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When completed, the City College Education Master Plan will be a compendium of plans from both the student development and academic affairs divisions of the college. Included in the Education Master Plan are plans from all the schools and campuses as well as a common plan for all of the units within student development. The plans offer a great array of potential directions and options for the college during the next five years, ideas and proposals that will require the review and support of faculty, staff and students through the college’s participatory governance process during the implementation phase. In addition to the plans contained herein, there are many proposals and initiatives originating from the college’s Enhanced Self-Study and the Accreditation Report that will be included in the deliberations of the college community.

The Planning and Budgeting Council (PBC) initiated this education planning initiative during the 1999/2000 academic year by asking each school and campus to develop an education plan for the next five years. In addition, the PBC asked the Student Development Division to review each school and campus plan as a foundation for building its own plan. For the past year, department chairs and administrators have been working together to construct these plans.

The planning activities of the schools, campuses and student services units rest upon three premises. The first premise is that implementation of most of the plans contained in the Master Plan will require the support of the college’s participatory governance system. The second premise is that the plans are focused upon programmatic—not structural—changes that should enhance existing departments and campuses. Third, the plans should reinforce the development of City College as a single college, multi-campus district.

Included in this collection is a draft of proposed collegewide education initiatives based upon the school, campus, student development plans as well as college reports and studies produced during the past few years. In addition, a comprehensive College Technology Plan is in process of being completed and will be circulated separately. Included in the technology plan will be a plan for:

- Developing the college technology infrastructure
- Expanding the application of technology to instruction and student services
- Integration of technology in library and learning resources
Planning Framework
To facilitate the planning process, the schools, campuses and student development units used an education planning framework consisting of four sections.

- Section One provides a brief profile of the education unit including the mission and current programs and services.
- Section Two identifies the special issues and opportunities each unit will be facing during the next three to five years, and the new directions the unit wishes to take to respond to the issues and opportunities.
- Section Three discusses objectives and activities including development of new programs and courses and the maintenance or modification of current ones.
- Section Four concludes with a description of projected resources needed to fulfill the objectives including student support services, technology, facilities and staffing.
Section I: School Plans
SCHOOL OF SCIENCE AND MATHEMATICS
EDUCATIONAL PLAN

Section I. School Profile

1. School Mission
   1.1 To provide lower-division education that forms the basis of transfer in science and mathematics to baccalaureate institutions and guarantees the success of transfer students.
   1.2 To provide education and training to produce highly qualified, job-ready students for immediate placement in vocations.
   1.3 To provide continuing upgrading of skills for working adults.
   1.4 To provide general education options in the disciplines of science and mathematics.
   1.5 To provide life-long learning opportunities in science and mathematics.
   1.6 To constantly search for ways to improve the effectiveness of our teaching.

2. Current Programs/Services and Status
   2.1. Architecture
      2.1.1. Transfer Program
      2.1.2. Certificate Programs:
              Architectural Interiors
              Architectural Technology
              Construction Management
              Design Firm Management
      2.1.3. General Education, Lifelong Learning and Skills Upgrade Courses
   2.2. Astronomy
      2.2.1. Transfer Program
      2.2.2. General Education, Lifelong Learning and Skills Upgrade Courses
   2.3. Biology
      2.3.1. Transfer Program
      2.3.2. Certificate Program: Biotechnology
      2.3.3. General Education, Lifelong Learning and Skills Upgrade Courses
   2.4. Chemistry
      2.4.1. Transfer Program
      2.4.2. General Education, Lifelong Learning and Skills Upgrade Courses
   2.5. Computer and Information Science
      2.5.1. Transfer Programs
      2.5.2. Certificate Programs
              Computer Programming
              Multimedia Programming
              Networking/Telcommunications
              Microcomputer User Support
              UNIX/Open Systems
      2.5.3. Industry Certificate Programs: Cisco, Oracle, Microsoft, A+, Network+, iNet
2.5.4. General Education, Lifelong Learning and Skills Upgrade Courses

2.6. Earth Sciences (Geology, Geography, Oceanography)
   2.6.1. Transfer Programs
   2.6.2. General Education, Lifelong Learning and Skills Upgrade Courses

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

2.8. Mathematics
   2.8.1. Transfer Program
   2.8.2. General Education, Lifelong Learning and Skills Upgrade Courses

2.9. Math Bridge

2.10. Physics
   2.10.1. Transfer Program
   2.10.2. General Education, Lifelong Learning and Skills Upgrade Courses

Section II. Context of the Future

1. Special Issues and Opportunities
   1.1 The armed forces have returned several bases to Bay Area cities and counties allowing new uses for these lands. With the change in use, comes a tremendous need for environmental conservation, restoration, and rehabilitation all of which can lead to educational and job opportunities.

   1.2 The Bay Area is a hot bed for information technology and biotechnology. With our faculty expertise and computer and science laboratories, we can provide cutting edge training in many areas. However, most of our courses are semester long credit classes that are too long and too nonspecific for people in these fast paced professions. Targeted modular courses would better meet the needs of people in these fields.
1.3 Special support programs (e.g., Math Bridge and the NIH Bridge program) provide model ways to assist populations with special needs and help them achieve greater success and transfer in science and mathematics.

1.4 Disseminating introductory and pre-collegiate courses to the outlying campuses has not been feasible for the Science and Mathematics Departments because they are held accountable for FTES and faculty load. We may be able to change that and offer introductory courses, pre-collegiate courses and courses for upgrading skills at the campuses if we can meet certain criteria.

1.5 There is a great need to upgrade the education and skills of teachers in math and science. Many teachers have not kept up in the field in which they were trained or have been assigned to teach subjects outside of their field. City College can provide professional development to instructors in a number of fields through a partnership with SFUSD.

1.6 We have always had an emphasis on transfer and employability in planning our curricula. While these should continue to receive attention, we should also recognize the importance of providing lifelong learning opportunities for San Francisco’s highly educated population.

1.7 Many scientific and engineering fields undergo rapid change with new research and practices evolving daily. When we keep up with these developments and integrate cutting-edge material into our curricula, we not only adequately prepare students for transfer and employment, we can also provide leadership for the California Community College system.

1.8 The rapid pace of technological innovation in the last decade makes it challenging for our faculty to keep pace with recent developments. To help with this, experts from industry are often willing to teach modules in specific areas.

1.9 More and more opportunities are becoming available for our students in the form of internships and employment.

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

2.1 Field experience for students in the conservation and restoration of the environment. Courses in ecology and restoration do exist at CCSF, however, more opportunities can be made in the field. A City College bus, outfitted as a classroom and laboratory, would be the optimum pedagogic setting. This would also allow partnerships with other public agencies such as GGNRA, Parks and Recreations, the Port of San Francisco, SLUG and others. In addition, an area for the demonstration of field monitoring techniques should be provided on campus.

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

2.3 Bridge courses for transfer and employability. The methods used in these programs (e.g., cohort learning, supplemental instruction) can be used by starting selected bridge courses at outlying campuses and finishing these courses at the Phelan campus, a transfer institution (UCB, SFSU) or at an industry site. The biotechnology program will also benefit by adopting some of these ideas.
2.4 Introductory, pre-collegiate and skills upgrade courses at out-lying campuses. Selected programs in science and mathematics have the potential of serving the community better if offered both at the Phelan campus and at another campus. However, limitations in staff, equipment and laboratory facilities have frustrated this effort. To change this we can develop a college-wide assessment of need (student demand). If the courses can initially be placed in a special hold-harmless category (non-cancellation; over-and-above normal offerings), and if there is sufficient staff and equipment, we can consider the following:

Building Codes (Architecture): Downtown
Construction Management (Architecture): Evans
Computer Repair (Engineering and CIS): Southeast
Welding (Engineering): Evans
Environmental Science (Biology): John Adams

2.5 Workshops for high school teachers and students. CCSF can offer summer-workshops in science and mathematics for teachers similar to the biotechnology workshop held in summer 2000. These workshops should be credit modules that count toward salary placement for high school and elementary school teachers. Another possibility is to create laboratory courses to complement Advance Placement subjects in biology, chemistry and physics. High school teachers would have a chance to interact weekly with our high caliber faculty.

2.6 Life-long learning courses and programs. Our ecology courses that explore San Francisco Bay, Point Reyes, Mendocino and the Sierras, for example, are very popular. Short-term course, such as the Biology of Aging or Seismology, would contribute to this community need. Online course, such as Chemistry for Nonscientist, would meet the needs of those who are office or homebound.

2.7 Cutting edge developments in research and industry. Some examples of fields where we can offer leadership include the following: (1) techniques for virtual reality presentations in Architecture, (2) new methods of protein analysis in Chemistry and Biology, (3) flow cytometry in Biology, (4) radio telescropy and CCD imagery in Astronomy, (5) streaming video in CIS, and (6) GIS in Engineering and Earth Science. These developments have the potential of putting City College in a leadership position among community colleges but will depend upon the acquisition of additional resources and equipment.

2.8 Close and productive relationships with industry partners. We can create a website that posts modules we would like industry representatives to teach as well as allows individuals from industry to identify areas where they would be willing to teach. This can result in a special relationship between the college and that industry or company.

2.9 Internships and employment for students during and after their studies. Two examples of interesting opportunities for students that we have set up are 1) internships with top scientists at the national laboratories during the summer and 2) internships at Genencor. This effort should be organized and centralized. We should recruit students at all of our campuses, and we should create internships for many industries.
Section III. Objectives and Activities

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

2. New Credit Courses and Programs:
   
   2.1 Phelan Campus:
   
   2.1.1 All Departments: Begin a modularized IDST program to prepare science teachers and encourage public service by students.
   
   2.1.2 Architecture: A new course in the Ecology of the Built Environment designed for both the professional and the non-professional. New IDST courses that will unite the efforts and resources of all design department (Architecture, Photography, Graphic Communication, Film and Multimedia).
   
   2.1.3 Astronomy: A new course in Radio Astronomy to link CCSF with UCB and SFSU in observational capabilities and to enable CCSF students to make observations in foggy skies.
   
   2.1.4 Biology: New courses in Entomology, Environmental Science, Viticulture and Enology as offered elsewhere at the lower division level. New certificate program in Environmental Science.
   
   2.1.5 Chemistry: New courses in Teaching Chemistry (equivalent to CHEM 20 at UCB) and short courses in instrumental analysis (GC/MS, HPLC, HPIC, AA, capillary electrophoresis).
   
   2.1.6 CIS: New courses on Java and visual Basic. New industry certificate for Windows 2000. Add courses to the Oracle series (database administration, Oracle forms). New course for CIS community service to reward students who tutor, staff a help desk, help people set up computers or assist CBOs and public agencies.
   
   2.1.7 Earth Science: New courses in Meteorology, Seismology/Natural Hazards. Expand offerings in GIS.
   
   2.1.8 Engineering: New Bio-processing program specializing in clean-room technology for both the biotechnology industry and Silicon Valley. New programs in Optical Network Technology, Vacuum Technology, Nanorobotics
   
   2.1.9 Physics: New course in Technical Physics to address the need for an understanding of physics in vocational programs, specifically, in Automotive and Radiation Tech. New course in Biophysics.

   2.2 Other Campuses:
2.2.1 All Disciplines: Expand entry level courses at other campuses to better serve the continuing education needs of the community and to act as feeders for the higher level science and mathematics courses at Phelan. Primary targets for this expansion are Math E, 835, 840, 850, 860; Biology 9, 11; Anatomy 14, 26; Botany 10; Zoology 10; Chemistry 110; and Physics 10, 40. Other courses (e.g., Astronomy 1, Chem. 40, Geography 1) are possible if facilities warrant and there is demonstrated need.

2.2.2 CIS: Expand CIS offerings at out-lying campuses as CIS staff and facilities become available for such classes. Request administration/departments at out-lying campuses to commit specific time slots in computer labs for CIS classes and provide joint-use faculty office space.

3. New Non-Credit Courses and Programs:

3.1 Phelan Campus

3.1.1 All Departments: New non-credit courses as adjuncts to existing credit courses (same time and place) only under the following conditions:

3.1.2 Non-credit students may not displace credit students.

3.1.3 Course objectives and content are aimed at life-long learning rather than the completion of general education requirements, certificates or college degrees.

3.1.4 Non-credit versions of credit courses are not “open-entry/open-exit”.

3.1.5 Non-credit courses may not be retroactively changed to credit.

3.2 Campuses

3.2.1 Biology: Work with Older Adults Department to establish courses on “Nutrition and Aging,” “The Biology of Aging”, and possibly other classes appropriate for older adults.

4. Modification of Existing Programs

4.1 All Departments: Bring additional non-lab science and mathematics courses on-line, or via two-way video, particularly entry-level courses in Science and the high school level courses in Mathematics.

4.2 All Departments: Create opportunities for community service for students in all courses.

4.3 Architecture: Offer ARCH 23, 31 A/B, 48 and 158 on-line. Phase out the Design Firm Management certificate program. Revise existing courses into non-semester-length packages. Review and revise the composition of the certificate programs to meet expectations and needs of both the professional community and the transfer institution.

4.4 Astronomy: Revise and revive ASTR 12 and 18.

4.5 Chemistry: Modularize Quantitative Chemistry into short modules that sum to the whole course. Integrate on-line resources and tools into existing courses, including graphic images of complex molecules, online tutorials and quizzes, online discussion section, and Web-based written assignments.

4.6 CIS: Revise existing courses to include Java. Rewrite all course outlines to define the course content more explicitly and consequently to guide instructors and frame instructor evaluation. (Rapid change in the discipline requires better communication about what content belongs in what course.) Schedule
related courses (e.g., CIS 134A and CIS 141A) in blocks to promote student access, student cohorts and faculty cooperation. Consider phasing out programming courses in Basic (CIS 111) and Fortran (CIS 112).

4.7 Earth Science: Expand Oceanography offerings. Revise and revive Paleontology.

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

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

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

5. Special Initiatives

5.1 Research and other studies

5.1.1 All Departments: Research Office conduct research regarding other campuses (II.B above), i.e., to determine the need for entry level courses of various kinds at out-lying campuses.

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

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

5.1.4 All Departments: Research Office, in cooperation with individual departments, to study patterns in success, retention and persistence to identify problem areas and suggest possible remedies.

5.1.5 CIS: Survey industry to determine how well we are preparing students for work.

5.1.6 Chemistry: Research Office to study the decline in Chemistry enrollments over the last ten years to determine possible causes. Department to research possibility of teaching CHEM 110L (laboratory) on-line.

5.1.7 Mathematics: Research Office to study the predictability of the math placement test.

5.2 External Partnerships

5.2.1 All Departments: Provide course credit and financial support to students who work as teachers’ aides in science in the San Francisco Unified District.

5.2.2 All Departments: Establish courses (e.g., “Teaching Chemistry”) and projects (e.g., summer workshops in science teaching) to assist SFUSD teachers to upgrade and to offer provocative science instruction.

5.2.3 All Departments: Establish partnerships with programs that assist disadvantaged or under-represented students.
5.2.4 Architecture, Biology, CIS, Engineering: Through the Advisory Committee, adopt a different industry partner each semester or year; arrange for faculty visits to industry and industry representative to teach classes.

5.2.5 Architecture: Negotiate and formalize relations with CCAC, SJSU, Cal Poly-SLO and UCB to offer guaranteed admission and smooth transition for students. Revive and strengthen the industry advisory committees and organize these for close working relations between faculty and active architectural firms.

5.2.6 Astronomy: With a radio telescope, establish a partnership with UCB and SFSU to share in the collection of data and participate in the SETI Project. Department instructors to arrange to share our planetarium with individual SFUSD teachers and classes.

5.2.7 Biology and Chemistry (with other departments joining as it develops): develop the Transfer Consortium with UCB, expanding on the student participation in the Transfer Course.

5.2.8 Biology and Chemistry: Continue and expand partnerships with SFUSD that provide access to our analytical equipment to high school teachers and students.

5.2.9 Earth Science: Work with SFUSD to offer the established AP Geography course in the high schools and mentor high school teachers in geography.

5.2.10 CIS: Form alliances with SFUSD to offer CISCO, Oracle and other training.

5.3 Administrative Oversight and Structure

5.3.1 CIS: Allow faculty reassigned time to oversee departmental programs.

Section IV. Resource Implication

1. Student Services and other Support Services:

1.1. Student Services

1.1.1 All Departments: Expand crucial placement testing and matriculation services to the out-lying campuses as more entry-level science and mathematics courses are offered there.

1.1.2 All Departments: Establish on-line advising and tutoring to complement the on-line science and mathematics courses. Retrain counselors to do this advising. Coordinate with Learning Resource Center to do on-line tutoring.

1.1.3 All Departments: Student Services improve the flow of financial aid for texts.

1.1.4 Mathematics: Expand the range of math placement testing to more accurately guide the placement of students in all courses.

1.1.5 CIS: Establish a Student Help-Desk independent of ICL 1 using advanced students who would get community service credit. During the registration period, locate the Help Desk in the lobby of Batmale and use it to (a) disseminate flyers describing CIS courses and (b) to help students to decide the most appropriate CIS course to take.
1.2. Student Activities

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

2. Technology Resources:

2.1 Technical Staff: All Departments: Hire an Instructional Designer who has skills in the demonstration of science concepts in on-line courses.

2.1. Equipment

2.1.1 All Departments: Upgrade computers and peripherals every four years.

2.1.2 All Departments: Provide overhead computer-driven projectors for all major classrooms.

2.1.3 All Departments at outlying campuses: Provide demonstration and laboratory supplies and equipment, photocopiers, overhead projectors, computers and computer projectors to support the dissemination of our entry-level courses.

2.1.4 Architecture: Request new equipment jointly with other design departments to create a greater synergy for the students.

2.1.5 Astronomy: Replace the main optical telescope with a modern digital telescope for better access by students and add a radio telescope with Internet capabilities. Construct an Astronomy display in the first floor display case.

2.1.6 Biology: (1) Expand instrumental analysis equipment in Cellular and Molecular Biology. (2) Upgrade projection equipment, models and biological study materials in the BAT laboratory. (3) Purchase new equipment (primarily microscopes) for basic laboratories at the outlying campuses.

2.1.7 Earth Science: Add GIS charting/mapping equipment and upgrade computers to handle the volume of GIS data.

2.1.8 Engineering, Earth Science, Chemistry, Biology: Purchase a bus or two vans to enable students to visit industry, participate in community service, participate in class field trips and to bus students from high schools for special projects at City College.

3. Facilities

3.1. Remodeling

3.1.1 Architecture: Renovate the two drafting labs (L245 and L246) for greater functionality and efficiency including an acoustic barrier between the two labs so that they can be used separately.

3.1.2 Astronomy: Remodel the vacated Rad. Tech. Classroom (S311) to be a general classroom for the Astronomy Department (which currently has no classroom in which to display materials).

3.1.3 Biology: Remodel biology laboratories to meet new laboratory techniques and equipment of the expanding discipline.

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

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

3.2. New Facilities

3.2.1 All Departments: Construct an Advanced Technology Center. Integrate student and faculty office areas in this center to ensure maximum interaction. Relocate all CIS faculty to this facility.

3.2.2 All Departments: Construct a new classroom building to enable us to serve more students.

3.2.3 Architecture: Build a new computer facility to serve all design-related departments (see section V. below) that require high-memory computers and special software (Form Z, Vectorworks) and special printers.

4. Faculty and Classified Staff

4.1 Classified Staff
CIS: Add classified positions to provide rewarding positions for CIS students who want to assist the college as technical staff.

4.2 Certificated Staff
CIS: Invite industry personnel to join the faculty part time. Pay faculty for training in industry with a contractual obligation to integrate that training into instruction upon their return.

5. Organizational Structure

Architecture: Create a new organizational structure within the college that links the activities of design-related department (Architecture, Art, Graphic Communication, Environmental Horticulture and other), encourages shared curriculum (cross-listing courses), and encourages sharing of resources (including facilities and computer resources with high memory requirements).
SCHOOL OF LIBERAL ARTS
EDUCATIONAL PLAN

Section I. School Profile

1. School Mission

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

2. Current Programs and Services

The School of Liberal Arts has the largest credit enrollment at City College of San Francisco. Credit enrollments were 13,269 students, unduplicated count for fall, 1998. The School also has a large non-credit program for older adults and a non-credit press operations program that complements the credit Graphic Communications programs. Non-credit enrollments were 2,116, unduplicated count for 1998. The departments in the School of Liberal Arts are:

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

Note: Currently Broadcast Media Services, educational television, telecourses, and online courses are under the supervision of the Dean of the School of Liberal Arts. Each of these areas serves the entire college and each is related to educational technology. Therefore, they have not been addressed in this plan, but they will be addressed in the District Educational Technology Plan.
Section II. Context for the Future

1. Issues and Opportunities

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

The only major change predicted in the racial and ethnic composition of the City is the expectation that the Latino/a and Spanish speaking population will double between 1999 and 2005 -- a shift that is already felt in our Foreign Language program where the demand for Spanish classes for non-Spanish speaking students sometimes exceeds the Department’s ability to find qualified faculty. While the percentage of the San Francisco residents from Asian backgrounds is predicted to remain constant, the size and diversity of that population provides the School opportunities to develop courses and programs that specifically address educational needs of the Asian communities as well as integrating the study of Asian culture into the existing curriculum. The extraordinary success of the Diego Rivera educational project over the last few years suggests there are opportunities to use this unique artistic and cultural resource as a foundation for interdisciplinary education within the College and outreach to educational, cultural and community organizations.

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

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

2. New Directions

The program development plans articulated below describe a number of new directions, but they also include the reassessment and revision of the existing courses and programs. These educational plans respond to the changes in the populations that the College serves and the changes that are occurring in California higher education. The plans address building upon existing curriculum and developing new course structures including short-term, modular, and online instruction. Every department in the School will be addressing the use of technology to support instruction. Many departments will be revising courses and developing new curriculum that reflect the way technology is changing the skills and competencies that students will need to succeed in their field of study. Collaboration is another common theme in these plans. Much of the collaboration is also based in technology -- the need to share resources and the recognition that students can apply the skills developed in one department to their work in other departments. However, not all of the collaborations are based in technology. There are plans for new interdisciplinary program development and efforts to expand existing interdepartmental programs. Students will benefit not only from the integrated learning experiences that these partnerships produce, but also from the synergy that these collaborations foster among the faculty in these departments.
Section III. Objectives and Activities

1. Current Associate Degree Credit Programs

Students may complete a major in any department in the School by completing 18 or more semester units in that department's credit courses. Graphic Communications offers an Associate in Arts and Science and degrees for completion of a prescribed program of courses. Journalism offers an Associate in Arts degree for completion of a prescribed program of courses.

The following departments offer an Award of Achievement for completion of a prescribed program of courses:

- Broadcast Electronic Media Arts
- Graphic Communications
- Film Production
- Journalism
- Photography

2. Current Credit Certificate Programs

- Graphic Communications:
  - Production Art
  - Prepress
  - Press and Finishing
- Broadcast Electronic Media Arts:
  - Broadcast Journalism
  - Digital Radio
  - Sound Design and Production
  - Video Production and Editing
- Journalism:
  - On-line Research
  - Speech Communication
- Editorial Management and Design

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

3.1 New credit programs and courses for Phelan Campus

3.1.1 Individual Departments will develop courses in the following areas:

- **Art**: Art Appreciation; Docent Training and Gallery Practices; Contemporary Art (Art since 1940) non-toxic, digital and photo based printmaking, new genres (non-traditional and alternative forms).
- **Broadcast Electronic Media Arts (BEMA)**: Television Graphics
- **BEMA & Film**: Advanced Digital Post-Production
- **Film**: Digital-based production and post-production courses. Additional film history and literature (including a Film Appreciation) and screenwriting
- **Graphic Communications**: Production issues in new media
- **Journalism**: Journalism in new media (e.g., online content development, Web-based journalism, etc.) and magazine editing and publishing
- **Music**: Music industry surveys, history, and applications; develop additional courses in World Music as well as integrating the study of Asian and Latino music into appropriate existing courses; develop performance courses in Latin American and Chinese music.
3.1.2 Departments will collaborate in the development of the following courses and programs:

- **Art, Film, Graphic Communications, Multimedia, and Theatre Arts**: Animation
- **Art and Graphic Communications**: Illustration
- **BEMA and Journalism**: Broadcast Journalism
- **Graphic Communications, Photography, Art, Film, and Architecture**: Interdisciplinary Design
- **Music, Theatre Arts and Multimedia**: Multimedia Performance

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

3.1.3 Music will assess the demand for, and initiate development of, a music industry program.

3.2 New credit programs and courses for other campuses

3.2.1 Each of the departments within the School will assess the potential for online instruction in their respective disciplines and, if warranted, develop online courses.

3.2.2 Art will offer art history courses at Fort Mason.

3.2.3 BEMA will work with the administration and staff at the Mission Campus to determine the potential for developing additional entry-level training courses to prepare students for jobs in the broadcast industry.

3.2.4 Graphic Communications will develop an advanced digital printing program.

3.2.5 Journalism will offer evening and weekend classes at the Castro/Valencia campus.

3.2.6 Music will explore offering music classes at the Downtown campus in conjunction with the Yerba Buena Center for the Arts, music therapy courses with Health Education at John Adams, and schedule popular music courses at other campuses.

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

4.1 New non-credit programs and courses for Phelan Campus

4.1.1 Theatre will explore the development of short-term acting workshops (e.g., professional resume and head shot).

4.2 New non-credit programs and courses for other campuses

4.2.1 Older Adults will assess the need for and, if warranted, develop additional courses in the following areas: Income options for seniors; Spanish language (non-credit); Latino/a culture; computer literacy, computers and the arts, and web use for seniors; seniors’ social services; issues for gay and lesbian seniors (non-credit).

4.2.2 Older Adults will explore offering courses at the Phelan campus to serve seniors in that area and to get more access to computer labs.

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

5.1 Credit programs and courses to be modified by departments.
5.1.1 The following departments will establish new degree and/or certificate options

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

**Foreign Languages:** Explore and, if warranted, develop an Award of Achievement for students completing coursework beyond level 2 of each language.

**Graphic Communications** will work with the Art Department to establish a certificate program in illustration.

**Gay, Lesbian, and Bisexual Studies (GLST):** Specify requirements and options for an Award of Achievement with consideration given to developing specific requirements for an AA degree major.

**Journalism:** Revise existing certificate programs to make them shorter and more focused to promote certificate completion and to provide students with certificate choices that match their training goals.

**Music:** Explore, and if warranted, develop certificates in music industry areas.

**Theatre Arts:** Assess the potential student base and departmental resources for developing a Pre-Professional Certificate program in acting and, if warranted, develop the certificate program.

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

**Art:** Integrate the use electronic media into existing curriculum in studio and art history classes.

**English:** Work toward offering enough sections of each level of remedial and college-level reading and composition courses to provide students access to the appropriate course upon matriculation at the College as well as access to each succeeding course. (b.) Assess the readiness of students entering English 94 through each route of entry (English Placement Test, lower level English class, and ESL 82) and modify Eng. 94 and/or make modifications in the courses and programs that prepare students for Eng. 94 to promote student success. (c.) Based on the Office of Research data (e.g., 1998 report on progress and success of English students at CCSF) and the assessments of the English Department faculty, develop strategies and curriculum modifications to improve retention, persistence, successful course completions and attainment of educational goals for students in the reading and composition program.

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

**Foreign Language:** (a.) Increase offerings of high demand courses in Chinese and Spanish at Phelan, Castro/Valencia and other appropriate sites; (b.) Schedule advanced courses to assure students access to sequential classes while maximizing potential enrollment; (c.) explore the development of 2+2 style articulation arrangements with local high schools that would give students college credit for high school language courses when students complete more advanced courses at CCSF.

**Graphic Communications:** Review and modify Prepress and Press and Finishing Certificates to insure delivery of workplace competencies.

**Music:** Explore reactivating courses in early music, brass, and queer music.

**Photography:** Review and revise courses and curriculum to integrate the fine art components of photography with the vocational aspects to better prepare students for jobs and/or advanced studies in photography.

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

5.1.4 Theatre Arts will explore and, if warranted, develop collaborations with Multimedia (Interdisciplinary Studies) in multimedia performance; BEMA and Film in acting for the camera; English in original play production and continue its collaborations with Music in Musical Theatre.

5.1.5 Theatre Arts will develop performance programs in the new facilities for the Mission and Chinatown/North Beach campuses.

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

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

5.2.1 The Older Adults Department will enhance the differentiation between programs and services offered to "younger older adults" and "older older adults" to more effectively meet the needs of all of the older adults populations, including the impact that the "baby boomer" generation will have on older adult populations and the demands for programs and services.

5.2.2 The Graphic Communications Department will develop linkages among the core credit classes, the credit digital printing, and the non-credit press programs to enhance student skills development in each area. In addition, the Department will develop recruitment strategies to interest potential students in the non-credit press program -- an area in which there is a very high industry demand for skilled workers.

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

6.1 Research, investigation, and studies planned by departments.
6.1.1 Art, BEMA, Film, and Graphic Communications plan to develop a student tracking system to assess program effectiveness and create an alumni database.

6.1.2 English plans to research the readiness of students entering English 94 through each route of entry (assessment test, lower level English class, and ESL 82) based on the specific skills necessary for success in Eng. 94. This research will be used to modify Eng. 94 and/or make modifications in the courses and programs that prepare students for Eng. 94.

6.1.3 English plans to conduct research similar to the research describe above for each level of English Composition and Reading up to Eng. 1A and to modify the courses to promote student success.

6.1.4 Music will research music certificates, augment transfer counseling guides, complete program pamphlet, and finish a CD sampler.

6.1.5 The Older Adults Department will conduct research with the assistance of the Office of Research, Planning, and Grants to determine the needs and appropriate responses to the needs of the rapidly growing and diversifying older populations served by the College including the effects of the “baby boomer” generation reaching retirement.

6.2 Plans to collaborate/establish partnerships with other educational institutions, community-based organizations, and/or industries.

6.2.1 The School will explore and, if possible, establish a visiting artists program to provide students and faculty the opportunity to work with, and learn from, recognized artists from various artistic disciplines.

6.2.2 The Art Department will continue participation in articulation projects with secondary schools, San Francisco State University (SFSU), the University of California, Berkeley (UCB), and, where appropriate, local private institutions. In addition, the Department will continue to expand its curricular partnerships with local museums.

6.2.3 The English Department will continue its collaboration with SFSU to offer elective(s) that will fulfill English major requirement(s) at SFSU.

6.2.4 As the impact of CSU's limitations on remedial instruction evolves, the English Department will continue to work with SFSU and other California State University (CSU) campuses to address the instructional needs of "disenrolled" CSU students (i.e., students who exceed the limitations on remedial instruction at CSU).

6.2.5 The Photography Department will develop articulation agreements with local high schools and expand the articulation of CCSF courses with four-year institutions.

6.2.6 The Art and Photography Departments will expand the number of collaborative programs with Bay Area museums and galleries.

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

6.2.8 Graphic Communication will work on establishing a partnership with industry to provide students with the opportunity to train on four-color presses and develop articulation
agreements with San Francisco State University Design and Industry Department to facilitate student transfer.

6.2.9 The Journalism Department will develop internships with the City's ethnic, community, and alternative press publications and involve representatives of those publications in the Department Advisory Board; work with the Center for Investigative Reporting at SFSU to promote the study of journalism at the undergraduate level; and explore co-publishing a student newspaper with Galileo High School.

6.2.10 The Theatre Department will explore developing a touring production program for feeder high schools as a community service and recruitment tool. In addition, the Department will experiment with providing high school groups free admission to Department productions.

6.2.11 The Foreign Language Department will continue its graduate student internship project with SFSU.

6.2.12 GLST will develop course offerings for the new Community Center, including offerings in conjunction with other departments, targeting queer youth with the objective of preparing them for employment or matriculation into CCSF degree and transfer programs and will explore offering courses in conjunction with the James Hormel Gay and Lesbian Study Center at the San Francisco Library. The Department will also develop outreach programs for queer youth groups at local high schools and develop outreach programs designed to enroll students from underrepresented populations in Department course offerings.

6.2.13 Music Department will explore the need for, and if warranted, develop advisory committees for commercial and world music program development; coordinate music student and faculty performances in the community; revise and revitalize the City Summer Opera advisory group.

6.3.14 The Diego Rivera Education Project will continue to place the multimedia kiosk and resource materials in locations around the Bay Area and nationally, if possible, to promote an awareness of the Mural, the cultural and artist heritage it represents, and the role of CCSF as a center for the study of Latin American culture.

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

The current administration of the School is provided by a dean who also has administrative responsibility for the Castro/Valencia campus. This arrangement has many benefits for both the School and the Campus. However, the amount of time the dean must spend on core management duties for both of these major responsibilities leaves almost no time to work on program development and new initiatives. A management assistant is needed to handle a number of the management tasks for the school and campus, allowing the dean to focus attention on more complex issues, improved effectiveness, and program development for the School and Campus.
Section IV. Resource Implications

1. Student Development Resources
   1.1 Student services needed to serve new, modified, or expanded programs.
      1.1.1 Departments will work closely with counseling and related Student Services offices to
          insure that students receive the most accurate and up-to-date information about
          programs within the School as well as the opportunities for transfer, additional training,
          and job placement upon completion of the CCSF programs.
      1.1.2 Student services and departments need to develop methods for systematically advising
          and promoting student accountability for progress toward stated educational goal(s)
          (i.e., general education or certificate completion; courses related to transfer major;
          progress through developmental English and Mathematics courses, etc.).
      1.1.3 A review and, if warranted, a revision of the registration priority criteria should be
          implemented to assure students timely access to each level of composition and reading
          courses.
      1.1.4 Departments with sequential course offerings and/or specific course prerequisites will
          develop processes for providing students with specific registration advice during periods
          that faculty or chairs are not normally available (e.g., summer, winter break, etc.). This
          may require increased non-instructional matriculation funding.
      1.1.5 Departments will work with the Office of Research, Planning and Grants to develop
          methods of tracking job placement and transfer data on students and use that data to
          revise programs and solicit alumni support where appropriate.
      1.1.6 Departments will consider the use of student mentors and other collaborative learning
          strategies to promote retention and student success.
      1.1.7 Departments with open labs or other positive attendance offerings will develop and
          implement the use of computer technology, where possible, to more accurately
          document WSCH and promote student accountability.
      1.1.8 Departments will work with counseling services, categorical programs, special CCSF
          programs (e.g., AAAP, Latino Scholars, Working Adults) to promote and recruit
          students from historically under represented groups into courses and programs.

      NOTE: The department chairs, faculty, and dean of the School strongly urge the Counseling
      Department to work much more closely and directly with the departments to
      collaboratively develop strategies to provide effective counseling for students and to
      promote student success.

   1.2 Student activities needed to serve new, modified, or expanded programs.
      1.2.1 Vocational programs within the School will work with the Career Development and
          Placement Center to increase the opportunities students have for internships.
      1.2.2 Departments will develop school-wide strategies for promoting student involvement and
          attendance at visual and performing arts productions and exhibits on the Phelan campus
          and each of the other CCSF campuses.
1.2.3 The Film Department will develop student film festivals and visiting filmmakers’ series.
1.2.4 Departments will promote the enrollment of local high school students using web sites, visits to school campuses, open house days at CCSF, and involvement in and attendance at visual and performing arts productions and exhibits.
1.2.5 BEMA will increase the opportunities for student involvement in campus broadcasting activities by streaming KCSF and EAtv over the Internet as well as by developing CCSF originated productions and programming.
1.2.6 The Foreign Language Department will increase the use of the electronic classroom in the Language Center.

2. Technological Resources
2.1 Staff needed to support new, expanded or modified courses/programs.
2.1.1 School programs at the Phelan campus currently have four labs with 20 or more computer stations and two labs with fewer stations. To support current labs, 1.5 FTE laboratory technicians are needed.
2.1.2 There are computer labs at other sites used by School programs (e.g., Graphic Communications, Older Adults). Computer technician support should be available at these sites (re.: Campus Educational Plans).

2.2 Equipment needed to support new, expanded or modified courses/programs.
2.2.1 The College should develop a technology master plan and funding resources to systematically add, upgrade, and replace computers and other high technology equipment and software to maintain relevant and up-to-date training for students in technology-based programs as well as programs that use technology for instruction (e.g., Foreign Language, English, Speech labs).
2.2.2 The number of workstations in the existing small computer and other technology-based labs should be increased to meet student demand and provide appropriate class sizes.
2.2.4 All full-time instructors should have computer access in their offices and strategies should be devised that provide part-time instructors access to computers.
2.2.5 Maintenance and repair budgets need to be increased (or established in some departments) to maximize the usefulness and longevity of existing equipment. While the current block grant process provides departments funds for new equipment, maintenance and repair budgets are not adequate to maintain existing equipment, sometimes forcing departments to buy new equipment rather than repairing older equipment.
2.2.6 The replacement and upgrade of equipment and related materials for the television studio used by BEMA, BMS, and eventually EAtv needs to be completed so that the instructional program and the College as a whole can have the use of a working and reasonably up to date television production facility.

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

3.1.1 Existing space for the Film program needs remodeling to more adequately meet the need for studio, computer laboratory, and classroom space.

3.1.2 The television studio used by BEMA, BMS, and EAtv needs some remodeling to be fully functional.

3.1.3 Existing space in the Graphic Communications department (V140,143, and darkrooms) need to be remodeled to provide additional lecture/studio space with adequate ventilation and other accommodations.

3.1.4 Room 109 at the Mission Campus needs limited remodeling to provide a better instructional environment for the Docutech digital press program until the new campus is completed.

3.1.5 The Photography office space needs to be remodeled to provide reasonable confidentiality and a productive work environment for Department faculty and staff.

3.1.6 The Photography studio area needs remodeling to provide additional office space and more photo bays for classes.

3.1.7 The Fort Mason and Visual Arts facilities remodeling needs to be completed to improve safety and provide for the flexible use of studio space.

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

3.2.1 New classroom, studio, and laboratory facilities are needed to replace the old, dilapidated, and inappropriate classroom space in bungalows.

3.2.2 The Performing Media Arts Complex (currently under consideration) would provide instructional space, performance venues, galleries, and performance support facilities for students and our community consistent with the level of visual and performing arts in the City of San Francisco. A secondary effect of this project would be the availability of additional Liberal Arts classroom space in areas currently used by the programs that would be housed in the Complex.

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

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

3.2.5 Film needs additional classroom space and a remodel of existing facilities to more adequately meet the need for studio and storage space.

3.2.6 The development of the new Mission Campus should address the needs of the School programs that are in the current facility.
3.2.7 The Journalism laboratory will need additional space and computer laboratory access to develop new media Journalism courses.

4. Faculty and Classified Staff
4.1 New classified staff needed for new, expanded or modified courses/programs (in addition to the computer technology support personnel described in IV, 2.1).
4.1.1 The clerical support staff for appropriate departments should be converted to year-round.
4.2 New faculty needed for new, expanded or modified courses/programs (beyond the approved additions through spring, 2000 and fall, 2001).
4.2.1 The attainment of the 75/25 ratio of full- to part-time faculty is an important goal for most of the departments in the School. In a few departments, the flexibility to meet shifts in enrollment and the use of working professionals as faculty need to be balanced with the hiring of full-time faculty.
4.2.2 Strong student demand for course offerings and the limited availability of part-time faculty justify at least two additional full-time Spanish and one additional full-time Chinese language faculty positions in Foreign Languages. Currently there is also high demand for Italian. If this continues, an additional full-time faculty member should be added.
4.2.3 The Photography Department needs at least one additional faculty member (assuming existing vacated positions will be filled) to support the Department’s efforts to balance the artistic and commercial components of the program and to improve the full-time/part-time ratio.
4.2.4 The English Department will need increases in full- and part-time faculty to meet the demand for reading and composition courses.
4.2.5 The Older Adults Department needs at least one more full-time faculty member to meet the program development and instructional support needs of the Department’s efforts to respond to the rapidly increasing senior population.
4.2.6 The curatorial services needed to support the Art Department’s City Gallery, the District’s arts exhibition sites overseen by the Works of Art Committee, and the growing needs of the Diego Rivera educational project justify the hiring of a full-time curator to support these activities.
4.2.7 As soon as over-all enrollments in GLST grow and stabilize to a level capable of supporting a second full-time faculty member, a new position should be added with an emphasis toward establishing gender equity in the program.
4.2.8 Each of the departments in the School strives to increase the diversity of the full- and part-time faculty and staff to more effectively reflect the diversity in the CCSF student populations.

5. Organizational Structure
5.1 Changes in the organizational structure needed for new, expanded or modified courses/programs.
5.1.1 Move non-instructional programs and services currently organized under the School to the appropriate area in the College's organizational structure. These include: EAtv; telecourses; online courses; and Broadcast Media Services.

5.1.2 Move Multimedia into the School of Liberal Arts to create a synergy with related arts and technology programs.

5.1.3 Create a District-wide visual arts coordinator responsible for overseeing all visual arts displays and gallery exhibits, ideally drawn from the Art Department faculty with appropriate reassigned time for these duties.

5.1.4 Develop an umbrella performing and visual arts presentation organization to promote CCSF productions, concerts, and exhibits, and to work with the Office of Development in securing external resources for the arts.

5.1.5 Develop a mechanism for underwriting the cost of maintaining and operating Graphic and Docutech production services for all campus departments and offices using those services.
SCHOOL OF INTERNATIONAL EDUCATION AND ESL
EDUCATIONAL PLANS

Section I. School Profile

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

2. Current Programs/Services and Status

ESL
The ESL Department serving over 20,000 students offers a credit academic program as well as a large noncredit program. Most credit courses are offered at the Phelan Campus, with some sections offered at the Downtown and Mission Campuses. Current offerings include:
- 7 non-degree applicable courses
- 13 degree applicable courses

Note:
- ESL 82 meets the CCSF graduation requirement for written composition and the CSU general education requirement for written communication
- ESL 79 meets the CCSF graduation requirement for communication and analytical thinking and the CSU general education requirement for oral communication
- ESL 52, 62, 72, and 82 are accepted as elective credit at CSU/UC (up to 8 units)

The large noncredit ESL program offers classes at the Alemany, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, Phelan, and Southeast Campuses in addition to approximately 20 off campus locations. Current offerings include:
- 17 general ESL courses
- 22 vocational ESL courses
- 25 focus ESL courses, focusing on one skill (reading, writing, etc.)
- 2 bridge ESL courses, enabling students to transition to other departmental programs
- 3 citizenship courses

There is a one-year financial aid eligible noncredit certificate program offered jointly by the Business Department at the Alemany, Chinatown/North Beach and Downtown Campuses.
- Vocational Office Training Program (VOTP)

**Institute for International Students**
The Institute for International Students is an intensive English language program designed for F1 students. The program offers a 4 level intensive academic English course offered in 18-week or 9-week programs as well as a 4 or 8-week summer program. The Institute prepares students for success in an academic setting in the United States. Activities include: admissions assistance, orientation, placement testing, advising, language partner program, program newsletter, assistance with transfer to college, graduation celebration, INS assistance, and a community involvement program. TOEFL preparation is also available. The Institute was recently approved to administer the Institutional TOEFL test.

**Credit International Student Program**
The International Student Program serves over 1100 students enrolled in the credit academic program. Although student goals are varied, most are seeking completion of a certificate program, awards of achievement, or transfer to a 4-year university. Activities provided by the program include: admissions assistance, new student orientation, academic, career, and personal counseling, assistance with adjustment to college life and life in the United States, peer mentoring, registration assistance, immigration advising/workshops, housing assistance, health insurance assistance, IRS information/workshops, on/off campus activities, graduation celebration, scholarship information, language partner program, and a student newsletter.

**Study Abroad**
The Study Abroad Program serves CCSF students and the community by offering inclusive, high-end academic programs at community college prices. Besides offering our own credit courses, the Study Abroad program also advises students on other academic opportunities abroad, as well as work and volunteer abroad programs. Finally, Study Abroad Programs will begin offering a faculty development program in Winter Break 2000/2001. The first program will be in Vietnam.

The Study Abroad Program offers the following academic opportunities.

- **Spring 2000:** Paris, Florence
- **Summer 2000:** China, Oaxaca, Italy
- **Fall 2000:** Paris, Florence
- **Winter 2000:** Vietnam
- **Spring 2001:** Paris, Florence
- **Summer 2001:** China, Australia
Section II. Context for the Future

1. Issues and Opportunities

ESL
By monitoring demographic shifts, the ESL Department can provide classes in areas needing additional classes. The listening sessions conducted by CCSF throughout the City reported a need for more non-credit ESL classes, especially Vocational ESL classes. The ESL Department has placed classes at all the campuses trying to meet the needs of all communities. The ESL Department strives to design language instruction for the student population diverse in ethnicity, age, working status, and educational level. Options may include different scheduling configurations and offering more short term classes.

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

Institute for International Students
The Institute is a self-sustaining program. Limited growth is possible at this time if more classrooms were to become available. Changes in the staffing structure such as full time positions may be needed to stabilize and strengthen the program. Continual evaluation and improvement of the program is necessary in order to meet the needs of students with varied goals. Developing specialized short term programs/courses to meet the needs of the market is one possible avenue for growth. The web page has become a popular avenue for outreach and recruitment. Housing cost and availability in San Francisco may have a detrimental effect on the program in the future.

Credit International Student Program
The International Student Program is a revenue generating program for CCSF bringing to the college over $3.5 million annually. There is the potential for increased student enrollment. Students around the world are discovering that the community college system is a less expensive alternative to entering a 4 year university directly from high
school. The University of California and the California State University systems are also educating potential international students that community colleges may provide the avenue for entrance.

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

In order to remain competitive, we must continually address student needs and student satisfaction with services. There is a need for better dissemination of information and closer communication with students. There is a need to improve utilization of counseling services, and there is a need for more counselors as our student population continues to grow.

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

**Study Abroad**

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

Opportunities are based on the increased interest in travel that has come with the new millennium, and the increased wealth in the Bay Area coming out of Silicon Valley. Study Abroad Program participation is higher in 2000 than it has been since the economic boom in the mid-1980’s.

A typical issue for many of our students is that interest is much greater than financial resources. As the Financial Aid Office restructures itself, we are working with them to insure that Study Abroad students receive the extra attention and services they need. Scholarships are also being created to supplement program costs.

2. New Directions

**ESL**

- Improve instructor evaluation process
- Maintain and improve department website to promote information exchange on department activities and programs and to advertise our programs to the public
- Explore and implement flexible delivery systems
  - Linking noncredit VESL with credit child development class
- Offering more weekend classes in noncredit
- Scheduling classes at times to meet the changing demands of students

2. Revise credit ESL curricula to better meet needs of students
   • Identify and develop new curricula to meet needs of students
   • Review requiring orientation and minimal attendance requirements for non-credit
   • Develop a technology plan for the department including plans for hardware and software acquisitions
   • Seek funding for an additional computer lab in the LAC for credit ESL to support proposed lab hours in revised curriculum
   • Add information technology literacy objective to core credit courses
   • Complete development of non-credit promotion and placement test

**Institute for International Students**

- Administer the Institutional TOEFL twice a semester
- Explore ways of improving student transfer into the college credit program and success rates
- Develop a timeline for transition from the Institute to the credit program
- Offer computer support program for TOEFL testing and language learning
- Provide computer assisted learning opportunities
- Identify and develop new short term courses
- Increase college community awareness of Institute and its programs
- Increase recruiting efforts in non-Pacific Rim areas to develop a more diverse student body in the program

**Credit International Student Program**

- Improve utilization of counseling services by first maximizing use of existing resources followed by an increase in availability of services
- Revise job description for Activities Coordinator
- Explore, develop and offer a mandatory credit student success course
- Seek to offer mandatory health insurance
- Expand activities available to students
- Provide more information in written form for students (ie. INS regulations, reinstatement procedures)
- Expand the types of information students can access in the international office
- Formalize the PEERS International program under a program staff person
- Address housing issues for international students
- Increase publication of the newsletter and put it online as one form of communication
- Evaluate use of email as a regular form of communication with international students
- Streamline office practices and communication between units working with F1 students
- Conduct focus group feedback of program and services
- Explore and evaluate possibility of hiring international students as peer advisors
Study Abroad
- Work towards offering increased services via the Internet, such as program registration and orientation
- Increase communication with students via email while they are studying abroad
- Increase financial aid and scholarship services for Study Abroad participants
- Increase program offerings, both short and long term
- Develop and conduct outreach activities in area of faculty development opportunities including exchanges, teaching abroad, travel abroad, etc.
- Explore and participate in international education opportunities especially as they relate to CCID

Section III. Objectives and Activities

1. To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans
   (See Section I, Part 2)

2. To continue maintenance of effort for non-credit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans
   (See Section I, Part 2)

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

ESL
- To review course offerings and flexible scheduling to meet demand of students
- To review current offerings and evaluate placement of credit courses in the community

Credit International Student Program
- Explore option of an International Student Success course for new international students offered for credit or for a fee

Study Abroad
- Add new semester programs for fall and spring semesters, as well as additional summer programs in 2001 and 2002
  - Summer 2001: Australia
  - Fall 2001: London
  - Spring 2002: China, Spain
  - Summer 2002: To be announced

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

- Identify need for and develop course outlines to meet students academic and vocational needs
- Collaborate with other instructional departments to provide ESL support courses
- Collaborate with San Francisco Unified School District in CBET program with CCSF classes placed at SFUSD locations
- Monitor and work more closely with Beacon Initiative to improve enrollment
- Collaborate with SFUSD to strengthen shared space use

Institute for International Students

- Explore new short term program/courses
- Review and evaluate elective courses especially as they relate to the computer lab
- Develop and expand support materials for activities and field trips
- Explore different teaching configurations (team, tandem, shared)
- Examine and make decision regarding software for the computer lab

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

ESL

- Evaluate the modification of the required sequence of coursework for credit ESL, by reducing the required number of levels from seven to six and the required number of total hours from 76 to 45 plus 2 lab hours for students who enter at the beginning level.
- Propose revision of the required ESL credit program to improve student success rate. Additional class and lab hours are proposed for the upper two levels in order to provide more grammar/editing/vocabulary instruction. We are also adding technology/information and learning strategy objective for all levels.
- Increase Saturday offerings at Phelan
- Offer more weekend classes by shifting instructional hours from low enrolled weekday classes
- Revise noncredit VOTP certificate program
- Validate non-credit placement test
- Develop new forms of the ESL NC promotion test and validate them
- Explore enrollment management models for student success

Institute for International Students

- The Institute recently reviewed and updated all its course outlines
- Offer short term computer instruction
- Offer short term classes for enrichment and to supplement student instructional needs
- Maximize use of computer lab

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

- Develop Technology Plan for the department
- Offer shorter noncredit classes to accommodate students who can only study on weekends due to work schedule
- Revise and update NC & CR book list
- Expand partnerships with Beacon programs to offer ESL classes in neighborhoods
- Improve efforts in promoting and informing students of our programs
- Work with high schools in transition of high school students who will become CCSF students
- Collaborate with CBET to offer ESL classes for parents at SFUSD locations with the CBET program providing childcare services
- Continue to work with DHS in development of VESL Immersion Program (VIP)

Institute for International Students

- Evaluate software for ESL/ET programs that best meet needs of international students
- Conduct student surveys and student focus groups for continued updating of curriculum and program model to best fit needs of students
- Continue evaluation and implementation of new and innovative opportunities
- Continue to identify agents, place print ads and link with world wide web pages to target specific geographical areas
- Continue regular mailings to recruiting and advising offices world-wide
- Formalize follow-up interviews, surveys, and/or focus groups with transferred Institute students to learn where our curriculum may be enhanced to improve transfer student success

Credit International Student Program

- Provide increased information via the CCSF website
- Evaluate and modify orientation schedule and program (such as providing Saturday orientation, and/or separate orientations for new or transfer students)

Study Abroad

- Work with Community Colleges for International Development (CCID) to provide increased opportunities for faculty development and exchange, as well as international business development opportunities.
- Establish and provide professional development opportunities
- Link Study Abroad web page to other CCSF program web pages as they relate to the Study Abroad program

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

ESL

- Request additional coordinating hours for expanded offerings at Evans and Southeast as well as additional sites for Beacon and CBET
School
• Request administrative staff to provide adequate level of support for the school and campus

Section IV. Resource Implications

1. Student Development Resources

ESL
• Request additional faculty advising hours to better serve credit and noncredit students

Institute for International Students
• Upgrade the activities coordinator to full-time in order to provide adequate level of service to current students and to improve the process of transferring students into the college
• Provide computer lab support staff and establish a lab for language instruction and TOEFL preparation.

Credit International Student Program
• Identify staff requirements to coordinate program operations
• Improve utilization of resources
  - assigning counselors to hours, days, and weeks needed
  - providing additional counseling hours
  - look at data from SARS grid to plan a schedule
  - more coordination with counseling department by being proactive and working out a better timeline for establishment of counseling schedule of coverage

Study Abroad
• Increase classroom visits and other promotional activities
• Expand orientations
• Increase advising sessions by Study Abroad Programs staff and Financial Aid Staff to help students with academic and financial concerns
• Implement promotional activities for professional development activities

2. Technological Resources

ESL
• Obtain additional lab space at Ocean Avenue campus

Institute for International Students
• Obtain computers for the computer lab to be used for TOEFL prep and other related ESL instruction (including computers, printers, furniture, projection devices, etc)
Credit International Students
- Obtain second computer for clerical support use with SARs grid installed and networked
- Obtain computer for students to use for counseling information as in counseling offices

Study Abroad
- Set up second computer, with zip drive for work on web page. Program Coordinator, clerical staff and work-study student are currently sharing one computer due to space limitations.

3. Facilities

ESL
- Resolve facilities issues with the SFUSD
- Identify additional facilities to meet demands of all programs.
- Identify facilities capable of handling new technological additions to classroom environment.
- Find additional faculty offices to provide improved working environment for ESL Department faculty on the Ocean Avenue Campus – get them out of the “gang” rooms
- New computer classroom for credit ESL
- Remodel ESL area of the Media Center in Rosenberg to provide computer lab for credit ESL
- Identify space at Ocean campus for a computer lab

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

Credit International
- Make CCSF aware of need for large meeting space in order to provide adequate orientation

4. Faculty and Classified Staff

ESL
- Classified staff to support new computer classroom for credit ESL
- Lab aides for proposed computer lab in Media Center
- Lab aides to support instructional technology literacy program for credit and noncredit at all campuses
- Technology resource instructor to support growing technology program

Institute for International Students
- Stabilize personnel by looking into full time faculty positions in order to reduce turnover
• Hire a 3598 to support the computer lab
• Plan for program staff changes as a result of retirement
• Increase part time Activities Coordinator/Advisor to full time in order to provide adequate level of services to students and allow for expansion of program

**Credit International Student Program**

• Additional support staff needed in admissions area for better coordination of program including data gathering
• Request that classified support staff be supported by the college general fund.
• More counseling hours
• Increase part time Activities Coordinator/Advisor to full time in order to provide adequate level of services to students and allow for expansion of program. This staff person would also assist in coordinating operations of the program.
• Make information more readily accessible to all students
• Support from ITS to improve and update web page
• Email coordinator/advisor
• Disseminate information via email

**Study Abroad**

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

Section I: School Profile

1. School Mission

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

In addition we are committed to...

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

2. Current Programs and Services

African American Studies: Offers credit courses at two campuses, some cross-listed with other departments, serving approximately 250 students each semester.
Asian American Studies: Offers credit courses at two campuses serving over 1000 students each semester.
Asian Studies: Offers primarily credit courses on four campuses, most cross-listed with other departments, serving approximately 1,700 students each semester.
Behavioral Sciences: Offers credit courses in Anthropology, Psychology, and Sociology to over 3100 students each semester on five campuses and on site at the Department of Human Services.
Child Development/Family Studies: Offers credit and noncredit courses/programs and grant funded courses/programs on five campuses and on numerous additional sites. Prepares students for transfer to four year colleges and five program certificates. Serves approximately 2400 adult students each semester. Provides child-care services for students at the Phelan and Mission campuses. Provides child-care and parent education in neighborhoods throughout the city.
Disabled Students Programs and Services: Offers credit and noncredit classes at two campuses and various community based organizations for approximately 2400 students each semester. Responsible for reasonable accommodations and counseling services at all campuses.

Interdisciplinary Studies: Offers credit courses at the Phelan campus serving approximately 650 students. Offers Multimedia Studies Certificate classes on three campuses.

Latin American Studies: Offers credit courses at two campuses, most cross-listed with other departments, serving approximately 250 students each semester.

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

Social Sciences: Offers credit courses in American Civilization, Economics, History, Philosophy, and Political Sciences to approximately 5000 students each semester on six campuses.

Transitional Studies: Offers pre-college level noncredit classes in Adult Basic Education, in Foundation Skills Development, in the High School Diploma Program, and in GED Preparation at seven campuses and several community organizations. Currently serving approximately 2400 students each semester.

Women Studies: Offers credit and noncredit courses on three campuses, most cross-listed with other departments, serving approximately 500 students each semester.

Section II: Context for the Future

1. Issues and Opportunities
   1.1 San Francisco has become a hub of the multimedia industry. In response, we are positioning ourselves to be the major provider of its trained workforce.
   1.2 There is a digital divide in San Francisco. Research indicates that the Latino community and the African American community are those most likely to be left out of the technological revolution. In response, we are developing ways to incorporate technology across the curriculum so students may develop skills in technology while completing traditional academic courses.
   1.3 The percentage of Asian American students in the CCSF student population is high and continues to grow. Some of these students need more support in order to be successful. The Asian American Studies program is spearheading efforts to assist these students.
   1.4 There is an educational divide in San Francisco, as well. In response, we are revising the high school curriculum in Transitional Studies and we are collaborating with Community Based Organizations (CBOs) and governmental agencies to provide pre-college foundation skills classes at various locations throughout San Francisco. We are also meeting with representatives of the Math and English departments with the goal of coordinating course offerings for students.
   1.5 We need to work to remove any barriers that exist in the transfer process. In response, we are working closely with SFSU to review appropriateness of lower/upper division requirements and are developing clearer pathways for our students.
1.6 Diversity in the workplace is growing. In response, our ethnic studies departments will work with Contract Education to develop a series of workshops for business and industry as appropriate.

1.7 The workplace has changed. People change jobs/careers often. In response, Behavioral Sciences will work with Contract Education to develop and offer short term courses in stress reduction, risk taking, and conflict resolution.

1.8 The Bay Area community colleges serve an average of from 3.4% to 11.3% of their students through their Disabled Students Programs & Services. We serve 2.6%. In response, we will collaborate more closely with Student Services to improve outreach and publicity.

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

2. New Directions

2.1 We will continue to refine and expand the Multimedia Studies offerings at various campuses as appropriate. We will develop new programs in response to industry/student demand. (E.g. Animation Program, Fast Track Program.)

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

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

2.4 Transitional Studies will expand foundation skills offerings at various campuses and in appropriate CBOs and governmental agencies as demand dictates and will implement the revised high school program curriculum.

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

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

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

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

1. To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans.
   1.1. Current associate degree credit programs
       1. Associate Degree of Arts
       2. Child Development (Award of Achievement)
   1.2. Current credit certificate programs
       1. Child Development
           a. Administration
           b. General
           c. Infant/Toddler
           d. School-Age Care
           e. Violence Intervention in Early Childhood
           f. Family Child Care
           g. Professional Development and Advocacy
       2. Multimedia Studies
           a. Web Design and Graphics
           b. Image and Sound
           c. Performance Arts
           d. Programming
       3. Introduction to Human Services (Approved 9/00)
       4. Sexual Health Educator Certificate (Approved 3/00)

2. To continue maintenance of effort for noncredit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans
   2.1 Current noncredit certificate programs
       1. Transitional Studies
           a. Adult Basic Education
           b. General Educational Development (GED)
           c. High School Diploma
       2. DSPS High School/GED Program
   2.2 Current noncredit courses which are not part of a program
       1. Child Development/Family Studies - 9 courses (e.g., Child Observation, Foster Parenting)
       2. Disabled Students Programs and Services - 30 courses (e.g., Acquired Brain Development - Cognitive Retraining, Program for the Learning Disabled, Adaptive PE, American Sign Language)
       3. Interdisciplinary Studies - 1 course
           a. IDST 1001 Multimedia for the Macintosh
       4. Women Studies - 1 course
           a. WOM 9843 Issues of Concern to Women

3. To develop and offer new credit program
3.1 Proposed new certificate programs for Phelan

1. Introduction to Human Services Certificate I (Behavioral Sciences): This new certificate program was approved in September 2000. It was developed in response to request from Department of Human Services. With the new emphasis on welfare to work, the former intake workers are being expected to take on new responsibilities. Focus will be on helping these workers to problem solve, counsel and interview while maintaining some sense of professional detachment. DHS will pay the cost of books and provide release time for their employees to attend. Most classes will be taught on site at DHS. (Trial run has proven very successful.)

2. Sexual Health Educator Certificate (Interdisciplinary Studies, Women Studies, Health, and Behavioral Sciences): New program developed in response to student demand to enhance their opportunities to be hired at CBOs. It will train students as paraprofessionals in safe and healthy sexuality including violence prevention and intervention, HIV/STD prevention, and the promotion of mature intimate relationships.

3.2 Proposed new credit program for other campuses

1. Animation Program (Multimedia Studies/IDST): Currently being developed in response to student/industry need with input from advisory board. Job skills developed would include storyboarding, character development, illustration ability, sound scores, modeling, and animating. Job opportunities are present in web, gaming, film/TV.

2. Fast Track in Web Production (Multimedia Studies/IDST): Currently being developed in response to student/industry need with input from advisory board. Emphasis on the tools of production: HTML/Javascript, Photoshop, Illustrator, Flash and Dreamweaver. Night program at the intermediate level.

3. Human Services Case Management Certificate II (Behavioral Sciences): Please see 2.2. Most classes will be taught on site at DHS but some classes may be taught at the Downtown Campus.

4. Speech Therapy Assistant Certificate: (DSPS) To be developed in collaboration with School of Health.

4. To develop and offer new noncredit programs

4.1 Proposed new noncredit programs for Phelan

1. GED at Phelan in response to ‘99-’00 Listening Sessions

4.2 Proposed new noncredit programs for the campuses

1. Transitional Studies redesigned High School diploma

2. Expanded Adaptive PE offerings are being planned for John Adams

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

5. To modify or enhance existing credit and noncredit program options and courses
5.1 Proposed modifications/enhancements and plans for reduction/elimination of programs/courses in credit

1. Offer sections of IDST 50 College Success at all campuses, as approved by campus deans, with the goal of improving retention and transfer rates.
2. Work with Omega Boy Club to develop a program designed to build a bridge between CCSF and this CBO which is preparing students to complete their high school education.
3. Offer additional sections of Economics courses in response to student demand.
4. Offer additional sections of Philosophy courses in response to student demand.
5. Offer additional sections of other credit/noncredit courses at various campuses as student/community demand dictates.
6. Offer additional sections of credit courses on-line and via teleconference so that homebound students and others can have access.
7. Create short-term courses to offer at night and on Saturday/Sunday

5.2 Proposed modifications/enhancements and plans for reduction/elimination of programs/courses in noncredit

1. Offer courses developed under Transitional Studies Redesign Plan
2. Revisions in program/course demand will continue to occur as the need warrants. Examples are listed below.
   a. new short term vocational tracks in Multimedia are being developed in response to industry/student demand.
   b. GED classes will be moved from and to CBOs as need dictates.
   c. Parenting classes will be moved from and to various neighborhood locations as need dictates.
   d. Classes for students with disabilities are being moved from and to specific CBOs as need dictates.

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

6.0 Staff development activities

1. Continue to lead the integration of general workplace competencies throughout the curriculum with the (Secretary of Labor Commission on Achieving Necessary Skills (SCANS) project.
2. Continue to lead the infusion of an "Asian perspective" throughout the curriculum with the Asian Infusion Project.
3. Seek funding for projects similar to #2 above but focusing on African American and Latino perspectives.
4. Seek support for, organize, and present the second in a series of Urban Forums bringing scholars, government leaders, representatives of CBO’s together with the City College community to discuss current urban issues.

6.1 Plans for research or investigation studies

1. Do necessary research on current grant funded programs in the School to determine whether or not the results show “Improvement in post-secondary education.” (E.g.
measure and compare pre/post retention rates; survey students and faculty in participating courses) Seek follow-up funding to continue/disseminate current grant funded programs and to create new appropriate staff development programs as appropriate.

6.2 Plans for collaborations or partnerships with other educational institutions, community-based organizations or industries

1. Offer IDST 3 *Current Museum Studies* through collaborations with all major museums in San Francisco.

2. Offer Transitional Studies foundations skills courses at various college campuses and CBOs as appropriate. (e.g., Asian Neighborhood Design, Jewish Vocational Services, Mission Accomplish)

3. Collaborate with SFUSD and School to Career to seek funding to expand the incorporation of general workplace competencies (SCANS) in the general curriculum of CCSF and SFUSD.

4. Seek funding to continue to infuse an Asian perspective into mainstream curriculum and to broaden these efforts to include other perspectives.

5. Work with Contract Education to offer presentations or short-term courses on the multicultural workplace through Asian American Studies, African American Studies, Philippine Studies, and Latin American Studies.

6. The Child Development & Family Studies department will continue to develop collaborations and seek grant opportunities which will provide high quality curriculum for students interested in becoming teachers, increase the number of transfer students interested in pursuing a career in teaching, and increase the number of BA Degrees and teaching credentials granted to CCSF transfer students.

7. Work with Contract Education to offer presentations or short-term courses on stress management, conflict resolution, etc.

8. Seek funding to continue the integration of general workplace competencies into the curriculum (SCANS).

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

7.1 Need for additional administrative staff

1. Administrative Intern: (15 hours) In order to provide high quality staff development opportunities for faculty and staff within the school, as well as to work more effectively with the relevant community groups, assistance is needed.

2. Grant writer: (15 hrs) In order to search out and apply for funding for the departments and groups of departments in the school, assistance is needed.

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**Section IV. Resource Implications**
1. Student Development Resources

1.1 Type and scope of student services needed to serve the new, expanded, or modified credit programs within the school
1. Strengthen the role of counseling liaisons by relocating the appropriate counselors and giving them the necessary staff development and the responsibility of serving as experts in both the noncredit and credit curriculum of the School of Behavioral and Social Sciences.
2. Strengthen the services for students with disabilities at all campuses.
3. Continue the support for the development of tutoring and peer mentoring programs for Asian American students who are at risk. (Similar programs targeted for other specific groups of students are under Student Services.)

1.2 Type and scope of student activities needed to serve the new, modified, or expanded programs within the school.
1. Funding for planning, implementation, and evaluation of field trips to improve transfer rates: e.g. CCSF Invades SFSU.
2. Funding for prominent guest speakers to address the college community.

2. Technological Resources

2.1 Staff needed to support new, expanded, or modified courses/programs within the school.
1. Classified staff/faculty time to develop a system to ensure that closed captioning is made available for telecourses and video tapes.
2. Classified staff/faculty time to ensure that all college web sites are accessible.
3. Classified staff needed to support current and future Multimedia labs.

2.2 Equipment needed to support new, expanded or modified courses/programs within the school.
1. Funding to ensure that all District computer labs are made fully accessible with appropriate computer hardware and software adaptations.
2. Funding to ensure that the equipment in the Multimedia Program is always current.
3. Funding to provide computers allowing all faculty convenient access.

3. Facilities

3.1 Facilities needing remodeling to support the needs of the new, modified, or expanded courses/programs.
1. Downtown Campus: Move existing Hospitality Program to remodeled space on first floor. Remodel basement level space currently used by Hospitality Program to serve as a new lab for Multimedia Studies.
2. All campuses: Fund necessary remodeling at all campuses to ensure that all campuses are accessible and that up-grades/improvements are within compliance.
3. Phelan: Fund remodeling/new space for second Multimedia lab as program need dictates
3.2 New facilities needed to support new, modified, or expanded courses/programs.
   1. Funding for state-of-the-art all purpose Child Development Center

4. Faculty and Classified Staff
   4.1 Classified staff needed for new, modified, or expanded courses/programs within the school.
      1. Full-time lab aide for Multimedia Lab (2001-2001 budget)
   4.2 Faculty needed for new, modified, or expanded courses/programs within the school.
      1. Full-time faculty member in Multimedia Studies to meet student demand.
      2. Full-time faculty member in Economics to meet student demand.
      3. Full-time faculty member in DSP&S to focus on outreach, publicity, outreach and recruitment, as well as to ensure full accessibility at all campuses, on all websites, and in all instructional materials.
      4. Funding for additional instructional hours for Philosophy courses in response to student demand.
      5. Funding for replacement positions for retirees as needed.

5. Organizational Structure
   5.1 Changes in the organizational structure of the school to support the new, modified, and expanded courses/programs within the school.
      1. Administrative Intern: Position funded for faculty member/classified manager interested in administration
Section I. School Profile

1. School of Health and PE Mission

To provide students with a high quality level of education that enables them to acquire the necessary job skills to attain entry-level positions in the health care industry.

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

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

2. Current Departments

Consumer Education
Dental Assisting
Dental Lab Technology
Diagnostic Medical Imaging
Health Care Technology
Health Science
Nursing, Registered
Nursing, Vocational
Physical Education
Radiation Oncology Technology

Section II. Context for the Future

1. Issues and Opportunities

Health care trends indicate by the year 2005, nationally 46,000 additional nurses will be needed, 25,000 in California alone. While the demand for health care professionals grows, schools are witnessing a decline in enrollments. A major concern for the School of Health & PE is the decline in enrollments across the spectrum of health care programs. The reasons for the decline are numerous: Due to the hot job market and good paying positions, students are opting to go to work rather than school. Due to the high cost of housing in the Bay Area, the base population from which we draw students has declined. Years ago nursing and other health care jobs were considered a good career choice for women. Today women enter all fields of study and are not limited to health care or teaching careers. One of the challenges facing the School of Health & PE is to attract students to its
programs. To do so it becomes imperative that our programs remain current and designed to help students succeed.

Keeping pace with technological changes presents another challenge in attracting and retaining students and in providing up-to-date skills for the current workplace. For students to succeed, they must have hands on experience using the latest equipment. Although funds are available to purchase new equipment, they are not sufficient to purchase state-of-the-art training tools such as computerized mannequins that simulate actual medical conditions. Current funding often allows us to purchase the basic equipment needed for instruction, but falls short of providing monies for necessary supplies and maintenance.

Another issue facing all instructors is the dilemma: How to stay current with changing technologies and find the time for staff development opportunities to do so. Present CCSF staff development activities are geared to upgrade vocationally specific skills. New technologies require additional specialized training. Although many of our instructors work in clinical settings in addition to teaching, staff development opportunities and resources are needed to increase their knowledge of the new technologies. This could be accomplished by partnering with health care institutions and technology corporations. Additionally, time must be given to allow faculty time to attend outside workshops, conferences, equipment demonstrations, etc.

In addition to the technological changes, the health care industry is in transition from hospital-based care to home and community. The School of Health & PE in recognition of this trend has created a Home Care Provider Program. It may be time to reinstitute the defunct Geriatric Home Aide Program.

The demand for health care workers in all aspect of the industry is high. Students graduating from CCSF School of Health & PE have little problem finding positions in their chosen fields. A concerted effort is needed to develop a strategic marketing and recruitment plan to attract students into health care programs. To recruit students it is important to capitalize on the demand in the workplace.

Because of the present shortage of personnel in the health care industry, there is a need to upgrade the skills and cross train incumbent workers. The education of these workers is an opportunity for the School of Health & PE to recruit a new student population. To attract this group of employees will require rethinking how and when we schedule classes. Weekend programs, fast tracking classes, on-site teaching, accelerated short-term classes are just a few ways the School of Health & PE might take advantage of this opportunity.
2. New Directions

Development of new on-line courses as well as on-line courses that would support existing classes. Explore the possibility of becoming an academic affiliate with Hartnell College’s distance education Medical Laboratory Technician program.

Develop an International Health Care Workers Center located at John Adams. The purpose of this Center would be to assist international medical graduates’ transition into health care jobs. Immigrants with health care backgrounds migrate to the San Francisco Bay Area and have difficulty finding employment in their respective fields. The Center would assess and evaluate their current skills, interests and background qualifications with the intent of determining which health pathway would be best suited for them. Upon completion of the appropriate program, the student would have the opportunity to be placed in his chosen health care field.

Continue to work with SFUSD on the development of health pathways from high school to community college to state universities. The purpose of the Health Science Pathway is to enable all students interested in health care careers to pursue a course of study and to participate in activities that challenge and engage them while helping them to gain valuable skills. The Pathway combines a quality academic program with workplace experience and college course-work to increase students’ motivation and overall academic achievement. Students who complete the core academic program may choose to enroll in career-specific courses at CCSF while in high school.

In addition to working with SFUSD to smooth the transition between high school and community college, work is needed to improve the relationship between the CCSF and San Francisco State University so that program articulation is seamless between the two institutions as is presently modeled in the Community Health Work Project. The ultimate goal is a 2 + 2 + 2 pathway in a variety of the health care programs. We need to strengthen current and create new strategic partnerships within the health care industry, such as Kaiser, DHS, DPH, JVS, VVJET, etc.

Although the School of Health & PE focuses on those skill sets devoted to the healing arts, with the Fitness/Wellness Center now a reality a new direction will be centered on prevention and wellness. Students and faculty will be able to utilize the fitness equipment and access information on nutrition, fitness, diet, disease prevention and healthy living. Each of the School of Health departments will provide input, expertise, and support for a myriad of events and programs. The School of Health & PE will sponsor activities for the college campus such as “Healthy Students Day”.
Section III. Objectives and Activities

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

1.1 Current Associate Degree Credit Programs
   1.1.1 Dental Assisting (Award of Achievement)
   1.1.2 Diagnostic Medical Imaging (Award of Achievement)
   1.1.3 Health Care Technology (Award of Achievement)
   1.1.4 Nursing, Registered (Award of Achievement)
   1.1.5 Nursing, Vocational (Award of Achievement)
   1.1.6 Radiology, Oncology (Award of Achievement)

1.2 Current Certificate Programs (Credit)
   1.2.1 Dental Assisting
   1.2.2 Dental Lab Technology
   1.2.3 Consumer Education
      a. Nutrition Assistant
   1.2.4 Health Care Technology
      a. CVT/Echocardiography Technician
      b. EKG Technician I & II
      c. Emergency Medical Technician
      d. Health Information Clerk I
      e. Health Information Coding Specialist
      f. Health Information Technology
      g. Medical Administrative Assisting
      h. Medical Office Assisting
      i. Medical Biller
      j. Medical Transcription
      k. Pharmacy Technician
      l. Paramedic
   1.2.5 Health Science
      a. Community Health Worker
      b. HIV/STD Prevention Educator
      c. Drug & Alcohol Studies
      d. Health Care Interpreter Program
      e. CPR, Safety and First Aid
   1.2.6 Nursing, Vocational
      a. Home Health Aide/Nurse Assistant
      b. Vocational Nursing
2. To continue maintenance of effort for non-credit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans

   2.1 Current Certificate Programs (Non-Credit)
      2.1.1 Health Care Technology
           a. Unit Coordinator(Hospital)/Ward Clerk
           b. Skills for Home Care Providers
           c. CPR, First Aid, Automatic External Defibrillator
      2.1.2 Nursing, Vocational
           a. Geriatric Home Aide (Although listed in the catalog, it is not offered.)

2.2 Non-credit courses not used for certificate or degree programs
   2.2.1 Consumer Education - Nutrition

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

   3.1 New programs
      3.1.1 Physical Therapy Assistant
           This program would be a collaborative effort between the Health Care Technology and Physical Education Departments. Courses would be offered mainly on the Phelan Campus. Courses appropriate for the Physical Therapy Assistant would be developed both in the PE and HCT programs. These two departments have discussed the possibility of creating a joint program. However, the first step that needs to be taken is a market survey to determine the need and job possibilities in the Bay Area.
      3.1.2 Fitness Instruction Certificate
           With the completion of the Fitness/Wellness Center, CCSF now has the potential for a Fitness Instruction Certificate. Hayward State University offers such a program. Students are required to take six courses for the certificate. This program could be a collaborative effort between the PE Department and other departments of the School of Health and PE. Further research and a market survey is needed.
      3.1.3 Dance Certificate
           The PE Department has developed a new dance certificate program. Once the gym is restored at the John Adams Campus, offer the certificate courses at this site. Presently, dance courses are a big draw with classes ranging in size from 35 to 50 students. The dance certificate has an added benefit that it may even draw more students and lead to the expansion of dance classes to other campuses.

4. To develop and offer new non-credit program
   4.1 List proposed new programs for the Phelan Campus
      4.1.1 At the moment there are no plans to offer any non-credit programs from the School of Health & PE on the Phelan Campus
4.2 List proposed new programs for other campuses

4.2.1 Geriatric Home Aide
Although the Geriatric Home Aide program is not new, it has not been offered in many years. It may be the time to re-introduce this non-credit certificate program back into the curriculum, especially in light of the aging American population.

4.2.2 Home Care Providers Program
Presently, the Home Care Providers Program is offered at the John Adams, Chinatown, and Phelan Campuses. In addition to English, courses have been offered in Chinese. If possible, it would be appropriate to offer it at the Mission Campus in Spanish and at John Adams in Russian. Large numbers of the home care providers in San Francisco are Spanish speaking. Now is the time to serve the Spanish speaking population. The major obstacle thus far has been finding the appropriate Spanish-speaking instructor.

4.2.3 Psychiatric Technician
At one time the Vocational Nursing Department offered a Psychiatric Technician program. The program was closed for a variety of reasons. However, recently interest has been expressed in reviving the curriculum. The Department of Human Services has made inquiries about starting up such a program. There have been some tentative discussions, but again, more analysis is needed before proceeding.

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

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

5.1.1 Dental Lab Technology
Steven Potter would like to add an Advanced Dental Ceramics class to summer school. This class would add to the expertise of the students and make them more viable employees. The reason the class would be offered in the summer is because there is no room in the present curriculum to add the class during the fall or spring semesters.

5.1.2 Health Science
The Health Science Department wants to expand the CPR program by creating a dual credit/non-credit CPR course that targets populations that need the CPR certificate for employment such as health care workers, hotel & restaurant employees, childcare workers, etc. The course could be offered in Spanish, Chinese, Russian, and English.

5.1.3 Physical Education
The PE department would like to go on-line someday with the following courses: Fit or Fat, Introduction to Sports and Society, and Dance History. Additionally, there is interest in televising the department’s Yoga classes. This could be done with the assistance of the cable TV channel.
The dance instructors are considering forming a repertoire group to perform throughout the city. This would require the development of a new class. The addition of such a class and the publicity generated by the repertoire group would add to the already high dance enrollments.

5.1.4 Radiology Technology
This department would like to return to offering continuing education courses to the professional community. It is felt that by offering Fluoroscopy, Venipuncture, and Mammography this would make CCSF the center of continuing education for the professional community.

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

5.2.1 Consumer Education, Health Care Technology and Health Science are the only departments in the School of Health & PE that offer non-credit classes. At present, there are no plans to modify any of the courses.

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

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

6.1.1 In the case of those new programs mentioned earlier, it will be necessary to conduct a survey to determine the job market demand for each of these possible curriculums. It makes no sense to open a new program if jobs are not available. In addition to a survey, focus groups can be used to determine the demand while a DACUM process might determine what types of skills are needed for a specific job.

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

6.2.1 Health Care Technology wants to continue and strengthen its partnerships with the SF Fire Department, VVJET, and Jewish Vocation Services. These collaborations have allowed the department to serve many different populations that might not get to a City College of San Francisco campus. CCSF, VVJET, and JVS are presently working together on the Gateway Program, which is designed to give low income, high risk students a head start on entering a health care program. The department would like to extend its collaboration to include a spring/summer Gateway Program for the working poor. Additionally, Heath Care Technology wants to continue and strengthen its partnership with SFUSD. Presently CCSF and SFUSD have dual enrollments EMT, CPR and First Aid classes. CCSF in cooperation with In Home Support Services (IHSS), Local 250, Catholic Charities and the Public Authority offer the Home Care Provider Program.

6.2.2 The Health Science Department wants to develop a bridge to SFSU from our vocational health programs much like the model currently exemplified by
the Community Health Workers Program. This model is needed for all vocational health programs. This bridge would expand articulation with SFSU departments and increase dual enrollments and exchange of teachers.

6.2.3 The Vocational Nursing Department is working to establish a partnership with Seton Hospital to provide potential employees with a six week Nursing Assistant Program. Upon completion of the curriculum, the student would be eligible to take the NATAP test for certification. The need for Certified Nursing Assistants is great; however, the enrollments in this program have declined significantly over the last few years. This partnership would be designed to fill our classes and provide Seton Hospital with the workers it needs.

6.2.4 In an attempt to generate larger enrollments for allied health programs, the dean has been meeting with the Treasure Island Job Corps staff to see how the two institutions can mutually benefit through collaboration. It is extremely expensive for the TI Job Corps program to duplicate CCSF health care programs. It makes much more sense for them to prepare students to succeed in these programs. Once they have their high school diploma or GED, then they can enroll in CCSF health care programs. Starting this fall, several Job Corps students will enroll in CCSF classes. There are over 300 participants in the Job Corp Program between the ages of 16 and 24 years of age. They are all potential CCSF students.

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

7.1 List the needs for additional administrative staff for new and modified programs and collaborations.

7.1.1 It is not necessarily administrative staff that is needed to assist in creating new and modified programs and collaborations. A second management assistant or associate dean would be useful.

Section IV. Resource Implications

1. Student Development Resources

1.1 List the type and scope of student services needed to serve the new, modified or expanded programs within the school

1.1.1 Counseling Services: It would be very helpful to have counselors who are knowledgeable about health care programs so that students could rely on them for correct information.

1.1.2 Student Health Services: Students enrolled in health care programs often need physicals and immunizations before working in a clinical site. It would be very helpful if they could get these at our Student Health Center for free
or a minimum cost. Many health care students come from low-income families where these additional costs are a hardship.

2. Technological Resources

2.1 List the staff needed to support new, expanded or modified courses/programs within the school
2.1.1 Assistance will be needed to help various departments in the School of Health & PE develop and manage on-line courses. What holds departments back now is the lack of expertise to author and teach an on-line class.
2.1.2 Additional staff will be needed to help put some of the PE classes on television.
2.1.3 Additionally, new faculty will have to be hired to teach in these new programs: Physical Therapy Assistant, Fitness Instruction Assistant, Geriatric Care Aide, Psychiatric Technician, and Dance.

3. Facilities

3.1 List the facilities that require remodeling to support the needs of new, modified or expanded courses/programs.
3.1.1 The Vocational Nursing facilities are in dire need of remodeling. The labs are antiquated; they need to represent modern hospital facilities.
3.1.2 Third classroom for Radiology (with plumbing for water)
3.2 List the new facilities that will need to be built to support the needs of new, modified, or expanded courses/programs.
3.2.1 New PE facilities are needed to accommodate new programs and classes. The present facility is old and too small.
3.2.2 Expand Fitness Center in North Gym

4. Faculty and Classified Staff

4.1 List the number and description of classified staff needed for new, modified and expanded courses/programs with the school
4.1.1 One full-time 1424 position for the Dental Assisting and Dental Lab Tech Departments, a second for the Health Science Department. A TIA for the Fitness Center. Once these are filled there is no immediate need to hire more full-time classified help.
4.1.2 It is more important to extend existing classified staff calendar, than to hire new people. In the PE Department it would be very helpful to have the calendars of the drummer, the piano player and the TIA extended.
4.2 List the number and description of faculty needed for new, modified and expanded courses/programs with the school
4.2.1 1 full-time Physical Therapy Assistant instructor
4.2.2 1 full-time Fitness instructor
4.2.3 1 full-time Dance instructor
4.2.4 1 full-time Radiology instructor to serve as clinical coordinator

5. Organizational Structure
   5.1 Describe changes needed in the organizational structure of the school to support the new, modified and expanded courses/programs within the school
   5.1.1 No changes in the organizational structure are required to accomplish these goals and objectives at present.
Section I. School Profile

1. School Mission
   *(Provide brief description of mission function of the school and its departments)*

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

2. Current Programs/Services and Status
   *(Provide list of programs and services provided by departments within the school)*

   The School of Business offers the following credit programs:

   Accounting
   Microcomputer Accounting
   Fashion Merchandising and Image Consulting
   Finance (banking, insurance, investments)
   International Business
   Marketing
   Office Information Processing
   Paralegal/Legal Studies
   Real Estate
   Supervision
   Travel and Tourism

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

   The School of Business offers the following non-credit programs:

   Computerized Accounting
   Construction Administrative Assistant
   Microcomputer Business Applications
   Office Assistant
   Word Processing
   Small Business
   International Business
   Supervision and Management

   The School of Business provides the following services to students: work experience, job development and placement, orientation to credit programs for non-credit students, an outreach
program to high school students (concurrent enrollment in business classes), and a mentoring program offered by the Paralegal/Legal Studies Program. Students also participate in a Marketing Fair and a Travel and Tourism Day.

Section II. Context for the Future

1. Issues and Opportunities

New-economy employers are within walking or driving distance of one or more of the eight campuses that are served by the School of Business. The recent arrival of multimedia, dot-com, telecommunications, and other technology companies suggests new ways of doing business, new ideas about the value of work, and new challenges for the School of Business. The Business School must offer programs and courses that address the educational needs of these new employers and their employees and ensure that its faculty and staff are prepared for the changes that are taking place in the workforce.

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

The growth of small business in the Bayview/Hunters Point area is a third area of interest. As part of a new initiative to revitalize the southeast small business community, the Small Business Development Center, in cooperation with the Business School’s Small Business program and the Southeast Campus, will target prospective and established small business owners. Counseling and training will be provided to help develop new businesses and jobs.

Other opportunities include applying for American Bar Association (ABA) approval of the Paralegal/Legal Studies Program and offering a Retail Management Certificate next year (Spring Semester 2001).

2. New Directions

- Develop a General Business degree program that will be articulated with four-year colleges and universities
- Schedule meetings on a regular basis with colleges and universities to articulate courses for transfer
- Increase the number of e-commerce-related courses, design a new E-Commerce Certificate, and develop a multimedia course integrating video, sound, and animation in business presentations
- Develop partnerships with Bay Area high-tech companies
• Work with the Small Business Development Center, with its focus on technology in the formation and growth of small business
• Increase the number of distance learning and online courses
• Extend course offerings to include Friday evening, Saturday, and Sunday
• Create new ways to market the Business School
• Continue to update computer classrooms and labs with appropriate equipment, software and technical support

Section III. Objectives and Activities

1. To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans.
   1.1 List current associate degree credit programs offered by departments within school (use CCSF catalog)

   The School of Business offers the following degree applicable programs:
   Accounting
   Fashion Merchandising
   Finance
   Marketing
   Office Information Processing
   Paralegal/Legal Studies
   Real Estate
   Travel and Tourism

   1.2 List current certificate programs (credit) offered by departments within school.

   The School of Business offers the following credit certificate programs:
   Accounting, Microcomputer
   Fashion Merchandising and Image Consulting
   Finance
   International Business
   Marketing
   Office Information Processing
   Paralegal/Legal Studies
   Real Estate
   Supervision
   Travel and Tourism

2. To continue maintenance of effort for non-credit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans.
   2.1 List current certificate non-credit programs offered by departments within school (use CCSF catalog/Office of Vocational Education List)
Computerized Accounting
Construction Administrative Assistant
Microcomputer Business Applications
Office Assistant
Small Business
Supervision and Management
Word Processing

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

CMSP
   9241 Intro to Computers/ABE

COMP
   9245 Computer – Introduction to PC’s
   9867 Spreadsheets Level 1
   9868 Computer Lab Orientation
   9888 Spreadsheets Level 3
   9894 Databases Level 1
   9895 Spreadsheets Level 2
   9903 Software Update
   9906 Databases Level 2
   9912 PC Upgrade and Optimization
   9913 Microcomputer Lab
   9915 Desktop Publishing Level 1
   9916 Music & Computer Technology

BUS
   9901 Business Vocabulary
   9902 Introduction to Business English

SECY
   9342 Office Technology: Current Topics
   9356 Business Mathematics
   9388 Keyboarding for Computers

WOPR
   9991 Word Processing Level 1
   9992 Word Processing Level 2
   9994 Word Processing Level 3

3. To develop and offer new credit program options resulting in increased enrollment.
3.1 List proposed new program(s) for Phelan Campus.
   • General Business degree program
   • E-Commerce Certificate (see 3.2)
   • ABA approved Paralegal/Legal Studies Program
The Paralegal/Legal Studies Program offers a certificate and a degree program at the Phelan and Downtown campuses. It is applying for ABA approval.

- Garment 2000

3.2 List proposed new program(s) for other campuses.

- E-Commerce Certificate


- Retail Management Certificate

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

4. To develop and offer new non-credit programs resulting in increased enrollment.

4.1 List proposed new program(s) for Phelan Campus.

No non-credit classes are proposed at the Phelan Campus.

4.2 List proposed new program(s) for other campuses.

MOUS (Microsoft Office User Specialist) Certification: Specialists will demonstrate in-depth knowledge of at least one Office 2000 application (Access, Excel, and Word).

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

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

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

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

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

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

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

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

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

   - Provide counseling and training to Bayview/Hunters Point small business owners and would-be owners
   - Establish advisory committees in technology-related areas
   - Teach Business English at community-based organizations
   - Continue to work with the SF Unified School District to concurrently enroll high school students
   - Continue to maintain and develop partnerships with local businesses through job development

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

   7.1 List the needs for additional administrative staff for new and modified programs and collaborations.

   - Need for full-time support person for the Business Department (with addition of ABA requirements)
   - Need for part-time clerical support for non-credit site coordinators

**Section IV. Resource Implications**

1. Student Development Resources

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

   - Provide academic counseling and other support services for students who are enrolled in business classes, including high school students
• Schedule more career-oriented presentations, e.g., CDPC
• Station student lab aides at campus sites to support job development and placement
• Create job web site and bulletin board

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

• Field trips
• Guest lecturers
• Student internships in industry
• Open labs all day and evenings (coordinate with ITS)

2. Technological Resources

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

Support staff from ITS to maintain computer labs at all campuses

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

• Up-to-date software and hardware used in today’s workplace

Labs must be capable of running high-level software programs that require faster processors, increasingly more hard drive space, and more RAM with each new version. In order to increase the offerings of such Internet-related courses as e-commerce and web page design, we must update hardware and software on an ongoing basis.

• TV/video equipment in all classrooms
• New chairs in lecture classrooms
• Computers with Internet access in instructors’ offices

3. Facilities

3.1 List the facilities that require remodeling.

• Internet access for computer classrooms
• Most classrooms in need of remodeling
• Additional classroom space allocated in Cloud Hall
• Office space for part-time instructors at the Downtown Campus

4. Faculty and Classified Staff

4.1 List the number and description of classified staff needed for new modified and expanded courses/programs within the school.

• Full-time support staff for Business Department office
• Instructional Aides (3598) needed at campuses that offer non-credit business courses
• Need for part-time clerical staff for non-credit site coordinators and job development

4.2 List the number and description of faculty needed for new modified and expanded courses/programs within the school.

• Accounting and Microcomputer Applications instructors (ability to teach Internet-related classes and advanced software applications)
• Additional part-time instructors to teach in the Paralegal/Legal Studies Program
• Professional development program for faculty who may need to upgrade their skills

5. Organizational Structure

5.1 Describe changes needed in the organizational structure of the school.

During the hiring process and the mentoring period for new faculty, reinforce to new hires that their professional responsibilities include serving on committees, preparing and revising course outlines, and other duties as assigned by the department chair.

10/15/00
Section I. School Profile

1. School Mission

The School of Applied Science and Technology under the Associate Vice Chancellor of Workforce and Economic Development, consists of departments, programs, and offices including Administration of Justice and Fire Science, Aeronautics, Automotive Technology and Trade Skills, Consumer Arts and Sciences, Environmental Horticulture and Retail Floristry, Hospitality, Hotel and Restaurant, Labor Studies, the Apprenticeship Programs, the Office of Vocational Education, Garment 2000, Career Link at the San Francisco One Stop, and various categorically funded initiatives, affirms the Mission Statement of the College and, in particular supports its commitment to excellence in teaching and learning, workforce education and economic development.

As a result of the establishment of the position of Associate Vice Chancellor of Workforce and Economic Development, the Office of Contract Education reports to the Office of Workforce and Economic Development.

2. Current Programs and Services

The Administration of Justice and Fire Science Department offers degrees, Awards of Achievement and certificates in Administration of Justice and Fire Science. Day and evening courses are offered at the Phelan and Evans Campuses. As of July 1, 1999, CCSF reaffiliated with the San Francisco Police Department’s Academy. The Administration of Justice Program offers the Basic Police Academy Training, a 16 unit course. Effective July 1, 2000, the Department is offering courses in Advanced Officer Training. To date, 16 new courses have been added and several more are being developed and will be presented to the Curriculum Committee for approval. The Fire Science Program reaffiliated with the San Francisco Fire Department in January 2001 and is offering Basic Fire Academy, a 7 unit course. The School of Health will be the training provider for the Paramedic Program in this affiliation. The Department serves approximately 500 students each semester, although these numbers are expected to increase dramatically as a result of the Academy affiliations. Additional FTES from the Police Academy and Advanced Officer Training Program and the Fire Academy will be approximately 550 a year. Currently, the San Francisco Fire Department trains cadets at Treasure Island. San Francisco Police Department plans to relocate to Treasure Island. Both programs hope to expand and develop regional training centers.

A revised Fire Officer Certificate was approved by CCSF’s Curriculum Committee, endorsed by the Bay Area Regional Deans, will be submitted to CCSF’s Board of Trustees for approval, and forwarded to the State Chancellor’s Office for approval.
Faculty from the Department and the Office of Vocational Education are working with the City of San Francisco’s Emergency Communications and Probation Departments to assess their education and training needs. A DACUM Process will be employed to develop curriculum for these courses. Additional programs may be developed for Emergency Communications/911 and Probation.

The Aeronautics Department offers credit courses at CCSF’s Airport Site, located at the San Francisco International Airport. Awards of Achievement are offered in Aircraft-Maintenance Technology with Options in Aircraft Power-Plant, Airframe-Maintenance, and Avionics-Maintenance Technology. The Department serves approximately 190 students each semester. These numbers have dipped in the past several semesters. It is thought that the strong job market is causing a reduction in the number of individuals seeking this training. A second factor in the dip in enrollment is thought to be the current wages offered by the aeronautics and related industries. Many employers are lamenting the lack of employees and the higher wages offered in other fields.

The Automotive Technology and Trade Skills Department offers credit and non-credit courses at the Evans Campus and the Marina Middle School. The credit and non-credit Automotive Technology Programs serve approximately 400 students. There has been a decline in enrollment in the Automotive Classes. In May 1999, the Department participated in a DACUM (Developing a Curriculum) Process. The Department will be introducing the new courses in the Spring 2001 semester. A new Certificate or Award of Achievement will need to be developed based upon the final changes in the curriculum. The non-credit Trade Skills Programs serve approximately 1,200 students. Based upon the current labor market demand, these enrollment figures continue to increase each semester. The Building and Maritime Construction Program has received a $1.1 million dollar contract from the Department of Human Services and the Mayor’s Office of Community Development to provide education, training and job placement in partnership with Community Based Organizations for economically disadvantaged San Franciscans. $500,000 will go for capital improvements at the Evans Campus.

The Consumer Arts and Sciences Department offers credit and non-credit courses at the Phelan, Evans, John Adams, and Southeast Campuses, as well as a number of other locations in the community. Approximately 170 students are enrolled in credit courses and 380 students are enrolled in the non-credit courses. The Department is currently meeting with members from the Fashion Merchandising Program from the School of Business and Garment 2000 to discuss the development of an interdisciplinary production certificate.

The Environmental Horticulture and Retail Floristry Department is located at the Phelan Campus. The Department offers a degree and Awards of Achievement in Landscape Gardening and Landscape Contracting, Nursery and Garden-Center Operation, and Retail Floristry. A Certificate of Completion is also available in
Environment Horticulture with specializations in Landscape Maintenance, Nursery Operations, Commercial Cut-Flower and Greenhouse Production, or Landscape Design and Landscape Construction. The Department serves approximately 400 students each semester.

The Hospitality Program offers day and evening non-credit courses at the Downtown Campus. The laboratory classroom, The Educated Palate, serves lunch daily. The program serves approximately 100 students a semester. Many of the students enrolled in this program are low income, CalWorks, or Hiring Hall employees seeking skill upgrades.

The Hotel and Restaurant Department offers credit day and evening courses in Hotel Management, Food Service Management, and Culinary Arts. The H&R Department is the primary foodservice provider for the Phelan Campus. Students receive an Associate of Science Degree and Award of Achievement in Hotel and Restaurant Operations. The Department serves approximately 220 students each semester. Enrollments had been declining over the past several years, but with the introduction of the three track program enrollments are beginning to increase.

The Labor Studies Department offers credit and non-credit courses. An Award of Achievement or Certificate of Completion is available to students. The Department serves approximately 300 students a semester. Courses in labor relations in various industries have been developed with various other departments, such as Hotel and Restaurant, Child Development, Health Care, and Automotive.

The Apprenticeship Programs are offered in cooperation with the California Division of Apprenticeship Standards and the local Joint Apprenticeship Committees. Apprenticeship programs include, Bricklaying, Cook and Pastry, Meatcutting, Plastering, Plumbing, Refrigeration/Air Conditioning, Roofing, Stationary Engineering, Steamfitting, Pastry Cooks, Cooks, Marble Setter, and Marble Finisher. The programs serve approximately 500 Apprentices a semester. This number has been increasing due to the current increase in construction in the San Francisco/Bay Area. Currently, CCSF is not offering courses for Cooks, Pastry Cooks, or Automotive Apprentices.

The Office of Vocational Education manages the $1 million Carl D. Perkins VTEA (Vocational and Technical Education Act) Grant awarded to City College of San Francisco. A four year plan will be developed and submitted for 2000-2004. A committee of occupational, academic, and student service administrators and faculty will participate in this planning process. Business, industry, community, and student input will also be sought in the development of this plan. The purpose of these funds is to improve the occupational education and training and services provided by CCSF to meet the needs of students and industry.

Garment 2000/CACT is a grant funded economic development initiative serving businesses and the community. The School of Applied Science and Technology and
the Office of Contract Education administer this project. Customized training is provided on demand to employers to upgrade the skills of garment workers in the San Francisco/Bay Area.

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

The Advanced Transportation Technology Initiative is an economic development consortium consisting of City College of San Francisco, College of Alameda, and Skyline College.

Section II. Context for the Future

1. Issues and Opportunities
   - Partner with Community Based Organization, Business, Industry, and Organized Labor
   - Develop short-term and fast track education and training programs
   - Develop seminar and modular course offerings
   - Strengthen ties with expanding Hotel Industry (14 new hotels scheduled to open in the next several years)
   - Offer year round foodservice at the Phelan Campus using the Hospitality Program in the summer
   - Define roles and opportunities for programs and students at S.F. International Airport (airport expansion)
   - Implement Construction and Maritime Building Contract with DHS and MOCD
   - Link with other CCSF programs
   - Develop internships for occupational programs
   - Provide Job Placement Services for occupational students and graduates
   - Expand Police Academy and Advanced Officer Training
   - Expand Fire Academy and Advanced Officer Training
   - Explore the feasibility of developing an AJ/FS Regional Training Center
   - Assess training needs and develop curriculum for Emergency Communications/911 Operators and Probation Officers
   - Affiliate or relocate the Career Development and Placement Center to ensure a closer working relationship with the Office of Vocational Education

2. New Directions
   - Development Transportation Academy to include Aeronautics, Automotive, Engineering, Maritime, Mass Transit and Rail
   - Develop curriculum and programs based upon input from employers in Mass Transportation in areas including Electronic Technology, Transit Safety and Health based upon CAL/OSHA standards, basic computer instruction, ESL for
drivers, including English for non-native speakers and Foreign language aids for drivers, Advanced Transportation Technology, including Intelligent Transportation Systems, Geographic Information Systems, Alternative Energy, Global Position Systems, and Customer Service

- Develop Public Safety Academy to include Administration of Justice, Fire Science, Emergency Communications/911, and Probation
- Develop curriculum based upon input from employers in Police, Fire, Emergency Communications, and Probation Departments
- Develop concurrent enrollment or articulation agreements with San Francisco and Bay High Schools and School Programs
- Develop placement services for students in occupational programs
- Develop follow-up services for graduates of occupational programs

Section III. Objectives and Activities

1. To continue maintenance of effort for credit and non-credit academic programs at all campuses and sites
   - The Consumer Arts and Sciences Department offers credit and non-credit classes that currently are not a part of a degree or certificate program
   - Degrees are granted in:
     - Administration of Justice
     - Fire Science Technology
     - Aircraft-Maintenance Technology
     - Automotive Body & Fender Repair (under revision)
     - Automotive Mechanics (under revision)
     - Commercial Cut-Flower & Greenhouse Production
     - Floristry
     - Landscape Gardening and Landscape Contracting
     - Nursery & Garden-Center Operation
     - Hotel and Restaurant Operation (under revision)
     - Labor Studies

- Credit Certificates are granted in:
  - Fire Officer
  - Fire Protection
  - Fire Safety Director
  - Forensic Identification
  - Aircraft-Maintenance Technology
  - Aircraft Power-Plant Maintenance Technology
  - Airframe-Maintenance Technology
  - Avionics-Maintenance Technology
  - Automotive Body & Fender Repair (under revision)
  - Automotive Mechanics (under revision)
  - Commercial Cut-Flower & Greenhouse Production
  - Landscape Gardening and Landscape Contracting
  - Nursery & Garden-Center Operation
• Labor Studies

• Non-Credit Certificates are granted in:
  o Hospitality Careers
  o Labor Studies
  o Appliances, Air-Conditioning & Refrigeration
  o Business (Computerized) Machine Technology
  o Construction Trades
  o Custodial
  o Drafting/Mechanical Drawing
  o Electronics Technician – Radio, TV, VCR Repair

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

• Hotel and Restaurant Department hopes to develop a Hospitality Information System Program and get approval for the existing three track program, which includes Culinary, Restaurant Management, and Hotel Management

• Administration of Justice Department has developed curriculum for SFPD’s Advanced Officer Training Program

• Administration of Justice Department is looking to develop courses and programs in Emergency Communications/911, and Probation

• Fire Science Department has an affiliation with SFFD Academy, including Paramedic Training through School of Health – possible locations Treasure Island and the Presidio

• Consumer Arts and Sciences Department meeting is with Garment 2000 and Fashion Merchandising from the School of Business to discuss collaboration on production certificate

• Office of Vocational Education/ATT Grant Manager is working with Transportation Industry representatives to develop Transportation training programs that will meet the current and future needs of the industry

3. To develop and offer new non-credit programs

• First phase of DACUM process completed for Construction Training

• Continue to develop appropriate curriculum based upon DACUM process and demonstrated industry employment needs

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

• Automotive used DACUM in May 1999, new and revised courses are being piloted in Spring 2001

• Construction Training DACUM – first phase completed in July 2000

• DACUM will be used in the development of curriculum for Transit, Emergency Communications/911, and Probation

5. Special initiative for the improvement of programs

• CCSF DACUM facilitators have been trained (Developing A CurriculuM)

• California Resource Center for Occupational Program Design and Evaluation established by the Office of Vocational Education to provide DACUM facilitation
• Advanced Transportation Partnerships being developed
• VTEA funds for program improvement – Four Year Plan submitted to the State Chancellor’s Office on 10/31/00
• Building and Maritime Construction Contract from DHS and MOCD to expand offerings and improve teaching facility at the Evans Campus

6. To provide administrative oversight for the school
• Need to develop Director of Transit Academy position
• Need to develop Director of Public Safety Academy position
• Need Coordinator for Trade Skills

Section IV. Resource Implications

1. Student Development Resources
• Non-credit career education counseling services
• Coordinator for Trades Skills
• Advisor for Trade Skills
• Job Development and Placement

2. Technological Resources
• New equipment based upon results of DACUM

3. Facilities
• Computer facilities for Hospitality Information Systems Program
• Construction and Custodial Programs lack appropriate shop and lecture space. Some PFE and MOCD funds can be used for needed improvements. These funds will not cover the scope of the project.
• Provide year round foodservice at the Ocean Avenue Campus
• Upgrade the laboratory classrooms at the Hotel and Restaurant Department at Phelan and the Hospitality Program at the Downtown Campus
• Install electronic fence at Environmental Horticulture/Floristry site – health and safety issue
• Install vent from Engine Cleaning Machines in Auto Shop at Evans Campus – health and safety issue

4. Faculty and Classified Staff
• Advisor for Trade Skills
• Coordinator for Trade Skills
• Shared Support Staff for AJ/FS, CASC, and RF/EH Depts. at Phelan
• Director of Transit Academy
• Director of Public Safety Academy
• Upgrade 1424 Evans/SAST clerk to 1426 as duties have changed as a result of the establishment of the Office of Workforce and Economic Development and the expansion of the Construction Trades Program
• Extend the calendar of the existing Evans/SAST 1426 Clerk to 260 based upon the year round activities provided at the Campus and through the Offices of Vocational Education and Workforce and Economic Development
• Extend the calendar of the Evans/SAST 1842 Management Assistant based upon the year round activities provided at the Campus and through the Offices of Vocational Education and Workforce and Economic Development

5. Organizational Structure
• Coordinators, Directors, Dean for various Occupational, Contract, Workforce and Economic Development educational initiatives
Section II: Campus Plans
ALEMANY CAMPUS
EDUCATIONAL PLAN

Section I. Campus Profile

1. Mission Statement

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

Through these programs, the campus provides:

- General ESL courses emphasizing development of basic language skills, literacy and cultural knowledge on an open-entry/open-exit basis to many areas of The City at convenient times and at multiple levels to increase access to programs and meet community needs;

- Transfer procedures to credit and job training programs by conducting noncredit courses which emphasize focused skill building and critical thinking to prepare students for further study;

- Courses to enable students to become U.S. citizens;

- Computer-assisted instruction to enhance language and skills development and to promote technological literacy among students; and

- Information on American culture, history and government at all levels of study to help students understand their civil rights and civic responsibilities.

2. Current Programs and Services

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

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

Section II. Context for the Future

1. Issues and Opportunities

Over 95% of the classes at Alemany Campus are English-as-a-Second Language. In the past five years, there has been a slight decrease in enrollment. The Citizenship and Introduction to Computers classes have remained consistent and the Keyboarding classes have continued to grow with the acquisition of new classroom computers.

2. New Directions

The campus is exploring the possibility of expanding a current site at Tenderloin Community School. There have been discussions on the establishment of office training programs in which students would learn and perform using classroom modules, ranging from direct instruction to hands-on application.

The Career Resources and Development Center has requested additional courses to support their job training efforts. They have offered classroom spaces and follow-up services.

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

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

Faculty and student surveys continue to be useful instruments in discovering new directions. Not only have they identified possible program areas but they have also found new locations for classroom sites.

The campus will explore the possibility of weekend classes, perhaps to include credit classes and job training programs that are centrally located and convenient for the community.
Section III. Objectives and Activities

The program objectives for Alemany Campus are as follows:

1. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates by:
   1.1 Offering over 100 courses in ESL from beginning through intermediate levels, job preparation classes and a certificated program in Vocational Office Training.
   1.2 Offering citizenship classes that would not only enable students to become contributing members of the community, but also to teach them the rights and duties of being an American.
   1.3 Providing comprehensive counseling services that include course placement, academic advising, financial aid assistance and career exploration.
   1.4 Providing effective admissions and enrollment processes that place students into the appropriate courses in the most efficient manner.

2. To offer new non-credit programs with increased enrollment by:
   2.1 Offering new job training programs at a new location.
   2.2 Offering Adult Basic Education and GED courses.
   2.3 Providing pre-job training and educational transfer services to ESL students.
   2.4 Offering new courses in English On-the-Job, Pronunciation, Accent Reduction, ESL for Seniors, Resumé Writing and U.S. Civics.

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

4. To modify existing non-credit program options and courses by:
   4.1 Reevaluating the viability of the current Vocational Office Training Program in terms of attendance, pre-training curriculum and current job market skills.
   4.2 Offering ESL Level 9 for students who do not wish to transition into credit ESL or Transitional Studies.
   4.3 Transitioning some keyboarding classes into introductory computer classes.
   4.4 Conducting job training and career guidance counseling in the classroom rather than through one-on-one counseling.

5. To provide and improve coordination for student development services, including areas of admissions, placement testing, counseling, advising and other student support activities by:
   5.1 Establishing closer coordination between the Admissions and Enrollment Office and Counseling Services.
5.2 Having counselors participate more in classroom presentations.
5.3 Improving the ESL placement test process and instrument in conjunction with the Teachers’ Resource Center.
5.4 Having more instructors participate in the advisement of students.
5.5 Providing more financial aid and career guidance services.
5.6 Providing job training orientation to intermediate-level students.
5.7 Providing workshops in health education, T.B. testing, and specific career explorations.
5.8 Creating a speakers’ bureau for alumni, business persons, social service representatives, immigration counselors and public agency staff to speak on relevant topics.

6. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership by:
   6.1 Obtaining a management assistant who is needed to coordinate new and modified programs and collaborations. (The campus currently has no such position.)
   6.2 Hiring clerical staff who will be needed to provide intake services at the new locations.

Section IV. Resource Implications

1. Student Development Resources
   1.1 Additional counselors are needed to provide comprehensive academic and career counseling from student orientation to when they exit the program.
   1.2 Faculty advisors are needed to test students on their ESL oral and listening skills.
   1.3 Student focus groups will be needed to provide feedback regarding instructional approaches, course content, job skills and cultural awareness.
   1.4 Student orientation handbooks need to be developed specifically for Alemany Campus students.
   1.5 Other student committees are needed in the areas of facilities improvement, self-help services, music and dance, and community involvement.

2. Technological Resources
   2.1 Additional technical support will be needed to install and maintain audio-visual equipment and computer software.
   2.2 Thirty new student computers will be needed at off-campus locations. Fifteen overhead projects need to be replaced. Also, the copiers in the faculty workroom need to be replaced and its service contacts modified for greater use.
3. Facilities
   3.1 An elevator needs to be installed in the main building at 750 Eddy St. to meet Americans with Disabilities Act standards. Blackboards, student table/chairs and teachers’ stools also need replacement.
   3.2 Rental facilities need to be planned and budgeted in order to expand classroom offerings for the ESL Programs in the Richmond and Sunset districts.
   3.3 Students at the 750 Eddy St. campus need an area for eating, studying, meeting and other activities.
   3.4 Additional rental space will be needed for the transference of the entire Adult Learning Center and Tutorial Program from 31 Gough St. This would include main office and counseling spaces, tutorial rooms, and student eating and studying areas.
   3.5 A new location for the Park-Presidio off-campus site is necessary because the current facility is overcrowded and outdated.

4 Faculty and Classified Staffing
   4.1 Six new full-time or 10 new part-time instructors will be needed to cover the new and expanded programs at off-campus locations.
   4.2 Three additional 1424 Clerk Typists will be needed to provide office support for the new programs and classes.

5 Organizational Structure
   5.1 The organizational structure will need to be expanded to include additional classified staff including one management assistant and three clerk typists.
1. Campus Mission

The Mission Campus offers access to affordable credit and noncredit courses and programs tailored to the needs of Mission District residents at the 106 Bartlett facility and eight neighborhood sites. The Campus offers a comprehensive Transitional Studies Program as well as a complete English as a Second Language Program that prepare students to enter the vocational programs. The Colegio de la Misión, a program initiated in 1974, offers general education credit courses. The Working Adults Degree Program, specially designed for individuals who are fully employed, facilitates a course of study leading to an Associate of Arts Degree and/or transfer to a four year institution.

The Mission Campus is the administrative office for the Older Adults Department which offers classes in 41 different locations throughout the City and addresses the needs of an ever increasing and significant population.

2. Current Programs/Services

- The English as a Second Language (ESL) Program offers day, evening and Saturday classes at all levels including Citizenship and ESL and Native Language Literacy.
- The Graphic Communications/Printing Program offers credit and non-credit courses as well as internships.
- The Transitional Studies Program offers GED preparation (English and Spanish), adult basic education, as well as computerized, individualized studies using an Invest Laboratory.
- The Office Technology Program includes the Construction Assistant Program, which is offered in collaboration with the Mission Hiring Hall.
- The Older Adults Program is implemented throughout San Francisco in collaboration with agencies and sites serving older adults.
- The Working Adults Degree Program (WADP) is a high support program tailored to the needs of full time workers who seek an AA Degree.
- El Colegio de la Misión offers credit ESL and degree-applicable, transferable general education courses.
- The Child Development Worker Program is a credit program offered in collaboration with Catholic Charities.
- The services provided to students include Admissions and Enrollment Services, Educational Advising and Personal Counseling, Bookstore Services, Mission Science Workshop (serving K-12 students/teachers/community), and the Homework Club (serving K-12 children of Mission Campus students).
Section II. Context for the Future

1. Issues and Opportunities

The Mission District is ethnically diverse and its residents have multiple needs. There is, for instance, a continued need in the growing Latino population to access multiple educational services. Newcomers, (mostly Mexicans, Salvadorians, Guatemalans, and Nicaraguans) are composed of a range of individuals from semiliterate to educated professionals, many of whom require mastery of the skills necessary for competency in English as a second language. They also seek orientation to the North American culture and the skills necessary to enter the labor market.

Many Latinos and African American students from the general population are extremely vulnerable to economic and social pressures and have left secondary school without graduating. In some cases, students are facing economic need to support themselves and their families. Other students fall behind in course work and credits and are not able to catch up. In other cases, students require special support services, i.e., child-care, counseling and tutoring, that are not available at the high school level.

To address this need an Urban Rural Opportunity Grant (UROG) was awarded to serve at-risk Latino and African American youth between the ages of 14 and 21. The grant will be in effect for three years. Under the auspices of this grant the Mission Accomplish Program was developed at Mission High School. Participating in this effort is the San Francisco School Career Partnership (SFSTCP) that is made up of representatives of SFUSD, CCSF, and representatives from community-based organizations and the private sector. The Mission Campus is a major player in this effort to serve the youth of our community.

Limited education and low skill levels keep Latino workers disproportionately concentrated in low-wage jobs that offer few benefits. This situation has improved only marginally despite the nation’s extended economic boom. The high school dropout rate and the educational and vocational needs of teenagers is of great concern to the Latino community. To this end, the Mission Campus can respond to meet the needs of this population through our existing programs. We also have the opportunity to develop educational bridges with John O’Connell and Mission High Schools.

The Colegio de la Misión was initiated in 1974 to offer credit, general education courses in the Mission. The goal was to improve Latino access to post secondary education by offering classes in the community, by making access to credit classes convenient both in location and in the hours they are offered, and by building a host of communities of learners. The program has grown to 27 courses and is housed at Horace Mann Middle School in the evenings. The space provided in the new building and the 106 Bartlett facility will allow us to expand this program to daytime classes thus fulfilling the community’s goal of having full access to courses that lead to an Associate of Arts Degree in the Mission Campus. The Working Adult Degree Program (WADP) at the Mission Campus is the first example of a complete associate degree program being offered in the community. Students completing the WADP will have satisfied the requirements for CCSF graduation and for transfer to a baccalaureate-granting institution. It is an exemplar of a learning community.

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1 “Economic Boom Misses Latinos”, San Francisco Chronicle, July 5, 2000, Page A3
2 Mission Campus Listening Session
There is an increasing demand for bilingual personnel in the medical services industry in order to serve the needs of the non-English proficient patients. Local medical institutions, like San Francisco General Hospital, give preference to bilingual staff. CCSF-Mission Campus has the opportunity to train individuals interested in working in this field.

The Mission District is also home to a developing art community. This group of Latino, Chicano and Anglo artists collaborate to keep vibrant the culture of the Mission. To serve the growing need for artistic expression as well as the need to involve young people in the arts, the Mission Campus should include art and drama classes in its offerings.

An increasing number of young professionals with post secondary degrees are moving into the Mission where many live and work in lofts. They are part of the workforce of the information-based economy. These new employees define the world of work differently than the older workers. They are independent, change companies frequently, spread ideas and decentralize corporations by working from home. Their educational needs range from learning foreign languages to becoming familiar with the latest software and hardware. City College must develop programs to serve them through the Mission and Castro Valencia Campuses.

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

The San Francisco Bay Area is the largest media market in the United States. There are no Bay Area colleges or universities that specifically prepare students to work in the Spanish language radio/television stations and newspapers. Local Spanish broadcast stations currently import there on the air and off the air talent from Mexico, Central America, and even South America because they cannot find qualified employees in the Bay Area. The Spanish-speaking population in the San Francisco Bay Area is one of the most affluent in the United States, a fact well known to the Spanish-language media and potential advertisers. The need for well-qualified bilingual broadcasters to reach this market is expected to increase. City College has the curriculum and infrastructure necessary to address this need.

Biotechnology is also one of California’s fastest growing industries and the existing workforce of 35,000 is expected to increase to 100,000 by the year 2001. California companies employ over one-third of the nation’s biotechnology workers and the San Francisco Bay Area is home to the largest biotechnology companies in the state. CCSF is the site of one of the six-biotech centers in the state and its mission is to stimulate the development of a well-educated, science-literate workforce qualified to work in the biotech industry. Most recently, CCSF has been selected as the site for the national center for biotechnology instruction at the community college level (BIO-LINK).

The establishing of the Mission Bay neighborhood, as a biotechnology district anchored at UC San Francisco, will create an industry need for entry-level workers, and simultaneously create an opportunity to train local residents in basic biotechnology skills.

Overcoming the digital divide for low-income residents is a continuing challenge. Unless we, as educators, address this problem through provision of educational and employment opportunities, we will see a major shift in the demographics of the San Francisco Bay Area. One of the keys to securing a place in our prosperous local economy is

3 ED>NET, California Community College Economic Development Network
educating and training local residents for opportunities in this field. CCSF-Mission Campus is a vital link between San Francisco residents and the educational programs for existing jobs. CCSF-Mission Campus is in a unique position of providing educational opportunities in multimedia as well as engineering, software design and programming. This effort will be a major force in stabilizing the Mission District community and allowing residents to partake of the prosperity.

There are currently 5,725 children between the ages of 0-5 in the Mission neighborhood. The capacity to serve the children in this community continues to be a problem for working families and single parents. There is a need to increase the availability of childcare services to students enrolled in the Mission Campus, and to implement an early childhood education program that trains adults to work in the field of childcare. In the new building, the Mission Campus will have the necessary space to develop a program to train childcare workers and to offer childcare services to our students.

Latinos currently comprise 23.30% of the total Bay Area student population. With the exception of the County of San Francisco, Latinos are the largest students population in the six Bay Area counties (Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara). In the County of San Francisco, Latinos at 21.40% are second to Asian Americans at 41.70%. The need to provide leadership development for these students is essential to the civic well being of the Bay Area. It is imperative to provide student leadership experience through active participation in student clubs and activities and leadership training through student leadership classes and mentoring done by certificated staff designated and trained to do so.

2. New Directions

It is anticipated that the new Mission Campus will be ready for occupancy by the year 2004. The new building will be a state of the arts educational facility with traditional classrooms as well as specialized classrooms and dedicated spaces. A comprehensive educational program and student services will be offered to credit and non-credit students. The anticipated population growth in this neighborhood will be served according to the emerging needs. The 106 Bartlett facility will continue to be used as needed to accommodate student demand and community need for instruction. We will continue to develop programs in collaboration with the community-based organizations. Departments will be encouraged to offer courses that meet the educational needs of our student population.

The programs offered at the Mission Campus should be reviewed and/or revised. Our students would benefit from an enhanced, intensive ESL Program that includes courses specifically tailored to address the needs of limited English speaking professionals who have expressed the need to develop fluency at a faster rate than currently possible. The ESL faculty also needs to address the request made by our ESL students, as identified in a recent student survey, for a more learner-centered curriculum consisting of more listening/speaking/conversation practice and vocationally related courses. The Business Department courses offered at the Mission Campus should be reviewed and/or revised to include courses that teach the latest marketable skills as well as interview and job search skills for the new economy.

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4 Children’s & Families Commission, May 2000
5 “The State of Latino Education in the San Francisco Bay Area,” Hispanic Community Foundation, page 8
We will work with the Mission Accomplish staff to implement the Mission Accomplish Program. We will utilize concurrent enrollment options, priority registration, and make available matriculation and support services as needed. Educational bridges are being established with Mission and John O’Connell high schools. We will collaborate with these high schools to develop a student retention program and we will utilize strategies, such as concurrent enrollment and priority registration for high school students at the Mission Campus. We will utilize the Transitional Studies courses and the Invest Lab. We will also develop a High School Diploma program so that students who complete the GED will have the option of continuing to study for their high school diploma. There is some evidence that employers give greater recognition to a high school diploma than to a GED. Further, those students who wish to continue on to higher education may find themselves better prepared after completing the course of studies leading to a high school diploma.

We will offer programs that maximize the bilingual skills of our residents who want to go into the health fields. In the fall 2000 we will offer a credit, two-semester long, Bilingual Medical Interpreter Program. We will promote collaborations with the Mission Hiring Hall to develop other programs that offer special incentives to bilingual students. We will speak with other employment agencies and employers to identify their employment development needs and partner to develop appropriate bilingual Spanish/English training and certificate programs.

We will collaborate with the Castro Valencia Campus to develop courses that will serve the needs of the young professionals and telecom employees who are moving into the Mission District. We anticipate that while some of these individuals may already have degrees and therefore prefer courses that upgrade their skills (for example, in computing) or provide life-long learning opportunities (for example, foreign languages), other may be students who have deferred completing an under-graduate education to accept employment offers. In the latter case, these students may have a variety of objectives, including degree-completion, skills-upgrading or certificate completion, and life-long learning. Many of these students may seek classes on weekends to meet work schedules. Others may want a degree program, such as daytime WADP, which moves them efficiently to degree completing or transfer readiness.

In collaboration with the Older Adults Dept. we will identify and strive to meet the continuing and life-long learning educational needs of older adults. As baby-boomers continue to age and become a larger part of the population, the demand for courses is expected to increase. This population, which still attracted to the traditional Older Adults classes, may also be interested in new courses in nutrition and wellness, physical education and movement, investment, computer application, the Internet and other developing technologies, and the like. They may also want targeted guidance to help them identify CCSF services that they might better utilize. For example, some older adults who are changing careers or who are out-placed because they lack necessary employment skills could qualify for Financial Aid to re-train for other employment. However, they may need assistance in this regard. The increase in both the absolute numbers and proportion for older adults in the general population may also crease a need for increased training in elder care for both family care-givers and for a new work fore that may be creased as a result of the need to supplement/supplant family care-giving with a paid work-force.

We will work with the Broadcasting Electronic Media Art Dept. to develop an Electronic Media Center. The Department will offer a program on careers in radio, television,
Internet web cast, and broadcast journalism. Traditional print journalism, while changing to meet technological innovations, is still a basic training source for many of the newer forms of broadcast media and for in-house reporting, such as newsletters and staff bulletins. Therefore, we will work with the Journalism Department to provide this training via a campus student newspaper.

We will offer a pre biotech, one year, credit program designed to give English fluent students a set of core biotech skills such as teamwork, accurate measure and record keeping, professional oral and written communication, and basic scientific knowledge. For health and science professionals with limited English proficiency, we will offer technical ESL related to biotechnology. It is anticipated that students in both types of programs will need greater access to math and science classes which provide academic preparation for further study in more rigorous math and science classes and which will allow the students to pursue further training in biotechnology, allied health professions, and related fields.

We will collaborate with the Multi Media Program to offer courses and certificate programs in web design and graphics, image and sound, programming, and animation. Course offerings should range in technological sophistication so that they can serve the needs of students at a variety of levels, from those who are on the wrong side of the digital divide to those who are computer literate. We should investigate how to increase cross learning among the students so that students may learn from one another.

The Child Development and Family Studies Department will operate a child development program-serving children 18 months to 5 years of age. The Program will provide childcare services to students at the Mission Campus and also serve as a model program for child development students to complete supervised fieldwork placements. The Program will operate on a full-year basis for students enrolled in vocational training programs that require participation outside the typical academic calendar.

We will broaden our curriculum offerings and improve student access to post secondary education by utilizing modern technology, including “smart rooms”. We will offer a Sunday computer club to improve both computer skills and to increase computer literacy.

The staff at the Mission Campus is committed to assessing our students’ needs, maximizing resources and opportunities to bring credit and noncredit course that will best educate our students.

In addition to reviewing and evaluating programs and other curricular offerings, we will review the array of student development services. As the Mission Campus becomes a full-service campus, the demand for student services associated with traditional full-service campuses is likely to be seen. For example, students may wish to have greater access to student health services and health education. In addition to financial aid information, students may also want scholarship information to be accessible to them at the Mission Campus. Students and employers, especially those seeking bilingual Spanish/English employees, may turn to the Mission Campus for career and other employment-related services. The development of the Library and learning assistance laboratories may increase the demand for tutorial and peer-mentoring services. Students may wish to have more EOPS and EOPS-related supportive services. There may also be increased demand for student clubs and activities and student leadership training as well as a book-loan program (perhaps similar to the one sponsored by the Associated Students Council on the Phelan Campus). The need will increase for student services staff located at the Mission Campus to create,
manage, and/or coordinate with the Phelan Campus student honors and recognition programs as well as student rights and responsibilities. These are but a few examples of the student development services, which may have to expand to meet both student need and the demand.

Section III. Objectives and Activities

1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates
   1.1 Current General Education Program
      1.1.1 El Colegio de la Misión
   1.2 Current Associate Degree Programs.
   1.2.1 The Working Adults Degree Program (WADP)
   1.3 Current Credit Vocational Programs
      1.3.1 Digital Printing and Publishing Program
      1.3.2 Child Care Vocational Training Program

2. To offer new credit program options with increased enrollment status
   2.1 Daytime Working Adults Degree Program
   2.2 Bilingual Medical Interpreter Program
   2.3 Broadcasting Electronic Media Center Program
   2.4 One year, credit Pre-Biotech Skills Program
   2.5 A Technical ESL Program for math and science professionals.
   2.6 An Intensive ESL Program for other professionals requiring a program of rapid English language acquisition.
   2.7 Multi Media Certificate Program
   2.8 Child Development and Family Studies Program
   2.9 Graphic Communications courses in computer operations and electronic pre-press.
   2.10 Physical Education classes including Tai-chi/Yoga.
   2.11 A weekend, credit program.
   2.12 Expanded Performing and Visual Arts offerings, such as theatre arts and painting.

3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates
   3.1 Maintain the variety of our offerings to the diverse older adult population of the City.
   3.2 Offer a comprehensive Business Program to enable students to complete the certificate course work in a timely manner at the Mission.
   3.3 Continue to offer a complete English as a Second Language Program
   3.4 Expand the Saturday Program to a weekend program by redistributing or increasing instructional hours.
   3.5 Work with the Graphics Communications Department to revitalize the recruitment efforts for the Offset Press and Printing Program.
3.6 Develop a Sunday computer club for the Mission residents.

4. To offer new non-credit program options with increased enrollment results.
   4.1 Offer an Intensive, Fast-Track English as a Second Language Program that moves students more rapidly to English language acquisition in order to seek employment, seek promotion if already employed, or seek further higher education.
   4.2 Offer a Health and Community Program that would offer Physical Education Courses (including Tai-chi/Yoga), Nutrition and Wellness Classes, and Caring for Older Adults.
   4.3 Extend the Older Adults Program to include new courses to meet the needs of the new older adults, i.e. Computer applications, the Internet, and developing technologies.
   4.4 Offer academic preparatory math and science courses.
   4.5 Offer a High School Diploma Program to enable GED graduates to complete the courses necessary to receive a high school diploma.
   4.6 Offer telecommunications classes.

5. To modify existing credit program options and courses.
   5.1 Augment the WADP to include a daytime component.
   5.2 Work with department chairs to broaden the Colegio de la Misión course offerings.

6. To modify existing non-credit program options and courses
   6.1 Work with the Office Technology Department to revise the Office Technology Programs and course offerings at the Mission Campus.

7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling and advising, and other student support activities.
   7.1 Collaborate with the Counseling Department to develop a comprehensive student matriculation process for credit and non-credit students.
   7.2 Collaborate with the Mission Hiring Hall to bring onto the Campus a student recruiter and job developers to serve our program graduates.
   7.3 Work with faculty to develop student clubs and other student activities.
   7.4 Provide childcare for our students.
   7.5 Provide guidance to older adults about CCSF services.

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

Section IV. Resource Implications

1. Student Development Resources
1.1 List the type and scope of student services needed to serve the new modified or expanded programs within the campus.
1.1.1 Assign a student services generalist to coordinate and manage the delivery of a full-range of student development services and programs.
1.1.2 Collaborate with the EOPS Department to offer EOPS related supportive services at the Mission Campus.
1.1.3 Collaborate with the Financial Aid Department to provide a full range of Financial Aid Services in a Financial Aid Office at the Mission Campus and to have scholarship services offered at the Mission Campus.
1.1.4 Collaborate with the Matriculation Department to provide admissions, enrollment and testing on Saturdays.
1.1.5 Implement a book loan program (will need staff oversight).
1.1.6 Work with the Learning Assisted Dept. to implement a tutoring program for credit and non-credit students at the Mission Campus.
1.1.7 Collaborate with the Financial Aid Office to develop financial aid and incentives for older adults.
1.1.8 Collaborate with the Career Development Resource Center to develop a center on the Mission Campus.
1.1.9 Collaborate with the Student Health Center to make health services available to Mission Campus Students and with instructional departments to make health education classes available to Mission Campus students.
1.1.10 Collaborate with the Dean of Student Activities to make student leadership classes, the book-loan program, more student clubs and additional student activities available on the Mission Campus.
1.1.11 Coordinate with the Dean of Student Advocacy, Rights and Responsibilities to make honors and recognition programs available on Mission Campus and to more fully implement student rights and responsibilities.

1.2 List the type and scope of student activities needed to serve the new modified or expanded programs within the campus.
1.2.1 Develop a campus student newspaper.
1.2.2 Develop student clubs.
1.2.3 Maintain a strong student council.
1.2.4 Develop new or offer existing student leadership courses.
1.2.5 Develop a book-loan program.
2. Technological Resources

The Mission Campus staff will work with the architects to ensure that a state of the arts teaching/learning facility is designed. It will include the specialty rooms and the technology to support our educational program. The 106 Bartlett has been scheduled to be wired and prepared to receive the technology needed to support our courses and Campus functions.

2.1 The new labs and new technology will need appropriate support staff to maintain, repair, or replace equipment and/or related software.
2.2 The new labs and new technology will need appropriate staff to develop and provide staff development, including trouble-shooting on a variety of problems.
2.3 The new labs and new technology will need to be monitored for adequacy ad appropriateness and may need to be updated or replaced, as use and utilization indicate.

3. Facilities

The new building will house a large portion of our program and answer some of our space needs. It will be necessary to continue to utilize the 106 Bartlett facility during the day and evening. We must assure accessibility to older and disabled students in both facilities.

3.1 Request additional custodial staff for custodial upkeep and maintenance of new facility.
3.2 Request custodial staff for custodial upkeep and maintenance of 106 Bartlett.
3.3 Request additional public safety for the new facility.
3.4 Request additional custodial staff to perform their required duties.

4. Faculty and Classified Staffing

4.1 Request permanent funding for Saturday supervision.
4.2 Request a Senior Management Assistant to assist in administration of new programs and planning of new campus.
4.3 Request full year calendars for clerical classified staff.
4.4 Request clerical support dedicated to the Older Adults Program.
4.5 Request clerical support for additional administrative staff.

5. Organizational Structure

5.1 Develop a strong Advisory Committee for the Mission Campus that will provide leadership in a major fund raising campaign for the new building.
5.2 Work with the Older Adults Department Chair to develop an Advisory Committee for the Older Adults Program.
1. Campus Mission

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

2. Current Programs/Services

Programs

Business Department
Business Applications Software
Accounting & Bookkeeping
Business Communications
Business Mathematics
Internet & Web Page Design
Job Development

Child Development & Family Studies
Parenting/Foster Parenting
Early Childhood Education
State Pre-School

Consumer Arts & Sciences

Consumer Education
Nutrition Assistant

Disabled Students Programs

English as a Second Language

Health Care Technology
Cardiovascular Technology/ECHO
EKG Technician
Emergency Medical Technician (EMT)
Paramedic Training (EMT-P)
Health Information Technology
Medical Assisting
Pharmacy Technician
Trade Skills/Drafting

Transitional Studies “Foundation Skills for Success”
  Basic Skills
  Adult High School Program
  GED Preparation
  Oral & Written Communication
  U.S. History
  INVEST Lab

Vocational Nursing
  Certified Nursing Assistant

Services

  Admissions & Enrollment (Noncredit)
  Bookstore
  Career Development Counseling
  Counseling
  Disabled Students Services
  Financial Aid
  GED Testing Center
  Library
  Matriculation (Credit)
  Testing & Assessment
  Student Council

Section II. Context for the Future

1. Issues and Opportunities

One of the major issues facing the John Adams Campus is the age of the facility. The main building was constructed in 1911. The facility needs both major infrastructure and cosmetic repairs. Although funds are available from the bond proposition and possible state funds, there is a question as to whether or not these monies will be sufficient to cover all the building needs. The biggest fear is that the seismic and electrical/technology upgrades will take most of the funds allocated for the renovation of the campus. This possible deficiency may require that we solicit funds from outside sources. It may be possible to leverage the existing funds to create a capital campaign for the needed remaining dollars. With the new Dean of Development now on board, it is possible to move forward on such a campaign. A related concern is the impact of the seismic upgrade on student enrollments.

Declining ESL, Business and Allied Health enrollments are a major challenge facing the John Adams faculty. Over the last three or more years, there has been a slight but steady decline in ESL enrollments. There are a variety of reasons why this may be happening. The ESL population at the campus has been made up of predominantly Russians. Immigration from the formerly USSR has in recent years almost come to a halt. Also, our
Russian student population is older, and they have been attending classes for many years. Many of them have reached level 8 and there is no place for them to go after this course. In an effort to provide additional study opportunities, the Transitional Studies Department has opened an Oral and Written Communication class and a U.S. History class to ESL level 8 students. Enrollments in these classes have improved significantly. The question is what other classes are needed and how do we attract a different immigrant population to the ESL classes at John Adams. ESL is also considering offering a level nine class to help accommodate those students finishing level eight. Additionally, the ESL Department is testing the water by offering more classes in the community. It is felt that by reaching out to the community by offering courses closer to home, new students may be attracted to the ESL program. Working closer with neighborhood organizations may also lead to increased enrollments across the curriculum.

The underlying philosophy of the faculty and staff at John Adams is “student first.” However, this is not always an easy policy or philosophy to implement, especially when you have faculty and staff reporting to someone other than the campus dean. The instructional departments have either a chair or coordinator who works directly with the dean. This arrangement works well. However, the problems arise when the faculty and/or staff report directly to a department chair or administrator on the Phelan Campus. This is the case with Public Safety, the custodial staff, and the counseling staff. In the case of the counseling program to assure optimum service to students, there should be closer and more formal coordination between the counseling office and the campus dean. This would include assignment and scheduling of counselors and classified staff. The campus dean should have direct oversight of the counseling office to ensure that campus needs are met. Additionally, staff development monies should be set aside to provide customer service training to all employees, who work directly with students. It is imperative that staff understand the importance of a “students first” policy. How the staff serves the student has a direct impact on enrollment. To best serve students, it is also important to have the Dean of Students available at the John Adams Campus sometime during the school week. It makes all the difference when students know they can consult with the Dean of Students at John Adams and not have to go to the Phelan Campus.

2. New Directions

In the Bay Area there is a large immigrant population who have been trained in a variety of health care fields in their native countries. When they come to this country they are unable to find work in their medical specialty due to their lack of English language skills and problems securing proper licensing. The John Adams Campus with all of its health care programs is in a position to assist these immigrants with medical backgrounds to find new careers in the health care industry. Presently, there are plans to create an International Health Care Workers Center (IHCWC) on the John Adams Campus in collaboration with the Regional Health Occupations Resource Center (RHORC). The IHCWC would provide immigrant medical graduates with counseling services, assessment of language competencies, enrollment in appropriate health care programs and appropriate ESL classes along with job placement upon completion of courses. The Center will attract a new student population, and, hopefully, bolster both credit and noncredit enrollments.
After completion of the seismic upgrade to the main JAD building, the plan is to return the gymnasium to its original state and expand PE offerings to include basketball, volleyball, aerobics, badminton, martial arts, and adaptive PE for DSP&S students. Presently, dance and Tai Chi are offered in the JAD auditorium. The dance and Tai Chi classes are very popular and draw students from all over the city. It is anticipated that adding more PE classes will also increase student enrollment.

Internet courses are very popular and attract large enrollments. The creation of an Internet and New Media Institute would capitalize on this phenomenon and would be an excellent marketing device to promote the existing Business program, Computer Information Science classes and Library workshops. Courses such as Introduction to the Internet, Building Individual Web Sites, Building Business Web Sites, How to do Business on the Internet, World Wide Web, etc. will be offered.

Our “student first” policy would be further enhanced by the addition of student health, especially mental health services, on-campus fee payments and telephone registration for certain non-credit classes.

**Section III. Objectives and Activities**

1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates
   1.1 Current Award of Achievement Credit Programs
      1.1.1 Health Care Technology
         a. Health Information Technology
         b. Medical Office Assisting
         c. Medical Administrative Assisting
   1.2 Current Certificate Programs (Credit)
      1.2.1 Business
         a. Office Information Processing
      1.2.2 Consumer Education
         a. Nutrition Assistant
      1.2.3 Health Care Technology
         a. CVT/Echocardiography Technician
         b. EKG Technician I & II
         c. Emergency Medical Technician
         d. Health Information Clerk I
         e. Health Information Clerk II
         f. Health Information Coding Specialist
         g. Health Information Technology
         h. Medical Office Assistant
         i. Medical Biller
         j. Medical Transcription
         k. Pharmacy Technician

2. To offer new credit program options with increased enrollment results
2.1 Develop and offer new health program in Physical Therapy Assistant, Occupational Therapy Assistant, Speech Therapy Assistant, and School Food Services Workers

2.2 Expand Business Department offerings to include more Internet courses such as a variety of Computer Graphics and Web Design classes, E-Commerce, On-line Trading, E-mail, Photoshop, Internet Searches, and New Media, etc.

2.3 Create additional partnerships with CBOs and government agencies to deliver occupational foundation skills and health career programs in the community

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

3.1 Current Noncredit Certificate Programs
   3.1.1 Business
      a. Computerized Accounting
      b. Microcomputer Business Applications
      c. Office Assistant
      d. Word Processing
   3.1.2 Health Care Technology
      a. Home Care Provider

3.2 Offers academic preparation programs in ESL and Transitional Studies

3.3 Offer VESL classes to support vocational programs.

3.4 Develop courses targeted for seniors and deliver them in community facilities such as YMCA, churches, senior centers, etc.

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

4.1 Offer ESL classes at community sites

4.2 Offer GED and high school programs for young people in the Boys and Girls Club

4.3 Develop redesigned High School Program options (future)

4.4 Develop a student information booklet for Transitional Studies students (future)

4.5 Develop classes and programs that will utilize a new Fitness Center

4.6 New Media in Business Certificate

5. To modify existing credit program option and courses

5.1 Expand Child Development and Family Services classes to include afternoon and evening classes

5.2 Offer Physical Education courses in John Adams gym

5.3 Create an intensive accelerated course that prepares students for college level English and Math courses

5.4 Develop linkages with SFSU and their Health Careers Opportunities Program

5.5 Offer Drama class for disabled in new gym

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

6.1 Expand Home Care Providers course in two additional languages: Spanish and Russian

6.2 Increase concurrent enrollment for high school students in CPR and First Aid

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

8. To provide administrative oversight for the school, including the areas of planning, use of the facility, budgeting, hiring and supervising personnel, and general management and leadership
   8.1 Provide leadership for all aspects of management for the John Adams campus, with increased attention to long range planning, facilities improvement, and enrollment growth for the campus
   8.2 Move courses such as Weaving, Fabric Design, and CAD classes to more appropriate locations.

Section IV. Resource Implications

1. Student Development Resources
   1.1 Counseling Services
   1.2 Student Health Services
   1.3 Mental Health Services

2. Technological Resources
   2.1 Non-credit registration in Banner and on-line or telephone registration
   2.2 Electronic collection of positive attendance data

3. Facilities
   3.1 Identify and develop arrangements for additional community sites as locations for new classes and programs in the Education Plan
   3.2 Improvements in campus facility: seismic upgrade of main building, remodel of bathrooms, expand library, remodel lower level of gym building, replace all exterior doors and windows, replace floors, remodel Vocational Nursing skills labs, remodel Counseling, Matriculation and Admissions & Records space, remodel gymnasium for use as a gym with a fitness center, provide office space for faculty, upgrade electrical system, install technology network, signage for interior and exterior of buildings, remodel DSP&S offices and remodel room 202 to be a smart classroom.
   3.3 Office space for Business faculty.

4. Faculty and Classified Staffing
4.1 To support any new, modified and expanded courses/programs, the calendar of classified staff in the main office and the counseling office should be extended to 261 days.

4.1.1 1426 Sr. Clerk Typist – Mary Reed
4.1.2 1426 Sr. Clerk Typist – vacant
4.1.3 1426 Sr. Clerk Typist - Ligia Vives
4.1.4 1402 Jr. Clerk – vacant for Business Department and Job Development
4.1.5 Full-time Business Computer Lab Manager

4.2 Three new full-time positions will be needed to accommodate expanded curriculum.

4.2.1 Physical Therapy Instructor
4.2.2 International Health Care Counselor
4.2.3 Internet Instructor
4.2.4 Transitional Studies High School Re-designed Instructor

5. Organizational Structure

5.1 A senior management assistant or associate dean is needed to insure that all the changes can be made. If it were an 1844, then this position would be in addition to the existing 1844.

5.2 Campus deans must have discretionary funds to promote instructional initiatives.
1. Campus Mission

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

2. Current Programs/Services and Status

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

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

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

Section II. Context for the Future

1. Issues and Opportunities

The location and accessibility of the Downtown Campus are two of its main assets. Both old- and new-economy employers are within walking distance of the campus. The recent arrival of multimedia, dot-com, telecommunications, and other technology companies suggests new ways of doing business, new ideas about the value of work, and new challenges for the Downtown Campus. The campus must offer programs and courses that address the educational needs of these new employers and their employees and ensure that its faculty and staff are prepared for the changes that are taking place in the workforce.

The ease of access to the campus also means that a diverse group of students is able to attend classes, especially students whose first language is not English. Some of these students will be interested in learning skills that will enable them to find technology-related jobs, while others will pursue an AA degree or limit the scope of their studies to...
learning English. Whatever the reasons for attending, the Downtown Campus must be in
a position to serve these students as well.

A third issue facing the campus is the proposed renovation of the first floor. If the dining
room is relocated to the lobby area, the Hospitality Training Program will experience a
dramatic change in how it operates. The exposure of the dining room to pedestrian traffic
on 4th and Mission Streets will mean hundreds of additional customers and transform the
Educated Palate into a high-volume, vibrant restaurant. Plans for the space vacated by
the dining room include the creation of a Center for Advanced Technology; one of its key
goals will be to meet the training needs of students who want to work in technology-
based firms.

Finally, the campus needs to increase the number of core credit courses (English, Math,
History) that lead to an AA degree in a variety of subject areas. Students should be able
to meet most, if not all, of their A to H graduation requirements at the Downtown
Campus, with a full array of services that are comparable to those offered at the Phelan
Campus.

Services

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

Program

• Increase the number of e-commerce-related courses, design a new E-Commerce
Certificate, and develop other courses that focus on advanced technology
• Continue to modify ESL class schedules to accommodate working students’ needs
• Create a Digital Network for at-risk youth, older adults, and people with disabilities
• Increase the number of multimedia courses to meet industry needs
• Develop partnerships with multimedia, dot-com, and other technology companies

Renovation

• Generate funds for the renovation of the first floor, with the possibility of increasing
the square footage of the library
• Create a Center for Advanced Technology in the space vacated by the dining room
• Remodel 5th floor computer labs and 2nd floor administrative offices

2. New Directions

• Provide access to an AA degree or part of a degree
• Create a weekend college, with classes on Friday evening, Saturday, and Sunday
• Increase the number of distance learning and online courses
• Design a business certificate in e-commerce
• Offer an interactive multimedia program that includes Web design, computer-based training and video-game design
• Develop new ways to deliver technology-related language learning opportunities
• Increase student access to automated library systems
• Provide comprehensive support services to credit students
• Serve as a pilot site for a networked environment in the areas of registration, scheduling, grading, and room assignments
• Develop partnerships with new-economy employers, nearby arts organizations, and local educational institutions
  • Work with the Art Department to incorporate visual arts at the campus

***Section III. Objectives and Activities***

1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates.
   1.1 Current associate degree credit programs
      Increase the number of core courses leading to an AA degree
   1.2 Current certificate credit programs
      • Fashion Merchandising
      • Marketing
      • International Business
      • Labor Studies
      • Office Information Processing
      • Supervision

2. To offer new credit program options with increased enrollment results
   2.1 Proposed new program(s) for campus


      Offer a Retail Management Certificate, a new program that is in response to the increased demand for managers in the retail sector.

3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates
   3.1 Current certificate non-credit programs
      • Vocational ESL Office Training
      • Food Technology and Dining Service
      • Labor Studies
      • Microcomputer Business Applications
• Office Assistant
• Word Processing
• Small Business
• Supervision and Management

3. 2 Academic preparation non-credit courses
• Hospitality: Basic math and ESL
• ESL Intensive courses are designed to provide accelerated instruction for motivated students. Students may move through six levels in three semesters.

4. To offer new non-credit program options with increased enrollment results
4.1 Proposed new program(s)
- Offer ESL/Labor Studies Joint Project: Understanding the Immigrant Experience and Your Rights in the U.S. Workplace
- This class will help students examine their experience, as immigrants, in the U.S. workplace, while helping students develop their English skills.
- Open the campus on Sunday to offer computer training to at-risk youth, older adults, and disabled persons who need to bridge the Digital Divide

5. To modify existing credit program options and courses
5.1 Credit programs and/or courses
- Increase the number of core credit classes leading to an AA degree
- Offer advanced topics in International Business

6. To modify existing non-credit program options and courses
6.1 Non-credit program options and courses
• Revise non-credit computer programs to address the needs of the Downtown Campus population, e.g., ESL students. Adjust the pace of the non-credit business courses to allow more students to grasp the material at a higher level.
• Continue to revise ESL Vocational Office Training Program to articulate with other programs at the college, especially business, and to update the technological component of the program.

7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support services
7.1 Services needed to improve and provide coordination for new, modified and expanded programs within the campus
- Hire full-time, on-site credit matriculation clerk
- Set up online registration system in A & E Office and lobby (kiosk)
- Increase student access to phone renewal of library material
- Hire additional full-time classified person to support counselors
• Set up computer system that links availability of classes with other campuses
• Increase A & E staff
• Provide customer service training to all staff

7.2 Collaborations needed with other educational institutions, community-based organizations, and/or industry to provide the support needed for new, modified and expanded programs within the campus.
• Develop an annual Career Exploration Day in the campus library
• Solicit financial and other support from the business community
• Invite selected employers to tour the campus
• Develop partnerships with childcare providers
• Work with local agencies to address issues of homelessness
• Schedule an annual open house for the downtown community

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

Additional administrative staff for new and modified programs and collaborations.
• Hire full- or part-time assistant dean
• Extend school calendar employees to year-round
• Upgrade selected support positions

Section IV. Resource Implications

1. Student Development Resources

Type and scope of student services needed to serve the new, modified or expanded programs within the school
• Increase the number of counselors
• Hire full-time credit matriculation clerk
• Hire additional A & E staff
• Hire additional clerical support
• Upgrade 3598s to full time

Type and scope of student activities needed to serve the new, modified or expanded programs within the school
• Establish support groups for students
• Schedule field trips to educational sites and potential employers
• Work with library to provide book loan system for students
• Sustain an active student association
• Provide compensation to AS advisor
2. Technological Resources
   Staff needed to support new, expanded or modified courses/programs within the school
   • Increase the number of lab aides (3598s) and TIAs
   Equipment needed to support new, expanded or modified courses/programs with the school
   • Update computer labs with appropriate equipment, software, and technical support
   • Labs must be capable of running high-level software programs that require faster processors, increasingly more hard drive space, and more RAM with each new version. In order to increase the offerings of such Internet-related courses as e-commerce and web page design, the campus must update hardware and software on an ongoing basis.

3. Facilities
   3.1 Facilities that require remodeling to support the needs of new, modified or expanded courses/programs
   • Remodel 1st floor, including the 2nd floor library, 5th floor computer labs, and 2nd floor administrative offices
   3.2 New facilities that will need to be built to support the needs of new, modified or expanded courses/programs
   • Create a Center for Advanced Technology that would serve new-economy employers in the space vacated by the dining room

4. Faculty and Classified Staffing
   4.1 Number and description of classified staff needed for new, modified and expanded courses/programs within the campus
   • A & E Office One full-time position
   • Counseling One full-time or two part-time positions
   • Business Office One part-time position/upgrade positions
   4.2 Number and description of faculty needed for new, modified and expanded courses/programs within the campus
   • Hire new business faculty (to replace retirees) who are well-prepared in the latest technology
   • Increase the number of full-time faculty
5. Organizational Structure

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

Create full- or part-time assistant dean to help with outreach and marketing of the campus.
CASTRO/VALENCIA CAMPUS
EDUCATIONAL PLAN

Section I. Campus Profile

1. Campus Mission

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

2. Current Programs/Services and Status

The Castro/Valencia (CEV) campus started in the early 1980s as a small specialized evening program focusing exclusively on courses and programs for the Gay and Lesbian community that was centered in the Castro and Valencia areas of the City. Originally the program was housed in a local church's school building and then moved to Mission High School and eventually settled in at the Everett Middle School at 17th and Church. Over the years, the course offerings were steadily expanded both in the breadth of disciplines represented and the number of sections offered each semester, although growth was restricted during periods of limited funding resources. During the 1999-2000 academic year, when the College was committed to meeting growth goals, additional courses were added to the evening schedule, a set of Saturday courses was initiated and, for the first time, a summer evening session was offered. The spring 2000 enrollment at the campus increased over 19% compared to the enrollment in spring 1999. The summer program enrollments were very similar to the enrollments in similar courses during the regular school year. These enrollment figures suggest that CEV may be a sort-of "field of dreams" -- offer the sections and "they will come." The fall 2000 schedule included 100 sections of courses offered in the evenings and Saturdays at the CEV site. Ninety-six of those sections are credit classes.

The most recent CCSF research data show that only 30% of the students attending CEV come from the immediate area (Mission, Twin Peaks, Castro/Noe). Another 11.7% come from the
The demographic data on the campus show that the percentage of credit students from traditionally underrepresented groups is much lower than the percentages at most of the other CCSF campuses. 61% of the students are white, over twice the percentage for College as-a-whole. Asians and Pacific Islanders account for only 7% of the students at CEV versus 33% for the College as-a-whole. The percentage of the Latina/o population at CEV is comparable to the overall percentage of Latinos in credit programs at CCSF. The Castro/Valencia campus is adjacent to the area of the City with the highest concentration of Latina/o population, the Mission District. 45% of the students at CEV are between 20 and 29 years old; 28% are between 30 and 39. 22% of students enroll to complete degree requirements (A.A/S. or B.A/S); 27% say their purpose in enrolling is career oriented. 34.5% of the students enroll for educational enrichment. (Note: "Age," "Goal," and "Race/Ethnicity" data are based on Fall 1997 figures).

In the Fall 2000 Schedule for the Castro/Valencia campus, 55% of the courses are in foreign language; 12% in the arts; 8% in English; 7% in Gay, Lesbian, and Bisexual Studies (Note: several of the courses in the other disciplines focus directly or secondarily on GLST subject matter); 6% in Behavioral and Social Sciences; and the remaining 12% in Health, Humanities, Physical Education, and Learning Assistance. The most recent data from the Office of Research show that the Castro/Valencia campus has the second highest credit enrollment among all of the CCSF campuses.

The services provided to students are limited, but appear to be effective. Late registration and counseling services are available on-site for the first three weeks of classes each semester. Two counselors are assigned to the CEV campus and they meet with students by appointment throughout the semester. The campus has no library, bookstore, or learning laboratories. Students are counseled on the availability of these services and facilities at other CCSF campuses.

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

- Foreign Languages
- Humanities
- Aerobics/Tai Chi
- Recovery Issues
- Gay, Lesbian and Bisexual Studies
- Creative Writing, English Composition, Speech Health Science
- Social Sciences
- Sign Language
- Women’s Studies
- Behavioral Sciences
- Art
- Music

Section II. Context for the Future

1. Issues and Opportunities

The context for the future of the Castro/Valencia campus is inextricably tied to one overriding issue: facilities. For many years, the campus has been housed in a San Francisco Unified School District Middle School (until this summer, the Everett Middle School at 17th and Church). The Everett School has a limited number of classrooms appropriate for college-level instruction. Two years ago, several of those rooms were reassigned to the community Beacon program, forcing some City College classes into small or specialized rooms and reducing the total number of rooms available for CCSF classes. Last spring, the Unified School District informed the College that the CEV program would be moved to Mission High School for the summer 2000 and then moved back to Everett for the ’00-’01 academic year (due to remodeling plans). Three days prior to the summer schedule going to print, CCSF was informed that the program would be moved to James Lick Middle School for the entire year (summer ’00 to either summer or fall ’01). While the Lick Middle School has more classrooms available with much more appropriate classroom furniture, there is no disabled student access to the school (16 steps lead to the 1st floor) and there is no elevator, further inhibiting the access for disabled students as well as limiting the use of audio-visual equipment.

In addition, the entire CEV program has to be moved to a different school anytime an evening activity is scheduled at the host school (e.g., parent’s night, open house for prospective students, etc.). Occasionally, the San Francisco Unified School District (SFUSD) schedules events unrelated to the programs of the host school that conflict with the CCSF space with little or no consultation with CCSF administration. When the entire program has to be moved to accommodate a SFUSD event, the SFUSD provides no assistance in locating an alternate site; that must be done by the Dean negotiating with another school principal who has no interest in, or reason to, accommodate the College. In the fall 1999 semester, classes meeting on one particular night of the week were moved three times during the semester, including two weeks in a row with no advanced warning about the second move. Needless to say, this type of instability and apparent disregard by the SFUSD for the responsibility the College has to its students exerts a heavy influence on any changes or expansion of programs the College may contemplate for this campus.
However, even if the SFUSD were much more cooperative in handling CCSF needs, the Castro/Valencia program would still be stymied by the limited number of available classrooms and the lack of several "high demand" specialized classrooms. While 55% of the offerings at CEV are in foreign language, there are no language lab facilities available. Students must go to the Phelan campus to fulfill this course requirement. Computer application classes are the most frequently requested courses that are not currently offered. The Everett School has a PC lab, but CCSF is not permitted to use it. The Lick School has an antiquated Macintosh lab with software that is inappropriate for any type of instruction. Studio art classes are also frequently requested.

There has been one very positive facilities development for the CEV program. This spring, the College agreed to a Memo of Understanding with the new Gay, Lesbian, Bisexual, and Transgender Community Center, under construction on Market Street. Under that agreement, the College will have access to one regular and one computer classroom, as well as office space for faculty and counselors to meet with students. Classes will be offered in mornings, early afternoons, and evenings, providing the College with its first opportunity to offer daytime classes and computer courses in the Castro/Valencia area. In addition, the Dean is working toward identifying other locations where day classes might be conducted, including investigating potential relationships with community-based organizations (e.g., LYRIC, a queer youth outreach organization).

2. New Directions

If facilities can be found, there are many opportunities for program development in the Castro/Valencia (and Noe Valley) area. Demographic predictions for the next five years include an aging population in each of the three geographic areas that make up the highest percentage of CEV students: the Haight; Noe Valley; and the Mission. This provides opportunities for the Older Adults Department to expand offerings and develop specialized programs for targeted aging populations. Similarly, there are credit offerings that would also be appealing to an aging population. Based on the data that show that 22% of the current evening students attending CEV are completing degree requirements, there may also be a demand for a degree/transfer oriented day program, particularly for people employed in service and tourist industries that require employees to work during the time periods that evening classes meet. In addition, consideration should be given to expanding the breadth of basic General Education courses offered in the evening program (including basic mathematics courses) to provide the evening degree-oriented students the opportunity to complete more of their G.E. requirements at the CEV site. Recent enrollment patterns suggest there is a demand for additional Social and Behavioral Science classes, some Health and Guidance courses, and certain arts classes. However, G.E. classes that require specialized laboratories or equipment cannot be offered without appropriate facilities. The agreement between the College and the new Community Center also provides classroom space to support more General Education classes, as well as computer, business, and certain job training courses.

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

The development of alternate course structures might increase access to CEV programs and/or increase enrollments in courses that currently have weaker enrollments. Short-term classes and classes that use a combination of online and in-classroom instruction might open up classroom space for additional courses and be more appealing to students seeking enrichment or interested in courses that meet fewer weeks with a more intensive instructional schedule.

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

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

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

Section III. Objectives and Activities
NOTE: As described above, there is no physical space to expand offerings under the current conditions of the Castro/Valencia facility. The current "temporary" site has some additional classroom space, however, if additional space is not identified for the 2001-02 academic year when the campus is scheduled to return to Everett Middle School, at least six classes will have to be dropped from the schedule each semester. Some space can be gained by eliminating or controlling the frequency of offering courses with weaker enrollments. However, those decisions need to be balanced against providing students the opportunity to progress through a course of study (e.g., advanced language classes). A significant number of the objectives and activities listed in this section cannot be accomplished without much more space and more flexibility in the times that space can be used for instruction.

1. Continue to offer credit programs with improved FTE enrollment, retention, and completion rates.
   1.1 Current associate degree credit programs offered by the campus.
      The Castro/Valencia campus does not offer any complete associate degree programs. However, all of the credit offerings are degree applicable and most of the credit offerings fulfill general education requirements for students completing AA/AS degrees as well as for students preparing to transfer to four-year institutions. Students can complete the major requirements for associate degrees in Foreign Languages and Gay, Lesbian, and Bisexual Studies at the CEV campus.
   1.2 Current certificate programs offered by the campus
      The Castro/Valencia campus does not offer any complete certificate programs.

2. New credit program options with increased enrollment results.
   2.1 New credit programs for campus.
      2.1.1 Introductory job training, basic skills development, and preparation for college level degree and transfer programs will be developed for young people (and others) concentrated in the Castro and Haight areas using the classroom facilities in the new Community Center under the MOU adopted by the CCSF Board of Trustees. The program will be designed as a "portal" to full programs and courses offered at other CCSF sites.
      2.1.2 A daytime credit program will be initiated at the new Community Center providing access to students whose employment prevents them from participating in the existing evening CEV program. The program will be designed as a "portal" to full programs and courses offered at other CCSF sites.
      2.1.3 Computer classes will be offered at the Community Center including instruction in basic applications, basic multimedia training, and the use of the Web.
      2.1.4 Within facilities limitations, arts studio and performance courses and programs will be offered at the CEV campus.
      2.1.5 To the extent possible, CEV staff and faculty will facilitate the development of service learning opportunities in the areas served by the CEV campus.

3. Continue to offer non-credit programs with improved FTE enrollment, retention, and completion rates.
3.1 Current certificate non-credit programs offered by the campus.
The Castro/Valencia campus does not offer any complete certificate programs.

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

4. New non-credit program options with increased enrollment results.

4.1 New non-credit programs for campus.
4.1.1 The initiatives described in 2.1.1 and 2.1.2 above will be developed in collaboration with the Transitional Studies program, Learning Assistance, and other developmental programs and services, where appropriate.

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

6. Modify existing non-credit program options and courses.

6.1 Non-credit programs and courses to be modified.

6.1.1 Expand the Older Adults program to address the needs of the aging populations in the CEV service area.

6.1.2 Explore, and, if warranted, develop short-term topical course offerings for the gay, lesbian, bisexual, and transgender populations either through non-credit or continuing education.

6.1.3 Explore, and if warranted, develop short-term topical course offerings addressing retirement issues for "soon to be" older adults (i.e., the Baby Boomer Generation) either through non-credit or continuing education.

6.1.4 Assess the need for, and develop short-term courses on HIV/AIDS issues that directly address the apparent recent changes in sexual practices among some populations and the current status of HIV treatment and control.

7. Improve and provide coordination for student development services, including admissions, placement testing, counseling, advising, and other student support services.

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

7.1.1 Develop printed information and campus orientation activities to make students aware of the student services available at the CEV site and other CCSF sites.

7.1.2 Explore, and, if possible and warranted, implement an early registration process that will permit students enrolled in courses at the CEV campus the opportunity to register at the site for classes being offered the next semester, prior to the end of the previous semester.

7.1.3 Make tutoring resources available at the campus, particularly for English and general education classes.

7.1.4 Develop a schedule for full- and part-time faculty to hold office hours (per the contract) prior to the start of classes in the campus facilities.

7.1.5 Explore, and, if possible, implement some form of open computer access for students during the hours the campus is open.

7.1.6 If demand warrants, develop a regular schedule for placement testing at the CEV site.

7.1.7 Develop a regular schedule for student services to be provided at the new Community Center site.

7.2 Collaborations needed with other educational institutions, community-based organizations, and/or industry to support new, modified and expanded programs.

7.2.1 Explore and, if possible, implement concurrent enrollment arrangements and "early start" programs with high schools in the CEV service area.
7.2.2 Develop cooperative agreements with social service agencies and organizations that serve youth and older adults to provide educational programs to the participants in these agencies' programs.

7.2.3 After establishing the programs at the new Community Center, develop internship and service learning opportunities for appropriate students in the programs at the Center.

7.2.4 Consult with, and, if appropriate, collaborate with community-based organizations in the lesbian, gay, bisexual, and transgender communities to review and revise the offerings of the GLST Department to better meet the needs of those communities.

7.2.5 Explore the availability of space to offer day classes in churches and community-based facilities in the CEV service area. If such space is available and manageable (i.e., cost, supervision, accessibility, etc.), begin offering classes in those locations.

7.2.6 Develop course offerings related to the needs of the SFUSD school that houses the CEV programs.

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

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

9. Research

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

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

1. Student development resources
   1.1 Type and scope of student services needed to serve new, modified or expanded programs.
       See: 7.1 above.
   1.2 Type and scope of student activities needed to serve new, modified or expanded programs.
       A number of student activities have been described above (e.g., internships, service learning, etc.). If performing arts programs are added to the CEV offerings, there would probably be performance programs scheduled in host school's auditoriums. The GLST Department has expressed interest in hosting events at the campus for fund-raising and developing a higher profile in the community. Students would like some type of refreshments to be available before classes and during breaks.

2. Technological resources
   2.1 Staff needed to support new, modified or expanded programs.
       Since the CEV campus has no technology resources beyond the usual array of audio-visual equipment, there is currently no need for technical support staff. As part of the MOU with the Community Center, the Center has agreed to provide technical support for the computer lab in that facility.
   2.2 Equipment needed to support new, modified or expanded programs.
       2.2.1 As noted in 5.1.10 above, language lab equipment will be needed if an accessible and manageable space for this equipment can be identified.
       2.2.2 As noted in 7.1.5 above, computer equipment will be needed if an accessible and manageable space for this equipment can be identified.

3. Facilities
   3.1 Facilities that require remodeling to support new, modified or expanded programs.
       Not applicable.
   3.2 New facilities to support new, modified or expanded programs.
       A permanent facility for the CEV campus is very desirable. Until the College owns or has an exclusive lease on a facility, the District needs to more aggressively develop a commitment from the San Francisco Unified School District to provide a stable environment for our programs and to proactively assist the College administration in its relations with the host school and the SFUSD. The College administration should explore with the SFUSD administration incentives for the host school to work collaboratively with the CEV staff. The central administration of the SFUSD should also be responsible for making arrangements for alternate locations when the CCSF programs have to be moved to accommodate a school function. Non-school events that conflict with the previously arranged schedule and facilities use for CCSF programs should not be approved by the SFUSD without consultation and the consent of CCSF administration. Based on recent experiences, it is clear that these negotiations will only be effective if they are conducted at the CEO and/or Board level of the two districts.
4. Faculty and classified staffing

4.1 Classified staff needed for new, modified or expanded programs.
Currently, admissions and records staff are available at the site during the first three weeks of classes. Funding is needed to pay other regular staff overtime or extra hours to assist during the first two weeks of classes (i.e., the first and second class meetings for once-a-week classes) when as many as 800 students show up on a single night; about half of those students complete the application and registration process at the CEV site. There is also a security officer at the site during all hours of operation.

4.2 Faculty needed for new, modified or expanded programs.
The current site supervisor system provides adequate support for the existing program. Counselors are available during registration periods and two counselors assigned to the campus meet with students by appointment at the site throughout the semester.

As noted in 8.1, expanding the programs will require additional support staff. The need for faculty to support expansion of the CEV programs should be determined and requested by departments and schools. Currently, there are no significant problems recruiting full- and part-time faculty for the campus. There is a very high demand for Spanish classes at the CEV campus and the Foreign Language Department Chair works very hard to meet that demand. However, as noted in the School of Liberal Arts plan, more full-time faculty are needed in this area.

If a significant number of daytime courses at different sites are offered in the Castro/Valencia area, there may be a need to have additional site supervisor time to assist in the administration of these course offerings and sites.

5. Organizational structure

5.1 Changes needed in the organizational structure of the campus to support new, modified or expanded programs.
The administrative connection between the School of Liberal Arts and Castro/Valencia Campus is appropriate and productive.
Section I. Campus Profile

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

- provide lifelong educational opportunities to the community;
- respond to the needs of people from diverse ethnic, cultural, economic and educational backgrounds, including students of varied sexual orientations and with disabilities;
- meet at convenient times and locations throughout the Chinatown/North Beach area;
- build self-esteem and encourage the exploration of additional educational opportunities
- develop intercultural awareness and communication.

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

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

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

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

The Campus offers a wide range of student services including but not limited to:
- Bilingual/Bicultural Support Services
- Academic, Vocational and Individual Counseling
- Financial Aid Counseling
- Referral Services
- Admission and Enrollment Services
- Limited CCSF Bookstore Services
- Homework Club
- Limited DSPS Services

Section II. Context for the Future

1. Issues and Opportunities

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

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

Largely made up of community and neighborhood residents, 42% of the students live within the Chinatown, North Beach and Financial Districts. 49% of the students use public transportation. The age of the students range from 18 to 80 with 34% between the ages of 30 and 44. 64% are female.

According to the environmental scan, the population between the ages of 18 and 24 and those over 55 is expected to surge by 30% compared to 14% in other age groups. The large senior population currently served will only grow.

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

Current facilities include the use of 10 locations ranging from a single classroom for 2 hours a day, 5 days a week to the main site with 20 classrooms available 24 hours a day, 7 days a week. Since all sites are leased, shared-use facilities, it has not been feasible to plan for access to technology in classrooms outside of the main site at 940 Filbert Street. At some locations, we do not even have access to storage for teaching materials.

In 1997, the Campus was able to consolidate several of its satellite locations into a larger site at 880 Clay Street, thus reducing the number of sites to the current 10. The lease, which was later modified to give access to the site 7 days a week, provided an opportunity to expand services to the community on weekends.

As demonstrated at the Listening Sessions held in spring 1999, the community continues to request additional ESL classes. The fall 1999 CCSF Planning Atlas indicates a decrease in credit enrollment and an increase in noncredit enrollment. The decline in credit enrollment is probably due to the decline in foreign language enrollment at the Marina Middle School site, the elimination of credit ESL, and the reduction of Accounting classes due to a lack of instructors. Enrollment in the central Chinatown locations continues to be strong, and the consolidation of classes at the 880 Clay Street location as well as expansion of the Sunday program has been successful, leading to the partial increase in noncredit enrollment.

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

CCSF continually competes with other educational providers who are able to provide instructional programs with smaller class size and specialized service.

The community has requested additional vocational ESL and vocational training programs. The August 1999 Environmental Scan indicates a need for more skilled workers. Students cannot go from zero English to one of CCSF’s vocational training programs. Locations of the programs have not been convenient to students due to their other obligations and transportation time. Demand for skilled workers able to compete in the global economy will increase. The need for skilled workers in all languages will increase.

The community has requested the return of a culinary program to the Chinatown area, but we currently do not have a suitable site for the program. There are plans for a professional kitchen at the new campus.

Facility and programming restrictions often prevent the campus from responding to community requests. Students are instead asked to travel across town for a class or program they want in their neighborhood.
2. New Directions
   Instructional programs
   - Continue evaluation and development of the Child Development Program
   - Increase computer application classes
   - Increase business offerings
   - Offer computer application and business offerings bilingually
   - Offer Continuing Education classes at new campus site
   - Offer core credit curriculum (English, Math, History, ESL)
   - Offer health care training programs
   - Offer culinary training program
   - Offer more vocational ESL classes (i.e. Construction VESL, Health Care VESL, Cosmetology VESL, Building Trades)
   - Offer Older Adults program
   - Offer Physical Education courses (i.e. Dance)
   - Offer Consumer Education courses on a regular basis
   - Offer Job Preparation courses and/or workshops
   - Increase Health Science offerings in Tai Chi, Pediatric CPR and First Aid
   - Offer Guidance/Student Success
   - Offer CIS offerings
   - Offer short-term courses
   - Offer custodial training (skills and/or VESL)
   - Classes for technically well-prepared immigrants
   - Vocational training for the limited English speaker
   - Leadership training for parents
   - Cross cultural awareness building classes
   - Offer Labor Studies classes

Services
- Child Development Center
- Library services
- Full bookstore services
- Full range of student services including DSPS and CDPC
- Student lounge including limited food service on site
- Job Placement

Section III. Objectives and Activities

1. To continue to offer credit programs with improved FTE enrollment, retention and completion rates
   (See Section I, Part 2)

2. To offer new credit program options with increased enrollment results
   (See Section II, Part 2)

3. To continue to offer non-credit programs with improved FTE enrollment and completion rates
   (See Section I, Part 2)
4. To offer new non-credit program options with increased enrollment results
   (See Section II, Part 2)

5. To modify existing credit program options and courses
   5.1 Credit programs and/or courses that each department plans within the campus to modify
       and how the department plans to reduce or eliminate other courses if appropriate
       (See Section I, Part 2)

6. To modify existing non-credit program options and courses
   6.1 Non-credit programs and/or courses that each department within the campus plans to
       modify and how the department plans to reduce or eliminate other courses if
       appropriate
       -Computer classes in Chinese
       -Increase use of computers for all classes (ESL, Home Health Aide,
         Housekeeping)
       -Short term VESL classes that are program support and pre-vocational
       -Friday evening program
       -Increase weekend offerings
       -VESL Office Training Program with modified/updated curriculum

7. To improve and provide coordination of student development services, including the areas of
   admissions, placement testing, counseling, advising, and other student support activities
   7.1 Services needed to improve and provide coordination for new, modified and expanded
       programs within the campus
       -Coordinated scheduling along with coordinated outreach and recruitment including
         dissemination of information, through the preparation of brochures, flyers,
         bulletin boards, and postings
       -Equal services for day, evening, off-site, and weekend students
       -Increased staffing for A&E offices to include weekend hours
       -Services for credit students
       -DSPS services on site
       -Job placement services
       -Childcare center
       -Library/media center
       -Expanded bookstore
       -Administrative level staff/faculty advisor for student council
       -Learning Resource Center including Tutorial
       -Increased support for Citizenship program
       -Student lounge
       -Service Learning Opportunities
       -Faculty Offices
   7.2 Collaborations needed with other educational institutions, community-based
       organization, and/or industry to provide the support needed for new, modified and
       expanded programs within the campus
• To continue to work with Self-Help for the Elderly on the Housekeeping and Home Health Aide programs.
• To collaborate on new programs with Self-Help on other programs such as computer training for seniors in the Housekeeping and Home Health Aide programs
• To work with other agencies such as Wu Yee Children Services to develop and publicize programs in the area of Child Development
• To work with CAA in determining needs of the community and how to best serve the population.
• To work with the Chinatown/North Beach Advisory Committee to determine community needs
• To work with the Chinatown Resource Development Center on needs of the community
• To work with the Chinatown Beacon Center at Jean Parker to provide ESL instruction to parents/community
• To work with Local 250 to provide Health Care VESL instruction

8. To provide administrative oversight for the campus, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership
8.1 List the needs for additional administrative staff for new and modified programs and collaborations

- Need for administrative level support
  - to provide services to campus programs
  - to assist in maintaining contacts in the community
  - to assist in coordination of campus programs and services
  - to work with student council
  - to coordinate and disseminate information, including the preparation of brochures, flyers, bulletin boards, and postings, and to develop a plan for publicity, outreach and recruitment efforts
  - to develop and maintain Web page in English and other languages

Section IV. Resource Implications

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

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

2. Technological Resources
   2.1 The staff needed to support new, expanded or modified courses/programs within the campus
       - More technical support to provide services to students, faculty and administration
       - Technologically trained faculty in all departments

   2.2 The equipment needed to support new, expanded or modified courses/program with the school
       - Professional kitchen
       - Computer labs
       - Health Care training equipment in dedicated classrooms
       - Teleconference capabilities
       - Hardware and software upgrades on regular basis
       - Expanded labs
       - Internet access and networked access to all CCSF campus resources
       - AV inputs and outputs
       - Computers in all classrooms and offices linked around the world
       - Language Labs
       - More computers for faculty use

3. Facilities
   3.1 The facilities that require remodeling to support the needs of new, modified or expanded courses/programs
       Immediate need is the upgrading of electrical wiring to support the four computer labs we currently have in place. Classroom space is at a premium. We cannot afford to give up additional classrooms for offices for labs.

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

4. Faculty and Classified Staffing
   4.1 Number and description of classified staff needed for new, modified and expanded courses/programs within the campus
       Additional
       - Custodians
- Building Engineers
- Childcare Staff
- Public Safety Officers
- Clerical Support in administrative and A&E areas

4.2 Number and description of faculty needed for new, modified and expanded courses/programs within the campus
- Librarians
- Career counselors
- Disabled Student counselors
- More instructors (including bilingual staffing)

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

1. Campus Mission:
The Evans Campus, the newest of the City College of San Francisco’s campuses, opened in 1994. The District purchased the site in January 2001. The original goal of the campus was to consolidate City College of San Francisco’s Skilled Trades and Automotive Programs at one site. The Campus has established as its mission the continuous improvement of workforce education. The Campus and the Office of Workforce and Economic Development seek to achieve this mission through a commitment to improve existing training programs, to develop new programs, and to provide the flexible delivery of these programs.

2. Current Programs and Services:
   - Automotive Technology – Credit and Non-Credit
   - Fire Science
   - Garment 2000/CACT - Customized training
   - Micro Business Application – Non-Credit
   - Skilled Trades
     - Upholstery
     - TV/VCR Repair
     - Construction Trades
     - Custodial Training
     - Refrigeration/Air Conditioning
     - Computer Repair
     - VESL for Custodial
     - VESL for Construction
     - Roofing Apprenticeship
   - Office of Workforce and Economic Development
   - Office of Vocational Education
   - CalWORKs Education and Training
   - Apprenticeship Programs
   - Advanced Transportation Technology
   - California Resource Center for Occupational Program Design and Evaluation
   - Career Connection
   - Non-credit Admissions and Enrollment
   - Non-credit DSPS Counseling, part-time
   - Labor Studies Department Offices (Spring 2001)
   - General Counseling
   - Cooperative Work Experience Education
   - Non-Traditional Student Outreach
Section II. Context for the Future

1. Issues and Opportunities:
   - CCSF is being asked to provide workforce training for the incumbent workforce, displaced workers, and people receiving welfare and those workers who need to upgrade their skills.
   - Local residents seek education and training in Construction Trades. CCSF and the Evans Campus successfully secured a $1.1 million dollar contract through the Department of Human Services and the Mayor’s Office of Community Development. The DHS contract is to provide training in the building and maritime construction trades to economically disadvantaged San Franciscans. The funds from MOCD will be used for capital improvements in the shop area of the second floor of Evans.
   - Establish and strengthen Workforce Education and Training partnerships with Community Based Organizations, Labor and Industry to allow members of the Bay View/Hunter’s Point Community to take advantage of the current and future employment opportunities resulting from various construction projects, i.e. Third Street Light Rail, Mission Bay and UCSF, Bay Bridge Retrofit, Airport Expansion, Hotels, etc.
   - Develop outreach, recruitment, and education and training programs for SF Housing Authority Residents.
   - Develop partnerships with Local industry.
   - Develop partnerships with Labor Unions/Skilled Trades.
   - Link with other programs, i.e. Basic Skills, ESL, Engineering Technology, Labor Studies, to create comprehensive Workforce Education and Training Programs.
   - Internship development (Automotive and Skilled Trades).
   - Partner and articulate with SFUSD to provide occupational education opportunities to high school students.
   - Research and develop an Advanced Transportation Hub/Academy at the Evans Campus, including Automotive, Aeronautics, Engineering, and Intelligent Transportation System Technology in partnership with representatives from MUNI and Amtrak.
   - Develop plan to provide distance learning based upon needs identified in various program development and review plans.
   - Promote the services and technical assistance provided to employers locally, nationally, and internationally through Garment 2000 and the Center for Applied Competitive Technology.
   - Establish a library at the Evans Campus.

2. New Directions:
   - DHS funds have enabled Construction Training Program to provide flexible delivery of education and training. The first 12-week fast track construction training program in partnership with Young Community Developers concluded in June 2000. Twenty-four participants successfully completed the program and now have jobs in the construction industry. A second class completed training in December 2000. Two new groups started the program in January 2001.
• During the Summer of 2000, seven CCSF faculty received training as DACUM facilitators. DACUM stands for Developing a Curriculum. This process will be used to develop curriculum for the Building and Maritime Construction Training Program. For two days, a panel of industry experts came together to identify the skills, knowledge, and traits needed to succeed in the construction industry.

• As a result of the DACUM training, the Office of Vocational Education established the California Resource Center for Occupational Program Design and Evaluation.

• The Automotive Technology Department conducted a DACUM in May 1999. The Department has revised existing courses, developed new courses, and is piloting new course offerings in Spring 2001. The new courses were developed using the results of the DACUM process.

• Vocational ESL classes for Construction and Custodial Trades are being offered at the Evans Campus based upon community and industry demand.

• Extensive outreach is being conducted in the Bay View/Hunters Point neighborhoods, particularly at Housing Authority Residences, to make residents in the community aware of the training programs offered at the Evans Campus.

• A series of meetings have been held to discuss Transportation. Participants have included representatives from MUNI, SamTrans, BART, Rail and the California Community Colleges Advanced Transportation Technology initiative. A Transit Academy and industry partnership, to meet the education and training needs of these employers is being developed.

Section III. Objective and Activities

1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates
   A. Current associate degree credit programs
      1. Associate Degree of Science
         a. Automotive Technology
   B. Current credit certificate programs
      1. Automotive Technology
         a. Automotive Mechanics
         b. Automotive Body and Fender Repair
      2. Fire Science Technology
         a. Fire Officer

2. To continue to offer non-credit programs offered by campus
   A. Current certificate non-credit programs offered by campus
      1. Trade Skills
         a. Construction Trade
         b. TV/VCR Repair
         c. Appliances, Air Conditioning & Refrigeration

3. To offer new non-credit programs
A. Proposed new non-credit programs
   1. Trade Skills
      a. Building Construction Trade (based upon results of DACUM Process)
      b. Maritime Construction Trade (based upon results of DACUM Process)

4. To modify existing non-credit programs and courses
   A. Proposed programs and courses
      1. Trade Skills
         a. Construction Trade – Woodworking
         b. TV/VCR Repair – develop a viable certificate
         c. Custodial Training – develop a certificate
         d. Building Operation – Maintenance and Repair – revise existing certificate and offer appropriate classes

5. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities
   A. Services Needed
      1. Non-credit career education counseling
      2. Establish basic skills (grade level) and ESL levels for non-credit occupational training programs and integrate appropriate academic and VESL components into existing curriculum
      3. Placement testing for basic skills and ESL
      4. Program advising
      5. Job preparation
      6. Coordinate and expand job placement services through CDPC, CWEE and Career Connection
      7. Program coordination
      8. Library, including internet access and TV/VCR for viewing training tapes
      9. On-site child care or Homework Club
      10. Tutoring
      11. Job Placement
   B. Collaborations Needed
      1. Develop a working relationship with appropriate service providers at the San Francisco Housing Authority
      2. Develop working relationships with local Community Based Organizations, i.e. Young Community Developers, VVJET (Visitation Valley Jobs Education and Training), CAA (Chinese for Affirmative Action), SLUG (San Francisco League of Urban Gardeners), Ella Hill Hutch, Mission Hiring Hall, Glide Memorial, etc. This effort is included as part of the proposed Building and Maritime Construction Training Program.
3. Develop a working relationship with the Department of Human Services Employment Specialists assigned to the Career Center at the Southeast Campus.

6. Provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel
   
   A. Additional Staff
      1. Director of Transit Academy
      2. Trade Skills Coordinator
      3. Advisor for Trade Skills
      4. Staff Support for expanding and developing programs

Section IV. Resource Implications

1. Student Development Resources
   1.1 Non-credit career counseling for students looking for training and job placement in the trades
   1.2 Internship or on the job training opportunities for students enrolled in the various Trade Skills Programs offered or being developed for the Evans Campus
   1.3 Job placement for students completing the existing and future Trade Skills Programs
   1.4 Retention services for students who have completed the Trade Skills Programs offered at the Evans Campus
   1.5 Development and implementation of Job Shadowing opportunities for students entering the Trade Skills Programs
   1.6 Expand Associated Students to day and evening, credit and non-credit students at the Evans Campus

2. Technological Resources
   2.1 Non-credit career counselor
   2.2 Coordinator for Trade Skills Programs
   2.3 Advisor for Trade Skills Programs
   2.4 New equipment will be identified during the DACUM process
   2.5 Faculty training in instructional technology

3. Facilities
   3.1 See Attached Evans Campus Construction & Maritime Skills Training Center Space Requirements, including Classroom, Laboratory, Office, and Storage Requirements
   3.2 Equipment and supply needs will be identified upon completion of the DACUM process for the various Trade Skill Programs

4. Faculty and Classified Staffing
   4.1 Currently there are 23 sections of Trade Skills course being offered in the Fall of 2000. The current chair of the Automotive Technology Department and
the Department’s clerk typist provide most of the administrative support and services for these programs and courses. A categorically funded faculty member provides outreach and recruitment for the Construction Training Program.

4.2 Based upon the current and proposed expansion of the Trade Skills Program, a Coordinator, Advisor, and Classified Staff are needed to meet the needs of this program.

5. Organizational Structure
5.1 Based upon the attached materials, either a Coordinator under the umbrella of the Automotive Technology Department, or a separate Skilled Trades Department should be established. (Note name change Trade Skills to Skilled Trades)
5.2 Establish Director for the developing Transit Academy to work with industry, coordinate the related Departments such as Automotive, Aeronautics and Skilled Trades, and work with partners and outside funders to support the development and establishment of the Academy.
SOUTHEAST CAMPUS
EDUCATIONAL PLAN

Section I. Campus Profile

1. Overview of Campus and Campus Mission

The Southeast Campus is an outgrowth of the San Francisco Community College District’s former Skills Center, which offered primarily vocational training classes. In 1987, the campus was relocated to the Oakdale site. This site is a San Francisco City and County owned building which was erected as a community facility – a “mitigation” facility. The building was to be a trade off for the solid wasted treatment plant being established adjacent to the site. According to the city legislation establishing the building, the Southeast Facility is by law supposed to house an educational program, a child care program, a community meeting room and a program for senior citizens. The current tenants in the facility are a Head Start child care program, City College of San Francisco, and a community political action group.

City College of San Francisco is the anchor tenant in the facility, leasing approximately 85% of the building. The Campus offers 30 credit and 54 non-credit sections to approximately 1200 students. In October of 1997, the City and County of San Francisco was given approval to sublease space in the building from City College for its welfare-to-work activities. Two community agencies are housed at the Southeast Campus; both agencies recruit, train, and place youth in jobs. Additionally, the federal Environmental Protection Agency’s resources center and office is located at the Campus. This center maintains a web site and provides information about illegal dumping and hazardous materials in the Bayview community.

The Southeast Campus serves the Bayview Hunter’s Point, Potrero Hill, Visitacion Valley communities. It is well positioned to respond to the vocational and academic needs expressed by residents in the adjacent Bayview community and the city at large. The present academic programs balance college preparation classes, certificate vocational programs and university transfer courses.

The Southeast Educational Advisory Board is composed of representatives from business, industry, community agencies and the educational community. The Committee plays an important role in communicating and advocating for educational programs and services in response to community needs.

2. Current Programs/Services and Status

Section I.2 Current Programs/Services

Programs:

1. Nursing, Vocational
2. Adult Basic Education
3. Fashion Design  
4. Computerized Machine Technology  
5. English as a Second Language  
6. Word Processing  
7. Unit Coordinator  
8. Clerical/Secretarial  
9. Computer Studies  
10. College Prep and GED Prep  
11. College classes in Music, Mathematics, History, Engineering Technology, Computer Information Science, Biology/Biotechnology, Community Health Worker (Drug and Alcohol)

Services:
1. Library Services  
2. Counseling Services  
3. Non Credit/Credit Matriculation and Enrollment Services  
4. Financial Aid Services

Section II.1.1 Current Associate Degree Credit Programs

1. Working Adults Degree Program

Section II.1.2 Current Certificate Programs (Credit)

1. Child Development and Family Studies  
2. Hotel and Restaurant Operation  
3. Home Health Aide

Section II.2.1 Current Certificate Programs (Non-Credit)

1. Business  
   a. Office Assistant  
   b. Word Processing

2. Health Science  
   a. Home Health Aide  
   b. Unit Coordinator (Hospital)/Ward Clerk

Section II. Context for the Future

1. Issues and Opportunities

Many targets of opportunity for the Southeast Campus and Visitacion Valley site are the result of infrastructure changes in these areas, such as the implementation of the rail on Third Street, the revitalization of the Bayview Opera House and surrounding commercial areas on
Third Street, street improvements on Third Street and adjacent to the Southeast Campus, and a potential Cal Train station next to the Southeast Campus.

The recent groundbreaking and initial construction of the UCSF Biotechnology Campus signaled the beginning of the Mission Bay Project; over the span of ten years, at least ten buildings will be constructed, and between 20,000 to 36,000 jobs in various specialties will be created and filled. Genentech and thirty other biotechnology firms are housed within a twenty-minute drive from San Francisco. The existing biotech firms and the UCSF Biotechnology Campus will offer numerous job opportunities for southeastern sector residents.

Demographics within the southeastern sector communities of Bayview Hunter’s Point, Potrero Hill, and Visitacion Valley will continue to change, and these changes will impact instructional content and delivery at the Southeast Campus and at the Visitacion Valley sites. In the Bayview Hunter’s Point area, (statistics) and in the Visitacion Valley are, (statistics).

In the Visitacion Valley area, Home Depot is interested in occupying the former Schlag Lock facility on Bayshore Avenue in San Francisco. There is considerable interest within the Visitacion Valley community in City College of San Francisco expanding its current academic offerings at a large site adjacent to the Schlag Lock location or in the community. If CCSF is able to obtain additional space, comprehensive courses suited to the needs of the large immigrant group and seniors who live in the community can be offered.

As a result of these infrastructure and demographic changes, opportunities for course expansion at the Southeast Campus exist in computers (higher level offerings); health, science, and math instruction; short-term, modular evening and weekend courses and programs that lead to immediate jobs; online and distance learning classes; biotech bridge classes for high school and CCSF students; short-term, industry driven engineering and/or electronic programs offered in conjunction with community based organizations and job placement agencies; job training and placement programs for CCSF students; and evening and weekend, accelerated courses that lead to the B.A./B.S. degree. Opportunities exist at the Visitacion Valley and other sites for additional ESL, computer, and vocational classes.

2. New Directions

As a result of the imminent changes, there are many new directions for the Southeast Campus and Visitacion Valley site including the following:

- Align job readiness and academic vocational courses to business, health, biotech, computer, and other employment opportunities in the southeastern sector (see New Challenges/New Opportunities, section III).
- Expand short-term, modular scheduled, evening, weekend (Sat., Sun., or Sun./Sun.) skills, job training, and vocational courses and programs. (see NC/NO, section III)
- Expand on site Head Start childcare programs. (see NC/NO, section III).
- Expand ESL offerings at Visitacion Valley and another site near Geneva Avenue and Daly City areas.
- Obtain a new site for ESL classes in the Geneva Avenue/Daly City areas.
- Offer additional workshops, courses, and programs for Older Adults.
- Offer S.F.U.S.D/CCSF High School Diploma program for CCS students
- Offer retention classes and programs for at risk middle and high school students
  (see NC/NO, section IV).
- Offer industry specific training programs in business, computers, multi-media
  engineering/electronics, biotechnology at SEC. (see NC/NO, section V).
- Develop more partnerships and collaborations with SFUSD, cbo’s and private industry.
  (see NC/NO, section VII).
- Continue and expand Peer Mentoring/Tutorial Program offered by A. S. Council
  (see LS, 1998; 2.1).
- Offer one day workshops for partners and community. (see LS, 1998; 2.3).
- Provide targeted training for jobs in key areas of employment. (see LS, 1998; 2.7)
- Establish a Kid’s College. (see LS, 1998; 3.4).
- Become involved, if possible, in Techno Village and other education and training
  opportunities in the BVHP shipyard. (see LS, 1998; 3.5).
- Develop entrepreneurial programs to help students and community students.
  (see LS, 1998; 3.15).
- Recruit high school students for electronic computer, science, and biotechnology classes
  at SEC. Link to programs at Phelan and other campuses. (see LS, 1998; 5.4).
- Establish a youth ornamental horticulture program at SEC. (see LS, 1998; 6.4).
- Ask businesses, corporations, and industry to provide hands-on training and mentoring
  in business, computers, multimedia and biotechnology for SEC students.
  (see LS, 1998; 7.4 & 7.8).
- Develop non-credit job readiness courses linked to job placement.
  (see LS, 1998; 1.2, 1.6, 1.8, 2.3, 6.1 and 6.3).
- Obtain a van or bus to transport students to Phelan, Evans, JAD, and the Airport.

Section III. Objectives and Activities

1. To continue to offer credit programs with improved FTE enrollment, retention, and
   completion rates.

   1.1. Current Associate Degree Credit Programs
       a) Working Adults Degree Program

   1.2. Current Certificate Programs
       a) Environmental Technology
       b) Child Development
       c) Hotel and Restaurant Operation
       d) Drug & Alcohol
       e) Unit Coordinator
       f) Word Processing
       g) Certified Nursing Assistant

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

   2.1 Augment the Working Adults Degree Program by offering an accelerated
       evening/Saturday (all day) and/or Sunday (mid way) two year B.A. completion
       program collaboratively with CSU San Francisco or Hayward State, USF, or
another suitable institution, thus allowing students who have obtained their A.A. degrees to complete their four-year degrees.

2.2 Offer Internet Journalism and/or other multimedia classes which utilize MAC equipment, thus gaining greater utilization of the MAC lab at SEC and providing the community with access to new jobs and careers in this area.

2.3 Offer a Senior’s College with courses for Older Adults, including a Gospel class, short-term academic classes, and weekend courses.

2.4 Offer a joint SFUSD/CCSF Dual Enrollment High School Diploma Program for County Community Students.

2.5 Offer a comprehensive A+, A++, C+, or C++ certification program and/or A.T.T. or Pac Bell cabling class, thus providing technical programs for Southeast students which lead to good jobs/careers.

2.6 Implement a Cisco Academy program or a comparable program for high school and college students, thus providing students with marketable computer skills and job access.

2.7 Offer Biotechnology courses, including a new Biotech Bridge class for students who need science, math, and S.C.A.N.S. competencies.

2.8 Offer Psych Tech courses and additional Health/Science classes which provide employment and community awareness of health risks and issues.

2.9 Offer computer and business classes at Visitacion Valley when a larger site or additional sites become available.

2.10 Offer business computer classes in demand by workers in the Financial District on evenings and weekends who travel on Cal Train.

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

3.1 Current certificate non-credit programs offer by campus

3.2 Academic preparation non-credit classes offered by campus

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

4.1 Offer a Kid’s College with courses which include but are not limited to the issues of Self Esteem, Being a Master Student, Avoiding Gangs, Preparing for College, etc. Link the Kid’s College with mentoring, internships, enrichment activities, and other community resources.

4.2 Offer an entrepreneurship class for potential small business owners and youth who want to start businesses. Connect this class to the new CCSF Business Development Center.

4.3 Offer vocational educational classes at Visitacion Valley when a larger site or additional sites become available.

4.4 Develop a youth ornamental horticulture program with a cbo, job agency, and floral business.

4.5 Offer short-term, accelerated GED/Invest Lab courses.

4.6 Offer short-term, modular scheduled business classes in the areas of customer service, accounting assistant, office assistant, retail sales, and/or related business fields

4.7 Offer short-term, modular scheduled environmental technician programs
4.8 Partner with new dot.com businesses as they re-locate to BVHP, Visitacion Valley, or Potrero Hill and co-sponsor training programs for CCSF students in Industry settings or at SEC.

4.9 Offer evening and/or weekend cosmetology classes, including courses like hair dressing or manicuring or courses which lead to licensing re-certification

5. To modify existing credit program options and courses
   5.1 List the credit programs and/or courses that need to be modified and how plan to reduce or modify (List from schedules)

6. To modify existing non-credit program options and courses
   6.1 List the non-credit programs and/or courses that each department plans to modify and how this will take place.

7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities.
   7.1 List the services needed to improve and provide coordination for new, modified, and expanded programs within the campus.
      a) (List the collaborations needed with other educational agencies, cbo’s and industry).

7.2 Southeast would seek collaborations with the following agencies or educational institutions: San Francisco Unified School District, CSU San Francisco State or U.S.F., or another four-year institution providing an accelerated B.A. degree program, Housing Authority, a number of community based agencies which include the Young community Developers, Network for Elders, Bayview Senior Multipurpose Center, Senior Central, SLUG, CISCO, A.T.T. or Pac Bell, Community in Service (CIS), and various private industry partners.

8. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership
   8.1 List the needs for additional administrative staff for new and modified programs and collaboration.
      a) Additional administrative staff is required. With the expansion in Visitation Valley sites......

Section IV. Resource Implications

1. Student Development Resources
   1.1 List the type and scope of student services needed to serve the new, modified, or expanded programs within the school
      a) With expansion into a new building and even at the present time – bilingual counseling on a ½ evening basis M-R will be helpful.
      b) Van Service.
   1.2 List the type and scope of student activities needed to serve the new, modified, or expanded programs within the school
a) Peer Mentoring/Tutorial expansion more Student Government sponsored classes and activities.

2. Technological Resources
   2.1 List the staff needed to support new, expanded, or modified courses/programs within the school.
      a) Tech support is needed if there is computer courses expansion and further Development in Visitacion Valley.
   2.2 List the equipment needed to support new, expanded, or modified courses/programs with the school.
      a) This category depends on the new courses implemented at Visitacion Valley. CISCO/A.T.T./PacBell Lab will require new equipment; however I intend to write grants to offset these costs.

3. Facilities
   3.1 List the facilities that require remodelling to support the needs of new, modified, or expanded courses/programs.
      a) Depending on the CISCO/A.T.T./PacBell Lab, perhaps a wall would need to be knocked down to make a classroom larger.
   3.2 List the new facilities that will need to be built to support the needs of new, modified, or expanded courses/programs.
      a) N/A – unless there is an opportunity for a new building in Visitacion Valley.

4. Faculty and Classified Staff
   4.1 List the number and description of classified staff needed for new, modified, and expanded courses/programs within the campus.
      a) 1) Assistant Management, 2) A&E Coordinator, 3) Administrative secretary
   4.2 List the number and description of faculty needed for new, modified, and expanded courses/programs within the campus.
      a) Faculty would be needed to teach new credit courses which were implemented.

5. Organizational Structure
   5.1 Describe changes needed in the organizational structure of the campus to support the new modified, and expanded courses/programs within the campus.
      a) None
PLANNING FOR THE FUTURE: 
SOUTHEAST AND EVANS CAMPUSES

Introduction
City College of San Francisco is proud to announce several new initiatives in relation to the San Francisco Community College District and the Third Street Corridor. The College has two primary campuses in the southeastern region of the City and County of San Francisco—the Southeast Campus and the Evans Campus.

First, over the past six months, the deans at both campuses have been deliberately working together with City College faculty and staff and residents of the Bayview Hunters Point community to discuss future educational plans for both campuses. This is a follow-up to our campuses jointly sponsoring a Community Listening Session in early 1999, which underscored the need to develop specific long-range plans for both campuses and to try to develop these plans in such a way that they are complimentary to each other and directly benefit the community. These plans have been completed and are outlined in this report.

Second, City College, as part of its long-term commitment to the southeastern neighborhoods, has entered into a partnership with the Department of Human Services (DHS) and the Employment Development Department (EDD) for purposes of establishing the Southeast Career Link, modeled after the highly successful Mission Career Link. The Southeast Career Link is being designed to provide a broad array of career development and training opportunities for the unemployed and underemployed, as well as for those area residents who are in career-transition. The center is expected to serve between 900-1,000 trainees annually, and represents a potential model for replication in other parts of the city. It will be housed at the Southeast Campus location.

Third, as part of its long-term commitment to the City’s Third Street Corridor, and the economic revitalization efforts associated with same, the College has decided to purchase the Evans Campus and renovate and remodel the facility so that it can be the focus of an expanded mix of vocational and technical programs. Again, the intent would be to compliment the offerings at the Southeast Campus rather than compete. In addition, the College is expanding course offerings in the Visitation Valley area and is actively developing plans for a new Airport Campus. The latter has been made necessary because of the expansion at SFO and will be supported by the San Francisco Airport Commission. The Community College Board wants to emphasize the long-term and unequivocal commitment it is making for sustained and continuing involvement in the community through these southeastern campuses, sites, and the programs and services being offered through collaborations with business, government, and others.

This planning effort is intended to underscore the long-term commitment City College has and will continue to have in regard to extending access to an ever-expanding array of courses, programs, and services at both the Southeast and Evans campuses.
Following is an outline of plans specific to the Southeast and Evans campuses, highlighting areas where the two campuses compliment each other in positive ways in terms of maximizing opportunities and benefits/resources that can be brought to bear on the needs of the community and its residents.

**Executive Summary**
The Southeast and Evans Campuses will coordinate educational programming in pre-collegiate, general education/transfer and occupational programs. Both campuses will provide students with state-of-the-art smart classrooms to link students at both campuses with other CCSF educational offerings at other campus sites. The college is also exploring the establishment of a CCSF transit service in collaboration with the Department of Human Services, MUNI and the Mayor’s Office to enable students in the Southeast area to easily access other CCSF classes in the City. Community organizations, city agencies and departments and other educational institutions will collaborate with City College and the SEC and Evans campuses in providing coordinated educational programming.

**Southeast Campus**
The Southeast Campus in an outgrowth of the SF Community College District’s former Skill Center that offered primarily vocational training classes. In 1987, the campus was relocated to the Oakdale site, a City and County-owned building erected as a community facility at the same time the solid waste treatment plant was built. The facility is a shared-use operation with CCSF leasing 85% of the building offering 30 credit and 54 non-credit courses to approximately 1200 students.

The Southeast Campus currently offers a diverse set of programs including:

**General Transfer Education**
- Working Adults Degree Program; Music, Mathematics, History, Engineering Technology; Biology/Biotechnology

**Health-related programs:**
- Nursing, Vocational; Community Health Worker (Drug and Alcohol); Home Health Aide; Health Science (Drug & Alcohol; Pediatric CPR & First Aid; Pediatric Health & Safety Education); Health Care Technology (Unit Coordinator/(Hospital)/Ward Clerk)

**Business**
- Word Processing; Office Assistant; Clerical/Secretarial; Fashion Design

**Information Technology**
- Computer Information Science; Computerized Machine Technology; Computer Studies

**Pre-Collegiate Studies**
- Adult Basic Education; College Prep and GED Prep; English as a Second Language

**Early Childhood Education**
- Child Development and Family Studies

**Hospitality Training**
- Hotel Front Office Operations
**SEC Expansion Plans**
The Southeast Campus plans to initiate and/or expand a cluster of educational offerings that will be coordinated with the Evans Campus. These include:

1. Expand the Working Adults Degree program in collaboration with CSU SF and/or Hayward for students interested in attaining a baccalaureate. This may include delivery of upper division classes from CSU-Hayward and/or SFSU at SEC.

2. Establish a SEC Career Link program in collaboration with the Department of Human Services and Employment Development Department. The Career Link program will serve 900 to 1000 residents.

3. Establish a distance learning program as part of the CCSF district-wide education technology Plan. This program will use state-of-the-art technology applications to deliver instruction and student services, including a capacity to offer upper division courses from California State University and the Historically Black Colleges and Universities and “smart classrooms” to link SEC students with courses and programs at other CCSF campuses.

4. Establish information technology programs leading to certification in a number of key technology fields.

5. Expand the biotechnology courses to serve the Mission Bay biotechnology complex.

6. Initiate an entrepreneurship program for potential small business owners in the community.

7. Expand the GED/Invest lab courses for pre-collegiate students needing to improve basic skills before enrolling in transfer and/or occupational programs.

8. Offer short-term job readiness classes.

**Evans Campus**
The Evans Campus, the newest of the CCSF campuses, opened its doors approximately five years ago with the goal of consolidating CCSF skilled trades and automotive program in one site. Since its opening it has become the center for other training programs including a DHS-funded Center for Construction and Maritime Training, and it is the preeminent West Coast site for the teaching factory for the apparel and garment trades and industry. Evans offers 43 credit courses and 87 non-credit courses to approximately 2000 students.

Current programs at Evans include:

*Transportation*
- Automotive Technology – Credit; Automotive Technology – Non-Credit;
- Advanced Transportation Technology.

*Construction Trades*
- Construction Trades; VESL for Construction;

*Custodial*
- Custodial Training; VESL for Custodial;

*Apparel Manufacturing*
- Garment 2000; apparel production; customized training.

*Other Occupational programs*
- Hazardous Material/Lead Abatement; Micro Business Application; Fire Science Upholstery; TV/VCR Repair; Refrigeration/Air Conditioning;
The Evans Campus is the home of the CCSF Labor Studies program; the apprenticeship program; cooperative work experience; Career Connection; and the CalWORKS program.

**Evans Expansion Plans**
The Evans Campus plans to initiate and/or expand the following educational offerings that will be coordinated with the Southeast Campus:

1. Expand the construction and maritime trades training center
2. Develop a transportation hub including automotive, aeronautics, railroad, maritime, and intelligent transportation system. Also included would be training programs for mass transit workers at BART, Sam Trans, and MUNI.
3. Inauguration of “smart classrooms” to link Evans students with courses and programs at other CCSF campuses following the district-wide education technology plan (see also SEC expansion plans #3).
4. Expand custodial training program
5. Expand apparel production program with the Garment 2000 teaching factory
6. Establish a library relying primarily upon computer links to library collections.

**SEC/Evans Coordinated Programming Plans**

*Pre-Collegiate Programming*
Southeast will provide a series of pre-collegiate and ESL courses for students enrolling in Evans Campus programs including: custodial, garment/apparel, and transportation.

*General Education/Transfer Programming*
Southeast will provide a core set of general education transfer courses required by the UC and CSU systems through the Working Adults Diploma Program. These courses will also be utilized by students enrolling in the transportation programs at Evans Campus.

*Occupational Programming*
Southeast and Evans will provide coordinated programming in specific occupational areas:

1. **Information Technology** at SEC will enable students to complete core information technology competencies before entering technical areas of the Transportation hub at Evans.
2. **Business Development Center** at SEC will provide courses for students interested in small business and entrepreneurial activities and who are also enrolled in the Garment/Apparel or Construction programs at Evans.
3. **Healthcare, Biotechnology and childcare training** will continue to be offered through the Southeast Campus.

**Community Enrichment Activities**
SEC will continue to offer education courses and activities related to community enrichment.
Section III: Student Development Division
STUDENT DEVELOPMENT
EDUCATIONAL PLAN

STUDENTS FIRST - STRIVING FOR EXCELLENCE

SECTION I: DIVISIONAL PROFILE

Historically, Student Services was composed of multiple units, each of which had its own perspective on its role and activities. However, with the restructuring of City College of San Francisco’s Executive Office, those units are now under one Division, Student Development. To provide more efficient and effective student services, the newly formed Student Development Division must unify its services. The Student Development Team must now work collaboratively with one focus, one voice, well-defined roles, and highly refined coordination to make its essential contribution to institutional quality and student success. For that reason, the three-year Student Development Educational Plan is focused on the philosophy, Students First – Striving for Excellence.

Vision

The Students First – Striving for Excellence philosophy is driven by the service orientation of the Division -- a continuing effort to anticipate and understand student needs and involve students in helping decide how to meet those needs. Moreover, a focus on student empowerment helps students take charge of their educational experience, increases the impact City College has on their lives, and provides students with the tools to take increased responsibility for their future. The following objectives will help the Division manifest the Students First – Striving for Excellence philosophy.

- The Student Development team will be fully functioning members of the College community who work cohesively and produce excellence for the College.

- With expanded resources and increased information access, the Student Development team will promote excellence in its special programs, integrate credit and non-credit operations and services, deliver essential services equitably to all students at all campuses, and ensure the availability of facilities conducive to – and symbolizing – student success.

- The Student Development team will emulate the “one-stop” student development concept with improved access to state and local issues and initiatives; and present essential student development-related information cohesively and accurately, in person, in print, and on-line.

- The Student Development team promises clear, direct communication of programs and services so that the Division develops a strong voice that connects effectively with
students, as well as the other components of the College. In so doing, the Division will achieve service delivery excellence and ensure necessary resources and support required are available to students.

- To sustain the Students First – Striving for Excellence philosophy, the Student Development team will invest in the professional growth and development of its members, promoting its programs and acquiring new ideas in the process. Consequently, student, staff, and the community will be more satisfied and successful with Student Development services.

**Mission**

The overall mission of Student Development is to provide exemplary support for student growth and development equitably throughout the District. With diversity as its hallmark, the Student Development team seeks to increase student access, retention, satisfaction, opportunity, and achievement.

Through this mission, the Division seeks to provide the programs and services that reflect students’ needs and helps them reach their educational objectives. To that end, the Division strives to facilitate associate degree completion and transfer to baccalaureate institutions; assist with the achievement of competence in college-level English, math and computer applications; support the completion of the adult high school diploma and GED; and promote diversity, cultural enrichment, lifelong learning, and life skills.

**Current Programs and Services**

The depth and breath of programs and services provided by the Division to fulfill its mission is extensive, and includes the following:

- Admissions, Registration and Records
- African American Scholastic Program
  - African American Achievement Program
  - African American Retention Program
  - Historically Black Colleges and Universities (HBCU) Project
- Career Development and Placement Center
- Disabled Students Program and Services (closely related, but not a part of the Division)
- Extended Opportunity Programs and Financial Aid Services (EOPS)
- General Counseling
  - Athletic Counseling
  - International Students’ Counseling
  - Math Bridge
  - Re-Entry
- Latino Services Network
  - Latina/o Service Center
  - Latino Scholars’ Institute
• Learning Assistance
• Matriculation and Testing Services
• Outreach and Recruitment Services
• Puente
• Scholarship Office
• Student Activities
• Student Affairs
  ➢ Middle College/High School
  ➢ Peer Mentoring
  ➢ Student Health Center
  ➢ Student Rights and Responsibilities
• Transfer Center
• Veterans Educational Benefits

The college has made a commitment to serving underrepresented students, particularly African Americans and Latinos. The approaches to better serving these respective communities is imbedded in two major strategies:

1. Early Intervention

Programs have been and continue to be developed to serve African American, Latino, and other under-served high school students at City College. The concurrently enrolled high school student programs provide an opportunity for students to experience college while still in high school. The African American Scholastic Program and the Latino Services Network have developed programs to address the unique needs of their respective communities.

2. Staff and Curriculum Development that reflects the diversity of the CCSF student body and community.

CCSF has made a commitment to staff these respective programs with diversity that reflects the students they are trying to serve. The instructional and counseling faculty work collaboratively to develop culturally relevant curriculum. They serve as role models to the students. The faculty also provides community linkages and resources to the students.

Excellence is represented throughout the Division in areas such as the:

• Volume of students served and level of services provided
• Diversity of programs, services, sites, and personnel
• Improvements in service delivery resulting in increased responsiveness and decreased student wait time
• EOPS as an exemplary program and model for service delivery
• Learning Assistance Program as an exemplary co-curricular support service
• High level of leadership to promote the improvement of Financial Aid, Transfer rate and Transfer Center Services
However, the work of the Division is made more challenging by the:

- Size and complexity of the institution
- Limited staffing in key areas, e.g., student discipline, clerical and technical areas
- Need to develop technological applications with a single Divisional voice
- Need for a comprehensive staff development plan for continuous training
- Inconsistent application of policies and procedures across the College
- Substandard facilities to serve the volume expected, particularly given the interest in a centralized student services facility
- Inadequate coordination and communication across the College
- Lack of planning and collaboration with Academic Affairs
- Need to respond to the ever-changing student population

Overall, the programs and services of the Division seek to address the needs and interests of the students Collegewide; with the continuation of selected programs, the expansion of others, and the development of new initiatives, the Division will work to attain this goal.

SECTION II: CONTEXT FOR THE FUTURE

Initiatives and Accomplishments

As a new Division, the past year has been one of tremendous change. Student Development is systematically improving how it delivers services to students. The Division is restructuring and expanding two essential programs: the African American Retention Program and the Latino Services Network; both designed to provide access, retention, and success to underrepresented students. Admissions and Registration has implemented the new web product and a pre-registration process for continuing students as well as other systemic improvements. Matriculation has expanded its services on-site, off-site, and on-line while improving prerequisite enforcement. Also, Financial Aid moved into new quarters and is undertaking a comprehensive effort to improve service quality. Student Affairs is expanding the peer-mentoring program and Student Advocacy is improving documentation and training. Moreover, the Counseling clusters are expanding service availability across the campus and fueling technology support improvements; Career Development, Transfer, and Learning Assistance are each increasing service availability. Finally, CalWORKs, which and recently joined the Student Development Division, is developing a model web-based information system, while Outreach is developing a comprehensive outreach and recruitment program for the institution. It has been a busy year with the development of many initiatives to improve service to students and faculty – with much more work ahead!

Issues and Opportunities

As a Division, Student Development has begun to coalesce, to find its role, and build its voice. Moreover, issues and opportunities abound as represented through the analysis of the needs of
the Schools and Campuses, the Self-Study, and the Student Services Review. These documents powerfully articulate the college’s needs and expectations.

School and Campus Needs and Expectations

Overarching themes identified through the review of the School and Campus Educational Planning expectations of Student Development and Student Activities include the need for:

- A Collegewide plan to respond to demographic and common trends
- A vision at the campuses regarding transitions and program linkages
- Expansion and improvement of outreach and counseling services at virtually every campus
- Decentralization and development of “full service” campuses
- More collaboration with schools and campuses
- More dissemination of student development information to schools and campuses
- Clarification of the role of campus/school deans in relation to Student Development

To achieve these expectations, the Student Development Division will promote dialogue and create partnerships with schools and campuses.

Reaccredidation Self-Study Needs and Expectations

Themes emerging from the review of items extracted from the Reaccredidation Self-Study include the need for:

- Improved communication between students, Student Development and Academics Affairs, including the use of multilingual as multimedia communication strategies
- Assess policies and procedures to increase clarity and assure appropriate application
- A Collegewide focus for Student Development which responds to the issue of centralization of student services
- Expansion of the availability of general counseling services to provide more access
- Easy access for students through the web, telephone, e-mail, and in-person

To achieve these aims, the Student Development team must take several critical steps:

- Expand aspects of the EOPS model to all counseling programs, both general and special, to include front-end service, caseloads, continuing service, and individualized assessment and evaluation of students.
- Place Matriculation services in an accessible centralized location and place multiple services for continuing students in strategic locations at Ocean and other campuses
- Increase the use of technology to expand services to multiple locations
- Provide continuing training and cross-training on technology and services
- Increase staffing and space
Student Services Needs and Expectations

Themes emerging from the Student Services System Review include the:

- Use of technological applications as a key strategy to increase access and accuracy
- Improve communications with the public, students, faculty, and others in the College community.
- Need to develop a more hospitable, customer-service response and increased professional development
- Clarification of policies, procedures, and processes to alleviate frustration and disillusionment such as that produced through inaccurate or inaccessible information
- Need to improve staff morale through increased recognition and reward

To achieve these results, the Student Development Division will apply technology, streamline operations, and invest in staff promotion and development.

New Directions – The Next Three Years (2001-2004)

After reviewing the results of the School and Campus Educational Plans, the Self-Study, and the Student Services System Review, several priorities emerged with corresponding strategies to facilitate the priorities.

Priorities

- Promotion of the development and delivery of a “Student First” philosophy
- Cultivation of a Student Development Team with a strong voice at the institution
- Development of a partnership with Academic Affairs, the campus deans, and students
- Inclusion of student input in planning services and programs
- Improvement and expansion of technological applications
- Development and implementation of a staff development plan

Strategies to Facilitate Priorities

- Articulate the Division’s philosophy, vision, and goals
- Review Student Development policies and procedures.
- Expand the partnership with academics affairs and students through joint planning.
- Improve the use of technology through the development of an infrastructure.
- Increase staff efficiency, productivity, and morale through the implementation of a comprehensive training and development program

New Directions -- Year One (2001-2002)

The Student Development Division has aggregated these priorities and strategies into a three-prong goal for 2001-2002. The goal for Student Development 2001-2002 has three components: Access, Retention, and Student Success.
Access

• Develop a comprehensive outreach and recruitment plan through college-wide consultation and collaboration. Expand outreach to targeted schools and community-based organizations.
• Collaborate with the English, ESL, and Math Departments to identify, field test, and validate computerized placement tests.
• Continue to develop, enhance, and improve the Latino Services Network (LSN) and the African American Retention Program (AARP). Part of this effort is to increase the number of students served by these two programs.

Retention

• Restructure Counseling services to improve student access and student satisfaction. In concert with the Matriculation Office, expand on-line advising to include an interactive web-based format.
• Continue to develop an integrated database in Banner that contains students’ records in academic career, financial aid, and special programs to facilitate the delivery of student services and tracking of student progress.
• Continue to offer a variety of student services classes, develop new courses, and increase enrollment.

Student Success

• Support the Enhanced Self-Study (ESS) process and shared governance committees to develop and implement ESS recommendations.
• Implement smart cards or bar coded student identification cards to increase efficiency in student attendance and service contact accounting.
• Further develop, improve, and expand Transfer Center’s programs and services, facilities, and staffing.

Finally, as the demographics of City College of San Francisco change to reflect an increasing population of Latino students, the College will become eligible for federal status as an Hispanic Serving Institution (HSI). With this status, the College can apply for and receive a U.S. Department of Education Title V grant.

Hence, the future of the Student Development Division looks bright. The Division has a clear goal, challenging and attainable objectives, and a talented team dedicated to carrying out the Students First – Striving for Excellence philosophy.
SECTION III: OBJECTIVES AND ACTIVITIES

The following Objectives and Activities reflect the priorities and strategies of the Student Development Division to improve the delivery of programs and services to both credit and noncredit students over the next three years.

1. To review the service delivery system; around the Division’s Students First philosophy through improved organizational development.
   1.1 Review the organization of the Division and the units that comprise the Division to create an effective delivery structure.
   1.2 In collaboration with Academic Affairs, review the placement of all student services.
   1.3 Review the policies and procedures in collaboration with other units for consistency with the mission of the college.

2. To increase the efficiency of service delivery through the use of technology Collegewide.
   2.1 Conduct an audit of current Divisional technology capabilities including hardware, software applications, network capacity, and technical support.
   2.2 Create a Divisional Technology Plan for the next 3 to 5 years.
   2.3 Articulate Divisional issues, concerns and long term plans in regular meetings with Information Technology Services, The Learning Technology Roundtable and the Information Technology Policy Council.
   2.4 Collaborate with the College in the development of an integrated, “one stop” student web portal to provide students with easy online access to relevant information and services including online application, orientation, registration, academic records, etc.
   2.5 Develop an electronic educational planning and degree/transfer audit application for access by staff and students to help them keep track of their academic progress towards an identified goal.
   2.6 Develop an integrated database in Banner that contains students’ service records in academic, career, financial aid, and special program areas to facilitate counseling and service delivery while ensuring effective future planning.
   2.7 Establish a computerized Testing Center to allow for more flexibility for students and to increase the types of tests that can be administered.
   2.8 Establish the capability for scanning, storing and retrieving incoming documents for students—such as transcripts from another College-- for counseling use.
   2.9 Implement smart cards or bar coded student IDs to increase efficiency in student attendance hours and service contact accounting.

3. To expand Divisional programs and services through strategic investment.
   3.1 Clarify the roles and functions of existing programs and services College-wide.
   3.2 Invest in Divisional programs and services with increased potential to improve student success.
   3.3 Develop the capacity to identify at-risk students and early intervention strategies.
3.4 Develop and implement policies and procedures related to academic progress.
3.5 Continue to develop, improve, and expand transfer services.
3.6 Continue to develop, improve, and expand the Latino Services Network (LSN) and the African American Retention Program (AARP)
3.7 Collaborate with Academic Affairs to improve vocational and job placement services.
3.8 Increase Divisional support for the College’s CalWorks program and initiatives.

4. To develop effective cooperation with Academic Affairs.
4.1 Increase collaboration in the development of the master schedule.
4.2 Expand collaboration between the Counseling Clusters and proximate academic departments and programs.
4.3 Increase interaction with Academic Affairs throughout the matriculation process, including assessment and pre-requisite identification and enforcement.
4.4 Increase collaboration with Academic Affairs in the development and delivery of outreach and recruitment to the high schools.
4.5 Provide appropriate class scheduling options and programmatic choices.
4.6 Invite joint development of retention initiatives within and beyond the classroom.
4.7 Develop informational presentations with academic faculty, staff, and administration.

5. To expand student leadership through increased collaboration and contribution.
5.1 Increase collaboration and conduct regular dialogue with the student leadership Collegewide.
5.2 Contribute directly to the delivery of the leadership-training program.
5.3 Increase support for student governance initiatives.

6. To improve staff development and training at all levels of Student Development through strategic professional development programs.
6.1 Conduct ongoing staff development programs addressing specific issues identified in the departments and units.
6.2 Conduct continuing training sessions addressing the use of critical technological applications.
6.3 Improve participation in Collegewide technological training on developing applications at all levels: management, professional and classified staff.
6.4 Improve participation in professional conferences and workshops to share exemplary initiatives and develop new initiatives.
6.5 Increase the number of external experts in the field conducting on-site professional development programs.
6.6 Initiate at least one professional development activity for all members of the Division each year.

7. To expand the collaboration among departments within the Division through improved interdepartmental interchange.
7.1 Focus departments on supraordinate divisional objectives.
7.2 Develop more comprehensive Divisional materials such as a newsletter to keep all members apprised of initiatives taken and impact achieved.
7.3 Work collaboratively on the review of policies, procedures, and systems.
7.4 Conduct regular interdepartmental briefings on changes in initiatives, expectations, and operating procedures.
7.5 Initiate a job-sharing program to reinforce understanding of the issues addressed within various roles and areas.

8. To publicize Divisional programs and services through the expansion of multiple media.
8.1 Incorporate information on continuing programs and services in all external and internal outreach and orientation sessions.
8.2 Enhance access to information for students, faculty, and staff in multiple media.
8.3 Develop multimedia and multilingual orientations and make information available in a variety of formats to meet the needs of diverse student populations.
8.4 Expand the publication and distribution of the Student Development Division’s Directory of Services.

9. To increase the presence of the Division within the community through improved collaboration.
9.1 Place key information on the College television station and expand College programming.
9.2 Develop a Divisional relationship with Marketing and Public Relations to improve promotional efforts for continuing programs and services.
9.3 To increase outreach efforts within the community in partnership with education, business, and social service organizations.

10. To expand the Divisional voice by increasing cohesion and representation.
10.1 Establish an annual Divisional retreat in the fall or spring and recognize exemplary collaboration among the offices of the Division.
10.2 Create a divisional vision support by a statement of philosophy, values and goals that will serve as the foundation for a pervasive student-oriented perspective.
10.3 Conduct a college-wide administrative retreat to increase cohesion and teamwork.
10.4 Improve the representation of the Divisional perspective in discussions of critical issues throughout the District.

11. To ensure the effectiveness and impact of the educational plan through managed implementation.
11.1 Designate a manager to assume primary leadership for each objective and activity in the plan.
11.2 Use bi-monthly meetings to address the objectives of the plan on a regular basis in an effort to integrate the plan into the collaborative work of the Division, to strategize as a team, and to achieve closure.
11.3 Link administration and organizational change to budget development and resource allocation.
SECTION IV: RESOURCE IMPLICATIONS

Academic Affairs

1. Increase staff support and involvement in critical tasks delivered through Student Development such as assessment advising.
2. Encourage instructor participation in early alert systems and retention efforts such as Peer Mentoring.
3. Ensure the timely submission of grades, census sheets, and student drops, etc.
4. Increase responsiveness to student needs in the development of the class schedule and the reform of the curriculum.
5. Reinforce the services provided by Student Development.

Schools and Campuses

1. Participate in a six-month moratorium during which continued constructive dialogue can be developed with the Student Development.
2. Reconsider the role of “schools” in a community college environment.
3. Create new non-credit programs aligned with financial aid requirements to increase student access to available funds.
4. Continue to support the enhancement of “essential services” on-site at the campuses.
5. Improve the collection of enrollment information in a timely and efficient manner.
6. Join in collaborative training with Student Development to improve the deployment of services using technology as well as direct delivery.

Facilities

1. Develop an assessment facility for computerized testing and placement.
2. Develop a transfer facility that accommodates the expansion of transfer and placement.
3. Develop a facility to integrate credit and non-credit Admissions and Records to increase the effectiveness of resource utilization.

Technology

1. Develop applications for computerized assessment, educational planning, and degree audit.
2. Partner in the development and implementation of the Divisional Technology Plan.
3. Collaborate on the development of on-line service delivery systems.
4. Promote the potential of the CCSF television channel.
SECTION V: ANTICIPATED OUTCOMES

Student Enrollment

1. The ability to systematically attract, educate, retain, and graduate students on a timely basis.
2. The provision of a student-oriented system to enroll and serve students.
3. The provision of regular reports assessing the quality and quantity of service delivered thereby documenting contributions of the Division to increased enrollment and retention.

Divisional Recognition

1. Increased knowledge of the work of Student Development at all levels of the institution, from the Board of Trustees to executive leadership, management, faculty, staff, and students.
2. Increased recognition of the contributions of the Division and its individual staff members.
Section IV: Collegewide Education Initiatives
Collegewide Initiatives

The five collegewide initiatives are derived from key college studies and reports including the Enhanced Self-Study; the Accreditation Self-Study and the Accreditation Report; the school and campus plans; the Student Development plan; the CCSF Strategic Plan; the Listening Sessions Report (1999); and recent remarks from Chancellor Day in his mid-year address to the faculty and staff in January 2001.

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

1. **Expand pre-college learning programs**
   Over half of all new students enrolling at City College need some developmental coursework to be prepared to successfully complete a program of study at City College. Currently, the numbers of students needing this assistance outstrip the supply, and for those students who do receive assistance the success rates remain below the college average. Consequently, many students fail to fulfill their education goals. To address the objective of expanding pre-collegiate learning assistance, the College will,
   1.1. Expand the number of sections of credit classes in subject areas where demand is greater than supply;
   1.2. Expand the capacity of the academic support programs throughout the college.
   1.3. Explore establishment of additional collaborations among departments to promote links between college level and developmental programs;
   1.4. Explore the establishment of linkages between credit and non-credit remedial programs;
   1.5. Investigate the establishment of new pre-collegiate programs based upon models of exemplary practice including those that increase the intensity of basic skills coursework; provide opportunities to accelerate work in basic skills study;
   1.6. Establish a special task force on pre-collegiate learning assistance programs to provide continuous oversight to the College on improving student success in pre-collegiate programs.

2. **Review current requirements for degrees and certificates**
   CCSF students are facing significant changes in requirements related to transfer to baccalaureate institutions and related to workforce level competencies. In addition, the community colleges will be facing Tidal Wave II students seeking admission to postsecondary institutions as well as accountability requirements from the Partnership for Excellence. To address these changes, the College will,
   2.2. Investigate the feasibility of establishing an associate transfer degree to address new requirements from the CSU and UC systems;
   2.3. Explore the feasibility of expanding general education core required courses to additional campuses to enable more students access to required courses for transfer and certificate completion;
   2.4. Review current requirements for certificates with employers to assess whether any curriculum should be modified or redefined.
3. **Expand scope of student assessment activities to enhance student learning and teaching excellence**

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

   3.1 Explore feasibility of using more extensive data collection methods with a wider variety of assessment instruments.

   3.2 Review type and extent of college assessment data collected and where needed broaden and deepen collection efforts.

   3.3 Review and consider increasing the array of professional development opportunities on student assessment open to faculty. Provide faculty with adequate time to learn about and develop new assessment techniques.

   3.4 Distribute student assessment reports to a wide range of constituents including students, the general public and employers.

   3.5 Institute regular evaluation of the effectiveness of assessment plans and policies.

   3.6 Consider involving student in assessment planning groups.

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

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

   4.1 Expand discipline and subject matter based professional development activities.

   4.2 Expand opportunities for faculty to study workplace-related skills and competencies.

   4.3 Expand opportunities for faculty and staff to learn more about the application of the technology to student learning.

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

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

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

   5.1 Inventory how technology is being applied by instructors, counselors and librarians in programs throughout the college.

   5.2 Investigate exemplary practices using technology among community colleges throughout the country.

   5.3 Establish an incentives program for faculty to encourage the development of innovative uses of the Internet for courses.

   5.4 Establish electronic student support services including an electronic education planning system; a computerized testing center; a “smart-card” student ID.

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system; a web-based student information database for students to access their student records.

5.4 Expand opportunities for staff development in the use of diverse technologies to promote teaching excellence and higher level of student learning.

5.6 Expand, where feasible, interactive television classrooms to enlarge student access to core college courses.

5.7 Expand technical support within the College to ensure continuous access to technology-supported programs.
Section V: Appendix
APPENDIX

The appendix will consist of the following sections:

1. Names of participants in the planning processes from the schools, campuses, student development and library/learning resources
2. List of sources used by planning participants
3. Planning framework used by the campuses, schools and student development division.
SCHOOL EDUCATIONAL PLAN

Section I. School Profile

1. School Mission
   Provide brief description of mission and function of the school and its departments

2. Current Programs/Services and Status
   Provide list of programs and services provided by departments within the school. Use CCSF catalog.

Section II. Context for the Future

1. Issues and Opportunities
   Use information from the CCSF Environmental Scan; Listening Session Report; and other documents including program reviews.

2. New Directions
   Use CCSF Strategic Plan; Listening Session Report; CCSF Environmental Scan; CSCF Enrollment Reports; other documents including program reviews.

Section III. Objectives and Activities

1. To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans
   1.1. List current associate degree credit programs offered by departments within school (use CCSF catalog)
   1.2. List current certificate programs offered by departments with school (use CCSF catalog/Office of Vocational Education List)
   1.3. List general education courses offered for core requirements for certificates, degrees and/or transfer.

2. To continue maintenance of effort for non-credit programs and offerings at all campuses and sites as required to meet student enrollment needs and campus plans
   2.1. List current certificate non-credit programs offered by departments with school (use CCSF catalog/Office of Vocational Education List)
   2.2. List non-credit courses offered by department within school that are not used for certificate or degree programs.

3. To develop and offer new credit program options with increased enrollment results
   3.1. List proposed new program (s) for Phelan Campus and provide a brief description of the program (use program review if appropriate).
   3.2. List proposed new program (s) for other campuses and provide a brief description of the program (use program review if appropriate).
4. To develop and offer new non-credit programs with increased enrollment results

4.1. List proposed new program(s) for Phelan Campus and provide a brief description of the program (use program review if appropriate).

4.2. List proposed new program(s) for other campuses and provide a brief description of the program (use program review if appropriate).

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

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

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

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

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

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

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

7.1. List the needs for additional administrative staff for new and modified programs and collaborations.

Section IV. Resource Implications

1. Student Development Resources

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

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

2. Technological Resources

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

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

3. Facilities

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

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

4. Faculty and Classified Staff
4.1. List the number and description of classified staff needed for new, modified and expanded courses/programs within the school.

4.2. List the number and description of faculty needed for new, modified and expanded courses /programs within the school.

5. Organizational Structure

5.1. Describe changes needed in the organizational structure of the school to support the new, modified and expanded courses/programs within the school.
CAMPUS EDUCATIONAL PLAN

Section I. Campus Profile

1. Campus Mission
   Provide brief description of mission and function of the campus (use program review statement)

2. Current Programs/Services and Status
   Provide list of programs and services provided by Campus (use program review or other documents)

Section II. Context for the Future

1. Issues and Opportunities
   Use information from the CCSF Environmental Scan; Listening Session Report; and other documents including program reviews.

2. New Directions
   Use CCSF Strategic Plan; Listening Session Report; CCSF Environmental Scan; CSCF Enrollment Reports; other documents including program reviews.

Section III. Objectives and Activities

1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates
   1.1. List current associate degree credit programs offered by campus (use CCSF catalog)
   1.2. List current certificate programs offered by campus (use CCSF catalog/Office of Vocational Education List)

2. To offer new credit program options with increased enrollment results
   2.1. List proposed new program(s) for campus and provide a brief description of the program (use program review if appropriate).

3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates
   3.1. List current certificate non-credit programs offered by campus (use CCSF catalog/Office of Vocational Education List)
   3.2. List academic preparation non-credit courses offered by campus (use CCSF catalog/other documents)

4. To offer new non-credit program options with increased enrollment results
   4.1. List proposed new program(s) for campus and provide a brief description (use program review if appropriate).
5. To modify existing credit program options and courses
   5.1. List the credit programs and/or courses that each department plans within the
campus to modify and how the department plans to reduce or eliminate other
courses if appropriate

6. To modify existing non-credit program options and courses
   6.1. List the non-credit programs and/or courses that each department within the
campus plans to modify and how the department plans to reduce or eliminate
other courses if appropriate

7. To improve and provide coordination for student development services, including the
areas of admissions, placement testing, counseling, advising, and other student support
activities
   7.1. List the services needed to improve and provide coordination for new, modified
and expanded programs within the campus
   7.2. List the collaborations needed with other educational institutions, community-
based organizations, and/or industry to provide the support needed for new,
modified and expanded programs within the campus.

8. To provide administrative oversight for the school, including the areas of planning,
budgeting, hiring and supervising personnel, and general management and leadership
   8.1. List the needs for additional administrative staff for new and modified programs
and collaborations.

Section IV. Resource Implications

1. Student Development Resources
   1.1. List the type and scope of student services needed to serve the new, modified or
expanded programs within the school
   1.2. List the type and scope of student activities needed to serve the new, modified or
expanded programs within the school

2. Technological Resources
   2.1. List the staff needed to support new, expanded or modified courses/programs
within the school
   2.2. List the equipment needed to support new, expanded or modified
courses/programs with the school.

3. Facilities
   3.1. List the facilities that require remodeling to support the needs of new, modified
or expanded courses/programs
   3.2. List the new facilities that will need to be built to support the needs of new,
modified, or expanded courses/programs.

4. Faculty and Classified Staffing
   4.1. List the number and description of classified staff needed for new, modified and
expanded courses/programs within the campus.
4.2. List the number and description of faculty needed for new, modified and expanded courses /programs within the campus.

5. Organizational Structure
   1.3. Describe changes needed in the organizational structure of the campus to support the new, modified and expanded courses/programs within the campus.