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 involved 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 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.