded”, such as 4.7 for example, question of how such increase is to be evaluated.
2. Question about Obj. 5.5 on retention. Discussion followed.
3. Question about integrating ESL with career development and occupational programming.
4. Question and discussion about regular permanent allocations for equipment and software upgrades for computer labs so that “higher end” computer classes could be taught.
5. General discussion about Downtown library operation.
6. Comment that the strategic plan draft was “superb”.
7. Comment that the plan was so comprehensive that “there was hardly anything we couldn’t find in it. Noncredit programs are also well represented in the plan.”
8. Overview discussion about planned renovations of the Downtown campus especially the first floor. Cabaret and sound system setups would be useful.
9. Suggestion made that it might promote collegiality more to have the campus funding “pie” divided up in bigger pieces and rotated among the campuses (even if on a less frequent basis), in preference to the current practice of making it a competitive decision process wherein desired projects are funded frequently but often only partially.

Southeast Campus, September 25

1. Question about whether we will increase classes available on Southeast classes, particularly in light of 3rd Street Corridor improvements with light rail access.
2. Concern raised that Transitional Studies needs vary by campus, therefore need representation for all.
3. Issue raised that basic skills students want jobs.
4. Support expressed for increasing internship opportunities.
5. Question about accountability and how we will measure attainment of strategic priorities.

6. Comment that exploration of “Ability to Benefit” (financial aid qualification for ABE) program needs to be resurrected.
7. Comment that sewing equipment needs updating.
8. Concern raised about why students who have health benefits elsewhere need to pay the student fee.
9. Request made for more student mentoring funds at the Southeast campus.

John Adams Campus, October 1

1. Suggestion made that we consider accelerated immersion programs for ESL students who are skilled and literate foreign professionals (e.g., doctors, nurses) whose basic skills need is only for English language acquisition.
2. Concern raised that Title III focuses solely on credit students; would like to know that we are pursuing other grant funds for noncredit students (responded that infrastructure/technology that Title III will allow us to undertake will ultimately serve all students at all campuses, whether credit or noncredit).
3. Comment that health occupations should be listed in 3.1.
4. Suggestion made that all campuses and specific departments need individual marketing support in addition to marketing CCSF as a whole; would like the Office of Marketing and Public Information to facilitate discussions about how to address individual campus and department marketing needs at an institutional level.
5. Comment that Priority 5 emphasizes transfer too much; not everything needs to be degree applicable given that the community’s needs are diverse with respect to individual educational pursuits.
6. Confirmation received that evening and weekend and course offerings are particularly important, especially for the “working poor.”
7. Validated need for reducing mundane/redundant systems/processes within the College (6.2.c).
8. Validated need for optimizing use of staff and noted need to do so in conjunction with collective bargaining units.
9. Comment that the need for beautifying campus grounds is important (6.5.d).
10. Noted importance of using technology for automating admission procedures, etc.

11. Request made for more professional development on grants management; and more need to codify the system along the lines of B-Resolution procedures distributed by the grants office.
12. Question raised about how we can be more flexible in our delivery of services when we experience high enrollment as we are now but facing budget reductions.

Ocean Avenue Campus, November 20

1. To address needs of students in health related programs, additional weekend and evening classes should be established; additional articulation agreements with community organizations should also be pursued.
2. Significant opportunity for CCSF is to establish a medical laboratory technician program since the State of California has just created a licensing program for lab techs. Hartnell College already has an online curriculum that CCSF can adapt.
3. College needs to continue to develop health programs in response to issues/problems within communities such as asthma and diabetes, not just in response to hospital needs for a larger nursing workforce.
4. Address the workforce needs of new companies at Mission Bay such as Hoffman/Roche which needs biotechnology technicians (see section 3.4 on page 10)
5. Add specific reference helping students with accessing textbooks in section 5.4.b
6. Add information competency skills to section 2.5.a
7. Add a ninth objective in Strategic Plan Priority #2 (Academic Programs) that would read: "To enhance both the curricula and the facilities at CCSF by creating, presenting and preserving a broad range of visual resources and pathways to information about them." There are nine proposed activities listed including integrating visual resources into the curriculum; expand exhibitions; development workshops; conserve CCSF works of art; promote acquisition of new art; expand partnerships with schools around arts programs; continue to develop library collections; create an art walking tour; continue to support staffing.
8. Recommendation to enlarge programming in ethnic studies and classes that focus on social and political issues.
9. Recommendation to make editorial changes to draft mission statement Tone is too apologetic. Suggests: "The College will be responsive to them."

10. Recommendation to provide professional development opportunities for faculty to support the integration of multicultural perspectives in to all parts of the college curriculum. New faculty hires should be provided with training to ensure that a multicultural perspective is well understood and integrated into faculty classes.
11. Evening instructor summary of her evening student's views: they appreciate what has already been done by the college to support evening students, and they would suggest additional activities: staggered evening classes so that students could take two classes in an evening; evening and weekend childcare; Sunday hours for the library; short-term classes during holiday break and summer; more SFSU classes offered at the Ocean Avenue campus; more test preparation classes for the LSAT; GRE; CBEST, etc.; evening student clubs; evening concern and lecture series; more effective traffic and parking control; more effective coordination with MUNI with evening class scheduling.
12. Recommendation to recruit/hire more faculty for Latino studies program.
13. Suggestion to modify section 5.5.c to add Pacific Islanders and to use verbs such as "implement" rather than "assess feasibility."
14. Suggestion to add more day classes in GLST at the Ocean campus.
15. Suggestion to enhance support for Asian-Pacific American students, especially since a significant number of the probationary students is AP-As.
16. Suggestion for more Puente and Math Bridge type programs
17. Suggestion for more credit classes on other campuses.
18. Recommendation for professional development for classified staff that is explicitly job-related.
19. Suggestion that FLEX professional days should be rethought given the scarcity of funding, specifically to focus more at the department level needs of the faculty and staff and using more college personnel to transfer information and skills to the faculty and staff.
20. Suggestion for student housing; shuttle busses for the college for students and faculty.
21. Suggestion to increase outreach to students about student clubs and student support resources.
22. Suggestion to diversify the curriculum content of European history to include both western and eastern European history.
23. Investigate the feasibility of changing transfer requirements for international students to ensure that they enroll in US history and US government courses for transfer to a baccalaureate institution.