CITY COLLEGE OF SAN FRANCISCO

Education Master Plan

CITY COLLEGE OF SAN FRANCISCO BOARD OF TRUSTEES

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## Section VI: Library Technology Plan

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<td>Library Technology Plan</td>
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Section I: Collegewide Initiatives
Introduction

The Education Master Plan contains long-term education plans for the student development and academic affairs divisions of the college; the college’s technology plan is also included here. The Education Master Plan is a compilation of the plans of each educational unit within the college, and serves as one of the pillars of the college’s planning and budgeting system. The Education Master Plan provides detailed directions for the College’s educational activities for next three to five years. Along with the College’s Strategic Plan, it is one of the principal sources for college planners to consult when building the annual institutional plan.

This is the second edition of the Education Master Plan. The first edition of the plan was disseminated to the college in March 2001. During the Fall 2002, college deans reviewed the plan with members of their departments and submitted updates and revisions which are contained herein.

The Plan contains six sections. Section I focuses on planning initiatives for the entire college; Section II has school-wide plans that details education plans for each department within the school. Section III contains nine campus-wide plans. The Student Development Master Plan is in Section IV. Section V is the college technology plan. Section VI contains the Library Technology Plan.

The format for this Education Master Plan has been upgraded providing for a status and comments section for each plan to make it easier to report modifications and updates each year.

Coordination for the Education Master Plan comes from the Office of Research, Planning and Grants. Any questions should be directed to Dr. Robert Gabriner, Dean, Research, Planning and Grants at 415-239-3014 or rgabrine@ccsf.edu
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 addresses to the faculty and staff during the academic years 2001/2 and 2002/3.

Based upon these 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.

<table>
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<th>Objectives and Activities</th>
<th>Comments/Status</th>
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<tr>
<td>1.1. Expand the number of sections of credit classes in subject areas where demand is greater than supply;</td>
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<td>1.2. Expand the capacity of the academic support programs throughout the college.</td>
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<td>1.3. Explore establishment of additional collaborations among departments to promote links between college level and developmental programs;</td>
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<td>1.4. Explore the establishment of linkages between credit and non-credit remedial programs;</td>
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<tr>
<td>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;</td>
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<tr>
<td>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.</td>
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</table>
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.

   2.1 Develop an associate transfer degree to address new requirements from the CSU and UC systems;
   2.2 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;
   2.3 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 students in assessment planning groups.

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**February 2003**
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. |
| 4.5 | Expand access to information resources, library instructional services and information competency instruction for the distance learning community, faculty and students on campuses without a physical library and those who access the library remotely. |
| 4.6 | Expand opportunities for faculty to infuse multicultural perspectives into the curriculum. |

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.

<p>| 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... |</p>
<table>
<thead>
<tr>
<th></th>
<th>Education planning system; a computerized testing center; a “smart-card” student ID system; a web-based student information database for students to access their student records.</th>
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<tr>
<td>5.4</td>
<td>Expand opportunities for staff development in the use of diverse technologies to promote teaching excellence and higher level of student learning.</td>
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<tr>
<td>5.6</td>
<td>Expand, where feasible, interactive television classrooms to enlarge student access to core college courses.</td>
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<tr>
<td>5.7</td>
<td>Expand technical support within the College to ensure continuous access to technology-supported programs.</td>
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</table>
Section II: School Plans
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, Culinary Arts and Hospitality Studies, Environmental Horticulture and Retail Floristry, Fashion, Labor Studies, the Apprenticeship Programs, the Office of Vocational Education, CACT – Center for Applied Competitive Technology, Career Link at the San Francisco One Stop, MUNI Career Ladder Training Program, Advanced Transportation Technology 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. Due to the current budget shortfall, the District will no longer be able to offer the Basic Academy course. A proposal to grant advanced standing to successful Academy graduates is being developed. Advanced Officer Courses may be offered through the Office of Continuing Education. The Fire Science Program reaffiliated with the San Francisco Fire Department in January 2001 and is offering Basic Fire Academy, a 7-unit course. A similar advanced standing proposal will be developed for the Fire Department. 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 were approximately 550 a year. In the future, the District hopes to discuss the development of regional training centers with both the Police and Fire Departments.
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 serves 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. Construction on new shop classrooms began in December 2002 and should be completed by June 2003.

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. As a result of these discussions, the Consumer Arts and Sciences Department and the Fashion Merchandising Program merged and became the Fashion Department in Fall 2002.

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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.

These two programs merged to become the Culinary Arts and Hospitality Studies Department.

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.

CACT – Center for Applied Competitive Technology is a grant funded economic development initiative serving manufacturing businesses and the community. The Office of Workforce and Economic Development administers this project. Customized training is provided on demand to employers to upgrade the skills of 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

*February 2003*
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

<table>
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<tr>
<th>1. To continue maintenance of effort for credit and non-credit academic programs at all campuses and sites</th>
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<tbody>
<tr>
<td>■ The Consumer Arts and Sciences Department offers credit and non-credit classes that currently are not a part of a degree or certificate program</td>
</tr>
<tr>
<td>■ Degrees are granted in:</td>
</tr>
<tr>
<td>1. Administration of Justice</td>
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<tr>
<td>2. Fire Science Technology</td>
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<tr>
<td>3. Aircraft-Maintenance Technology</td>
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<tr>
<td>4. Automotive Body &amp; Fender Repair (under revision)</td>
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<tr>
<td>5. Automotive Mechanics (under revision)</td>
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<tr>
<td>6. Commercial Cut-Flower &amp; Greenhouse Production</td>
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<tr>
<td>7. Culinary Arts and Hospitality Studies</td>
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<tr>
<td>8. Fashion Merchandising</td>
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<tr>
<td>9. Floristry</td>
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<tr>
<td>10. Landscape Gardening and Landscape Contracting</td>
</tr>
<tr>
<td>11. Nursery &amp; Garden-Center Operation</td>
</tr>
<tr>
<td>12. Hotel and Restaurant Operation (renamed, see above)</td>
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<tr>
<td>13. Labor Studies</td>
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<tr>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>The Consumer Arts and Sciences Department merged with the Fashion Merchandising Program into the Fashion Department effective Fall 2002. A Degree in Fashion Merchandising is offered to credit students. Hotel and Restaurant Department is now the Culinary Arts and Hospitality Studies Department. Merged with the Non-Credit Hospitality Studies Department in Fall 2002. Automotive Department is completing Phases II and III of DACUM and reviewing revised curriculum. Labor Studies is reviewing curriculum using Program Review process.</td>
</tr>
</tbody>
</table>
Credit Certificates are granted in:
1. Fire Officer
2. Fire Protection
3. Forensic Identification
4. Aircraft Power-Plant Maintenance Technology
5. Airframe-Maintenance Technology
6. Avionics-Maintenance Technology
7. Automotive Metal Repair (under revision)
8. Automotive Mechanics (under revision)
9. Commercial Cut-Flower Greenhouse Production
10. Landscape Construction
11. Landscape Design
12. Landscape Maintenance
13. Nursery Operations
14. Labor Studies
15. Administration of Justice
16. Fashion Merchandising
17. Image Consulting
18. Apparel Design
19. Culinary Arts
20. Food Service Management
21. Hotel Management

Non-Credit Certificates are granted in:
1. Hospitality Careers changed to
2. Labor Studies
3. Building Operation – Maintenance and Repair (under revision)
4. Construction Trades  
5. Custodial  
6. Electronics Technician – Radio, TV, VCR Repair  
7. Culinary and Service Skills Training

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<tr>
<th>2. <strong>To develop and offer new credit program options with increased enrollment results</strong></th>
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<tr>
<td>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</td>
</tr>
<tr>
<td>Administration of Justice Department has developed curriculum for SFPD’s Advanced Officer Training Program</td>
</tr>
<tr>
<td>Administration of Justice Department is looking to develop courses and programs in Emergency Communications/911, and Probation</td>
</tr>
<tr>
<td>Fire Science Department has an affiliation with SFFD Academy, including Paramedic Training through School of Health – possible locations Treasure Island and the Presidio</td>
</tr>
<tr>
<td>Consumer Arts and Sciences Department meeting is with Garment 2000 and Fashion Merchandising from the School of Business to discuss collaboration on production certificate</td>
</tr>
<tr>
<td>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</td>
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<tr>
<th>3. <strong>To develop and offer new non-credit programs</strong></th>
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<tr>
<td>First phase of DACUM process completed for Construction Training</td>
</tr>
<tr>
<td>Continue to develop appropriate curriculum based upon DACUM process and demonstrated industry employment needs</td>
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</tbody>
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and demonstrated industry employment needs

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<tr>
<th>4. <strong>To modify or enhance existing credit and non-credit program options and courses</strong></th>
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<tr>
<td>■ Automotive used DACUM in May 1999, new and revised courses are being piloted in Spring 2001</td>
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<tr>
<td>■ Construction Training DACUM – first phase completed in July 2000</td>
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<tr>
<td>■ DACUM will be used in the development of curriculum for Transit, Emergency Communications/911, and Probation</td>
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<tr>
<th>5. <strong>Special initiative for the improvement of programs</strong></th>
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<tr>
<td>■ CCSF DACUM facilitators have been trained (Developing A Curriculum)</td>
</tr>
<tr>
<td>■ California Resource Center for Occupational Program Design and Evaluation established by the Office of Vocational Education to provide DACUM facilitation</td>
</tr>
<tr>
<td>■ Advanced Transportation Partnerships being developed</td>
</tr>
<tr>
<td>■ VTEA funds for program improvement – Four Year Plan submitted to the State Chancellor’s Office on 10/31/00</td>
</tr>
<tr>
<td>■ Building and Maritime Construction Contract from DHS and MOCID to expand offerings and improve teaching facility at the Evans Campus</td>
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Other CCSF Departments and community college programs have used DACUM Facilitators and CRC.
MUNI has funded Career Ladder, Train the Trainer Certificate and Employee Programs.
Evans Campus in under construction for retrofit and remodel of shop classrooms. New courses in Blueprint Reading, Electrical Applications and Code, Plumbing Applications and Code, and Contractor Licensing have been developed and are being offered.
2003/04 is last year of VTEA Four Year Plan
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

   Continuing to look for ways to develop and fund Director of Transit Academy position

**Section IV. Resource Implications**

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<td>Section IV. Resource Implications</td>
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<table>
<thead>
<tr>
<th>1. <strong>Student Development Resources</strong></th>
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<tbody>
<tr>
<td>- Non-credit career education counseling services</td>
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<tr>
<td>- Coordinator for Trades Skills</td>
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<tr>
<td>- Advisor for Trade Skills</td>
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<tr>
<td>- Job Development and Placement</td>
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   Continuing to work with Student Development Departments to meet campus needs.

2. **Technological Resources**

   - New equipment based upon results of DACUM

   Automotive Department has developed a series of Motorcycle/Engine Repair courses. Hoping to access Block Grant funds to purchase equipment.

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 –

   Re-evaluating need for HIS Program

   Construction at Evans Campus started December 2002.

   Foodservice provided at Ocean Campus in Summer using students enrolled in Culinary & Service Skills Training Program.

   Downtown upgrades to begin April 2003.

   CAHS faculty has entered into discussions regarding upgrading facility at Ocean Avenue Campus.

February 2003
<table>
<thead>
<tr>
<th>health and safety issue</th>
<th>Fence installed at EH/RF site. New Greenhouse and beds needed. Proposals submitted for Block Grant and State Equipment funds. Some repairs made to Engine Cleaning vents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Install vent from Engine Cleaning Machines in Auto Shop at Evans Campus – health and safety issue</td>
<td></td>
</tr>
</tbody>
</table>

### 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

Meetings with various School Deans, Dean of Research Planning and Grants, Contract Education and Coordinators of Economic Development projects conducted to coordinate efforts, share resources and work more efficiently with business, labor, community groups and
public agencies. Chancellor is a member of the Workforce Investment Board (WIB) and serves on their Executive Committee. Other CCSF Administrators serve on WIB One Stop, Employer Services, Program Resources/Research and Evaluation Committees.
SCHOOL OF BUSINESS
EDUCATION MASTER PLAN

Section I. School Profile

1. School Mission

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

The School of Business offers the following credit programs:

- Accounting
- Microcomputer Accounting
- 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 noncredit programs:

- Computerized Accounting
- Construction Administrative Assistant
- Microcomputer Business Applications
- Clerical Assistant
- Administrative Assistant
- 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 noncredit 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.

February 2003

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Section II. Context for the Future

1. Issues and Opportunities

Changing technology and new delivery systems demand new ways of doing business, new ideas about the value of work, and new challenges of the School for Business. The School of Business must offer programs and courses that address the educational needs of 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. The new degree program will complement the other programs within the School of Business 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 an initiative to revitalize the southeast small business community, the Small Business Development Center, in cooperation with the School of Business’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 (Implemented Spring Semester 2001).

2. New Directions

- Develop 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 (Ongoing)
- Increase the number of e-commerce-related courses, design a new E-commerce Certificate (Under review)
- Develop a multimedia course integrating video, sound, and animation in business presentation (Under development)
- Develop partnerships with Bay Area high-tech companies
- Work with the Small Business Development Center
- Work with the Real Estate Education Center (Grant awarded Spring 2002)
- Increase the number of distance learning and online courses
- Extend course offerings to include Friday evening, Saturday, and Sunday (Implemented)
- Create new ways to market the School of Business (Ongoing)
- Continue to update computer classrooms and labs with appropriate equipment software and technical support

February 2003
## Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. List current associate degree credit programs offered by departments within school</td>
</tr>
<tr>
<td>The School of Business offers the following degree applicable programs:</td>
</tr>
<tr>
<td>- Accounting</td>
</tr>
<tr>
<td>- Finance</td>
</tr>
<tr>
<td>- International Business</td>
</tr>
<tr>
<td>- Marketing</td>
</tr>
<tr>
<td>- Office Information Processing</td>
</tr>
<tr>
<td>- Paralegal/Legal Studies</td>
</tr>
<tr>
<td>- Real Estate</td>
</tr>
<tr>
<td>- Supervision and Management</td>
</tr>
<tr>
<td>- Travel and Tourism</td>
</tr>
<tr>
<td>1.2 List current certificate programs offered by departments with school (use CCSF catalog/Office of Vocational Education List).</td>
</tr>
<tr>
<td>The School of Business offers the following credit certificate programs:</td>
</tr>
<tr>
<td>- Accounting</td>
</tr>
<tr>
<td>- Finance</td>
</tr>
<tr>
<td>- International Business</td>
</tr>
<tr>
<td>- Marketing</td>
</tr>
<tr>
<td>- Microcomputer Applications</td>
</tr>
</tbody>
</table>
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 List current certificate noncredit programs offered by departments with school.

- Computerized Accounting
- Construction Administrative Assistant
- Microcomputer Business Applications
- Clerical Assistant
- Small Business
- Supervision and Management
- Administrative Assistant

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSP</td>
<td>9241 Intro to Computers/ABE</td>
</tr>
<tr>
<td>COMP</td>
<td>9245 Computer—Introduction to PC’s</td>
</tr>
<tr>
<td></td>
<td>9867 Spreadsheets Level 1</td>
</tr>
<tr>
<td></td>
<td>9868 Computer Lab Orientation</td>
</tr>
<tr>
<td></td>
<td>9888 Spreadsheets Level 3</td>
</tr>
<tr>
<td></td>
<td>9894 Databases Level 1</td>
</tr>
</tbody>
</table>
3. To develop and offer new credit program options with increased enrollment results

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. Preparing application for ABA approval.
- On-line courses

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

- E-Commerce Certificate: This certificate includes classes in Designing Web Pages, Using Multimedia Tools in Web Design,
| Researchers:  |
| Retail Management Certificate |

| Implemented: 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. |

<table>
<thead>
<tr>
<th>4. To develop and offer new noncredit programs with increased enrollment results.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 List proposed new program(s) for Phelan Campus.</strong></td>
</tr>
<tr>
<td>No noncredit classes at the Phelan Campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4.2 List proposed new program(s) for other campuses.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MOUS (Microsoft Office User Specialist) Certification: Specialists will demonstrate in-depth knowledge of at least one Office 2000 application (Access, Excel and Word).</td>
</tr>
</tbody>
</table>

| Implemented Spring 2003, Downtown Campus |
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 noncredit courses that are not used for certificate 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
Continue to work with the San Francisco 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 fulltime support person for the business department (with addition of ABA requirements) Implemented

<table>
<thead>
<tr>
<th>Section IV. Resource Implications</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 List the type and scope of student services needed to serve the new modified or expanded programs within the school.</strong></td>
<td></td>
</tr>
<tr>
<td>- Provide academic counseling and other support services for students who are enrolled in business classes, including high school students</td>
<td>Ongoing</td>
</tr>
<tr>
<td>- Schedule more career-oriented presentations, e.g., CDPC</td>
<td>Ongoing</td>
</tr>
<tr>
<td>- Station student lab aides at campus sites to support job development and placement</td>
<td>Ongoing</td>
</tr>
<tr>
<td>- Create job web site and bulletin board</td>
<td>Implemented</td>
</tr>
<tr>
<td><strong>1.2 List the type and scope of student activities needed to serve the new modified or expanded programs within the school.</strong></td>
<td></td>
</tr>
<tr>
<td>- Field trips</td>
<td></td>
</tr>
<tr>
<td>- Guest lecturers</td>
<td></td>
</tr>
<tr>
<td>- Student internships in industry</td>
<td></td>
</tr>
<tr>
<td>- Open labs all day and evenings (coordinate with ITS)</td>
<td></td>
</tr>
<tr>
<td>- Students Clubs (i.e., Accounting Club)</td>
<td></td>
</tr>
</tbody>
</table>

| **2. Technological Resources** |                  |
| **2.1 List the staff needed to support new expanded or modified courses/programs within the school.** |                  |

February 2003
### 2.2 Support staff from ITS to maintain computer labs at all campuses. 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 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.**

- Instructional Aides (3598) needed at campuses that offer noncredit business courses
- Need for part-time clerical staff for noncredit site coordinators for Job Development Group

**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.
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SCHOOL OF HEALTH & PE
EDUCATION MASTER PLAN

Section I. School Profile

1. School of Health and PE Mission

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

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

- To provide continuing education and other short-term programs that address current community health concerns and other issues that can be addressed through health education courses.

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

2. Current Departments

- Consumer Education
- Dental Assisting
- Diagnostic Medical Imaging
- Health Care Technology
- Health Science
- Nursing, Registered
- Nursing, Vocational
- Physical Education and Dance
- 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 and other health care personnel will be needed, 25,000 in California alone. The demand for health care professionals grows. This, along with an economic downturn in others sectors of the economy, has resulted in an increased enrollment in most School of Health and PE classes and programs. Nursing and other health care jobs continue to be a good career choice.
particularly since the industry began an increased outreach for gender equity. One of the challenges facing the School of Health & PE is to continue to attract students to its programs. To do so it is imperative that our programs remain current with the industry, maintain appropriate equipment to meet industry standards, and provide realistic externship experiences. The high cost of housing in the Bay Area continues to be a deterrent to attracting students.

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 currently available to purchase new equipment, with the cut back in VTEA funds, they are not sufficient to purchase state-of-the-art training tools such as computerized mannequins that simulate actual medical conditions. Current funding provides for basic equipment needs, but remain insufficient for necessary supplies and maintenance.

Instructors in vocational programs must stay current with changing technologies and also find the time for staff development opportunities to do so. In the past CCSF staff development activities were supportive of activities to upgrade vocationally specific skills. Since new technologies require additional specialized training, cuts in staff development funding and resources remain problematic. Therefore, it is imperative to explore partnerships with health care institutions and technology corporations. Additionally, time must be given and support/instructional staff provided to allow faculty the opportunity to attend outside workshops, conferences, equipment demonstrations, etc.

The health care industry remains in transition phase 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 and is offering it in three languages (English, Chinese and Spanish) with a fourth (Russian) undergoing translation. 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 and retain faculty and students into health care programs. To recruit them 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 skills and cross train incumbent workers and foreign trained individuals. The education of these workers is an opportunity for the School of Health & PE to recruit a new student population. To attract these groups 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.

To attract current health care employees into classes and programs to upgrade their existing skills, classes are offered in creative scheduling patterns to maximize opportunities. Classes
are held in employer sites after regular work hours, on weekends and for a short-term duration.

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.

The purpose of the Welcome Back Center, which is now in its second year of operation, is to assist international health care graduates’ transition into health care jobs. Immigrants with health care backgrounds in the San Francisco Bay Area have difficulty finding employment in their respective fields. Welcome Back assesses and evaluates the status of a candidates skills and background qualifications with the intent of determining which health pathway is most appropriate. Welcome Back recognizes the need for and encourage the development of fast-track programs for Welcome Back students. Upon completion of the process, the student has the opportunity to be placed in the health care field offering the greatest potential for success.

Continue to work with SFUSD on the development of health pathways from high school to community college to state universities. The goal of the Health Science Pathway is to provide students with an opportunity to explore health care careers pursuant to a course of study and to participate in activities that challenge and engage them while helping them to attain valuable and transferable skills. The Pathway links quality academic programs with workplace experience and college course-work to increase students’ motivation and overall high school academic improvement. Students who complete the core academic program may enroll in career-specific courses at CCSF while in high school. Classes are offered at high school sites and CCSF campuses. The A&R process for enrolling high school students has been greatly improved this semester with A&R’s cooperation and understanding of the complexities inherent in dealing with the completion and submission of paperwork that the high schools require.

The relationship between the CCSF and San Francisco State University needs to be strengthened so that program articulation is seamless between the two institutions. The model in the Community Health Work Project should be expanded to other cooperative endeavors. The ultimate goal is a 2 + 2 + 2 pathway in a variety of the health care programs. We continue to seek current and create new partnerships within the health care industry, such as Kaiser, DHS, DPH, JVS, 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 are able to utilize the fitness equipment and access information on nutrition, fitness, diet, disease prevention, and healthy living. Each of the School of Health & PE 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”.
**SCHOOL OF HEALTH & PE EDUCATION MASTER PLAN**

### Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Current Associate Degree Credit Programs</strong></td>
</tr>
<tr>
<td>- Dental Assisting (Award of Achievement)</td>
</tr>
<tr>
<td>- Diagnostic Medical Imaging (Award of Achievement)</td>
</tr>
<tr>
<td>- Health Care Technology (Award of Achievement)</td>
</tr>
<tr>
<td>- Nursing, Registered (Award of Achievement)</td>
</tr>
<tr>
<td>- Nursing, Vocational (Award of Achievement)</td>
</tr>
<tr>
<td>- Radiology, Oncology (Award of Achievement)</td>
</tr>
<tr>
<td><strong>1.2 Current Certificate Programs (Credit)</strong></td>
</tr>
<tr>
<td>- Consumer Education</td>
</tr>
<tr>
<td>1. Nutrition Assistant</td>
</tr>
<tr>
<td>- Dance</td>
</tr>
<tr>
<td>- Dental Assisting</td>
</tr>
<tr>
<td>- Health Care Technology</td>
</tr>
<tr>
<td>1. CVT/Echocardiography Technician</td>
</tr>
<tr>
<td>2. CPR, First Aid, Automatic External Defibrillator</td>
</tr>
<tr>
<td>3. EKG Technician I &amp; II</td>
</tr>
<tr>
<td>4. Emergency Medical Technician</td>
</tr>
<tr>
<td>5. Health Information Clerk I</td>
</tr>
<tr>
<td>6. Health Information Coding Specialist</td>
</tr>
<tr>
<td>7. Health Information Technology</td>
</tr>
<tr>
<td>8. Medical Administrative Assisting</td>
</tr>
<tr>
<td>9. Medical Biller</td>
</tr>
</tbody>
</table>

**Comments/Status**
10. Medical Office Assisting  
11. Medical Receptionist  
12. Medical Transcription  
13. Paramedic  
14. Pharmacy Technician  
15. Phlebotomist  

- Health Science  
  1. Community Health Worker  
  2. HIV/STD Prevention Educator  
  3. Drug & Alcohol Studies  
  4. Health Care Interpreter Program  
  5. CPR, Safety and First Aid  

- Nursing, Vocational  
  1. Certified Nurse Assistant/ Home Health Aide  
  2. 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)**  

- Health Care Technology  
  1. Unit Coordinator (Hospital)/Ward Clerk  
  2. Skills for Home Care Providers  
  3. CPR, First Aid, Automatic External Defibrillator  

- Nursing, Vocational  
  1.1 Geriatric Home Aide (Although listed in the catalog, it is not offered.)
2.2 Non-credit courses not used for certificate or degree programs  
Consumer Education – Nutrition

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

3.1 New programs

- 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.

- Fitness Instruction Certificate

With the completion of the Fitness/Wellness Center, CCSF now has 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 with other departments within the School of Health and PE. The PE Department would take the lead on this program. Further research and a market survey are needed.

- Dance Certificate

The PE Department has developed a new dance certificate program. Once the gym is restored at the John Adams Campus, the certificate courses...
will be offered 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
- 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
- Geriatric Home Aide
- Home Care Providers Program
- Psychiatric Technician

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.

Presently, the Home Care Providers Program is offered at the John Adams, Chinatown, and Phelan Campuses. 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 try and serve the Spanish speaking population. The major obstacle thus far has been finding the appropriate Spanish-speaking instructor. 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 made inquiries about starting up such a program. There have been some tentative discussions, but again, more analysis is needed before proceeding.

<table>
<thead>
<tr>
<th>5. To modify or enhance existing credit and non-credit program options and courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

- **Health Science**
  1. 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.

- **Physical Education**
  1. 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 and dance concerts. This could be done with the assistance of the cable TV channel.

- **Radiology Technology**
  1. 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 professional development for the Rad Tech 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.

- Consumer Education, Health Care Technology and Health Science are only the 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, studies planned by the department and/or school to improve specific programs

- 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

- Health Care Technology wants to continue and strengthen its partnerships with the SF Fire Department 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 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.

February 2003
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.

- 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 needs to happen for all vocational health programs. This bridge would expand articulation with SFSU departments and increase dual enrollments and teacher exchanges.

- 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 or GED, then they can enroll in CCSF health care programs. 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.

- It isn’t necessarily administrative staff that is needed to assist in creating new and modified programs and collaborations. A good management assistant would be useful.
### Section IV. Resource Implications

<table>
<thead>
<tr>
<th>1. Student Development Resources</th>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>1.1 List the type and scope of student services needed to serve the new, modified or expanded programs with the school</td>
<td></td>
</tr>
<tr>
<td>- Counseling Services: It would be very helpful to have counselors who are knowledgeable about health care programs that students could rely on for correct information.</td>
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</tr>
<tr>
<td>- Student Health Services: Students enrolled in health care programs often need physicals before working in a clinical site. They also often require different immunizations. 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.</td>
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<tr>
<th>2. Technological Resources</th>
<th>Comments/Status</th>
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</thead>
<tbody>
<tr>
<td>2.1 List the staff needed to support new, expanded or modified courses/programs within the school</td>
<td></td>
</tr>
<tr>
<td>- Assistance will be needed to help various departments in the School of Health &amp; PE to develop and manage on-line courses. What is now holding back departments back now is the lack of expertise to author and teach an on-line class.</td>
<td></td>
</tr>
<tr>
<td>- Additional staff will be needed to help put some of the PE classes on television.</td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
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</table>

<table>
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<tr>
<th>3. Facilities</th>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>3.1 List the facilities that require remodeling to support the needs</td>
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</table>
of new, modified or expanded courses/programs.

- The Vocational Nursing facilities are in dire need of remodeling. The labs are antiquated and need to represent modern hospital facilities.
- 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.**
- New PE facilities are needed to accommodate new programs and classes. The present facility is old and too small.

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**
- A TIA for the Fitness Center. Once these are filled there is no immediate need to hire more full-time classified help.
- 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**
- 1 full-time Physical Therapy Assistant instructor
- 1 full-time Dance instructor
- 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

- No changes in the organizational structure are required to accomplish these goals and objectives at present.
SCHOOL OF INTERNATIONAL EDUCATION AND ESL
EDUCATION MASTER PLAN

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 22,000 students offers a credit academic program as well as a large noncredit program. Most credit courses are offered at the Ocean Campus, with some sections offered at the Downtown and Mission Campuses. Current offerings include:

- 8 non-degree applicable courses
- 8 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 130, 140, 150, 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:

- 19 general ESL courses
- 25 vocational ESL courses
- 28 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

February 2003
There is a one-year financial aid eligible noncredit certificate program offered jointly by the Business Department at the 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 17.5-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 is approved to administer the Institutional TOEFL test.

- **Credit International Student Program**
  The International Student Program serves over 1,300 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.

  The Study Abroad Program offers the following academic opportunities.
  
  Winter 2002: Cuba
  Spring 2003: Paris
  Fall 2003: Florence
  Summer 2003: China
  Oaxaca
  Italy
  Cuba
  Winter 2003: Vietnam
  Fall 2003: Paris
  Winter 2003: Cuba
  Spring 2004: Paris
  Summer 2004: Florence

  February 2003
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. Finding adequate classroom space is also an issue for some communities.

Institute for International Students
The Institute is a self-sustaining program. 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 $4 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
- Revise 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

*February 2003*
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
- Provide full time International Student Support Services 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 (i.e., 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

February 2003
### Section III. Objectives and Activities

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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**

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**

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
  - Winter 2002 - Cuba, Summer 2003-Cuba, Spring 2003 - Spain

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February 2003
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

**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)
- Provide International Student Support Services Coordinator

**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

February 2003
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**

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### 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**
- 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
  - providing information to students electronically and in writing
- Providing full time support services coordinator
- Increase publicity/recruitment

**Study Abroad**
- Increase classroom visits and other promotional activities

February 2003
- 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
   - Plan for needed upgrade of lab computers

   **Credit International Students**
   - Plan for more information on the web for students
   - Plan for use of email as a regular form of communication with students

4. **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
   - 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

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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 turn over
- 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 student workers be supported by the college general fund.
- Request more advisors for program
- 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.
- Make information more readily accessible to all students
- Support from ITS to improve and update web page
- 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 LIBERAL ARTS
EDUCATION MASTER 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, 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 14,480 students, unduplicated count for fall, 2001. 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 2,418, unduplicated count for fall, 2001. 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
Older Adults
Photography
Journalism
Music
Theatre Arts

Note: Currently Broadcast Media Services and educational television (EATV27) 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 are addressed in the District Educational Technology Plan.

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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, 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 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

February 2003

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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 the 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 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. 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.
## SCHOOL OF LIBERAL ARTS EDUCATION MASTER PLAN

### Section III. Objectives and Activities

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### 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. With the adoption of the discipline major option in the fall of 2002, many of the departments in the School are planning to develop specific discipline majors as well as convert existing Awards of Achievement into discipline majors. The following departments currently offer an Award of Achievement for completion of a prescribed program of courses: Broadcast Electronic Media Arts, Journalism, Graphic Communications, Photography, Film Production.

### 2. Current Credit Certificate Programs.


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

#### 3.1 New credit programs and courses for Phelan Campus

- Individual Departments will develop courses in the following areas:
  1. **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).
  2. **Broadcast Electronic Media Arts (BEMA)**: Television Graphics, Sound for Video.
  3. **BEMA & Film**: Advanced Digital Post-Production.

- Completed
- Completed
- Completed

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*February 2003*

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4. **Film**: Digital-based production and post-production courses. Additional film history and literature (including a Film Appreciation) and screenwriting.

5. **Graphic Communications**: Production issues in new media.

6. **Journalism**: Journalism in new media (e.g., online content development, Web-based journalism and magazine editing and publishing)

7. **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.

8. **Photography**: Photography for the Enthusiast one-unit workshop courses.

Departments will collaborate in the development of the following courses and programs:

1. Art, Film, Graphic Communications, Multimedia, and Theatre Arts: Animation.  
   Completed

2. Art and Graphic Communications: Illustration.  
   Completed

3. BEMA and Journalism: Broadcast Journalism.

4. Graphic Communications, Photography, Art, Film, and Architecture: Interdisciplinary Design.  
   Completed


6. 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.  
   Completed
Music will assess the demand for, and initiate development of, a commercial music program.

### 3.2 New credit programs and courses for other campuses

- Each of the departments within the School will assess the potential for online instruction in their respective disciplines and, if warranted, develop online courses.
- Art will offer art history courses at Fort Mason.
- 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, media studies courses at the LGBT Center, and digital audio and video at Downtown.
- Graphic Communications will develop an advanced digital printing program.
- Journalism will offer evening and weekend classes at the Castro/Valencia campus and LGBT Community Center.
- 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.

<table>
<thead>
<tr>
<th>15 online courses developed and offered.</th>
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<table>
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<th>Completed</th>
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<td>Completed</td>
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</table>

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

#### 4.1 New non-credit programs and courses for Phelan Campus

- 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

- Older Adults will assess the need for and, if warranted, develop additional courses in the following areas: Medical Options; Latino/a culture; computer literacy, computers and the arts; and web use for...
culture; computer literacy, computers and the arts, and web use for seniors in cooperation with the Business Department; seniors’ social services; issues for gay and lesbian seniors (non-credit).

- Older Adults will explore offering courses at new sites to serve seniors in different areas and to get more access to computer labs. Older adults will work with UCSF on collaborative programs and grant options related to seniors activities classes and programs to train older adults physical activities trainers.

<table>
<thead>
<tr>
<th>5. To modify or enhance existing credit and non-credit program options and courses.</th>
</tr>
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<tbody>
<tr>
<td>5.1 Credit programs and courses to be modified by departments.</td>
</tr>
<tr>
<td>The following departments will establish new degree and/or certificate options:</td>
</tr>
<tr>
<td>1. 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 Associate degree major requirement with the lower division requirements for majors at four-year institutions.</td>
</tr>
<tr>
<td>2. Foreign Languages: Explore and, if warranted, develop a Certificate of Completion for students completing coursework beyond level 2 of each language.</td>
</tr>
<tr>
<td>3. Graphic Communications will work with the Art Department to establish a certificate program in illustration.</td>
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<tr>
<td>5. 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.</td>
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6. **Music**: Explore, and if warranted, develop certificates in music industry areas.

7. **Photography**: Major in Photography; new skills cluster certificates.

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

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

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

2. **BEMA**: Develop majors in digital radio, broadcast journalism, video production and editing, recording arts, and sound design.

3. **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.

4. **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 in each course.

5. **Foreign Language**: (a.) Increase offerings of high demand courses, especially Chinese and Spanish at Phelan, Castro/Valencia, Downtown, and other appropriate sites; (b.) Schedule advanced courses to assure students access to sequential classes while maximizing potential enrollment; (c.) explore the development of program that would give students college credit for previous language studies when students complete more advanced courses at CCSF.

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

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

8. **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.

- 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.

French pilot in progress.
Theatre Arts will explore and, if warranted, develop collaborations with Multimedia (Interdisciplinary Studies) in multimedia performance, BEMA and Film in acting for the camera, and continue its collaborations with Music in Musical Theatre.

Theatre Arts will develop playwriting performance workshop class.

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

Journalism will review and revise the unit load for its courses. Online versions of The Guardsman and etc. magazine will be developed and the use of computer technology expanded.

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

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.

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.

- Art, BEMA, Film, and Graphic Communications plan to develop a student tracking system to assess program effectiveness and create an alumni database.

- 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.

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

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

- The Older Adults Department will need the assistance of the Office Research, Planning, and Grants in determining 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.

- Photography will work with Graphic Communications to redesign photo lab manual.

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

- 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.

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

- The English Department will continue its collaboration with SFSU to offer elective(s) that will fulfill English major requirement(s) at SFSU. The Department will develop a pilot teaching intern program to promote diversity and cultivate talented instructors from local four-year institutions.

- 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).

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

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

- 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.

- 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.

- 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. Develop Media Career Day” and Brown Bag Lecture Series.”

- 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.

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

- 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.

- 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;

- The Diego Rivera Education Project will continue to place the multimedia kiosk and resource materials in locations around the Bay Area and nationally to promote an awareness of the Mural, the
cultural and artistic 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 devote more attention to more
complex issues, improved effectiveness, and program development for the
School and Campus.

<table>
<thead>
<tr>
<th>Section IV. Resource Implications</th>
<th>Comments/Status</th>
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<tr>
<td>1. Student Development Resources</td>
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<tr>
<td>1.1 Student services needed to serve new, modified, or expanded programs.</td>
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<tr>
<td>■ 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.</td>
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<tr>
<td>■ 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...</td>
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certificate completion; courses related to transfer major; progress through developmental English and Mathematics courses, etc.).

- 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.

- 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.

- 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.

- Departments will consider the use of student mentors and other collaborative learning strategies to promote retention and student success.

- 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.

- 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 departments 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.

- Vocational programs within the School will work with the Career Development and Placement Center to increase the opportunities students have for internships.
- 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.
- The Film Department will develop student film festivals and visiting filmmakers’ series.
- 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.
- 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.
- The Foreign Language Department will increase the use of the electronic classroom in the Language Center. The Department also will expand the online placement testing if funding is available.
## 2. Technological Resources

### 2.1 Staff needed to support new, expanded or modified courses/programs.

- 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.
- 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.

- The College Technology Master Plan should address, and funding resources be made available 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).
- 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.
- All full-time instructors should have computer access in their offices and strategies should be devised that provide part-time instructors access to computers.
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 has provided departments funds for new equipment in the past, maintenance and repair budgets are not adequate to maintain existing equipment, sometimes forcing departments to buy new equipment rather than repairing older equipment.

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.

- Existing space for the Film program needs remodeling to more adequately meet the need for studio, computer laboratory, and classroom space.
- The television studio used by BEMA, BMS, and EATV needs some remodeling to be fully functional.
- Existing space in the Graphic Communications department (V140, 143, and darkrooms) needs to be remodeled to provide additional lecture/studio space with adequate ventilation and other accommodations.
- 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.

February 2003
Two to three 30-station computer labs will be needed over the next three-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

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

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

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

The old bond Visual Arts remodeling projects need to be completed.

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

- New classroom, studio, and laboratory facilities are needed to replace the old, dilapidated, and inappropriate classroom space in bungalows.
- The Performing Arts Complex, with partial funding included in the recent bond initiative, 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.
- Two to three 30-station computer labs will be needed over the next three-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
A language lab is needed to support the extensive foreign language offerings at the Castro/Valencia Campus.

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

The development of the new Mission Campus should address the needs of the School programs that are in the current facility.

The Journalism laboratory will need additional space and computer laboratory access to develop new media Journalism courses. The program needs to be relocated from the current bungalow facilities into adequate classroom/laboratory space.

**4. Faculty and Classified Staff**

**4.1 New classified staff needed for new, expanded or modified courses/programs (other than computer technology support personnel described in IV, 2.1).**

- A management assistant is needed to support the School and Campus.
- The clerical support staff for appropriate departments' should be converted to year-round.
- The Art Department needs a f/t laboratory assistant to maintain equipment and safety in studios.

**4.2 New faculty needed for new, expanded or modified courses/programs.**
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.

Strong student demand for course offerings and the limited availability of part-time faculty justify at least one additional full-time Spanish and one additional full-time Japanese language faculty position in Foreign Languages. Currently there is also high demand for Italian. If this continues, an additional full-time faculty member should be added.

The Photography Department needs at least one additional faculty member 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.

The English Department will need increases in full- and part-time faculty to meet the demand for reading and composition courses.

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 efforts to respond to the rapidly increasing senior population.

The curatorial services needed to support the Art Department, City Gallery, the District 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.

Film needs to fill its vacant full-time position and add one new position to adequately meet student and program needs.

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.

- Consider moving supervision for non-instructional programs and services currently organized under the School to the appropriate area in the College's organizational structure. These include: EATV and Broadcast Media Services.
- Move Multimedia into the School of Liberal Arts to create a synergy with related arts and technology programs.
- 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.
- 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.
- 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.

| Completed | Completed |
Section One: School Profile

1. School Mission

- 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.
- To provide education and training to produce highly qualified, job-ready students for immediate placement in vocations.
- To provide continuing upgrading of skills for working adults.
- To provide general education options in the disciplines of science and mathematics.
- To provide life-long learning opportunities in science and mathematics.
- To constantly search for ways to improve the effectiveness of our teaching.

2. Special Issues and Opportunities

- Field experience for students in the conservation and restoration of the environment.
- Modular technical skills for employability.
- Bridge courses for transfer and employability.
- Introductory, pre-collegiate and skills upgrade courses at our-lying campuses.
- Workshops for high school teachers and students.
- Life-long learning courses and programs.
- Cutting-edge developments in research and industry.
- Close, productive relationships with industry partners.
- Internships and employment for students during and after their studies.
3. Current Programs/Services and Status

Architecture
  Transfer Program
  Certificate Programs:
    Architectural Interiors
    Architectural Technology
    Construction Management
    Design Firm Management
  General Education, Lifelong Learning and Skills Upgrade Courses

Astronomy
  Transfer Program
  General Education, Lifelong Learning and Skills Upgrade Courses

Biology
  Transfer Program
  Certificate Program: Biotechnology
  General Education, Lifelong Learning and Skills Upgrade Courses

Chemistry
  Transfer Program
  General Education, Lifelong Learning and Skills Upgrade Courses

Computer and Information Science
  Transfer Programs
  Certificate Programs
    Computer Programming
    Multimedia Programming
    Networking/Telecommunications
    Microcomputer User Support
    UNIX/Open Systems
  Industry Certificate Programs: Cisco, Oracle, Microsoft, A+, Network+, iNet
  General Education, Lifelong Learning and Skills Upgrade Courses

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

Engineering
  Transfer Programs
  Engineering
Engineering Technology (Mechanical Engineering Technology & Electronic Engineering Technology)
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
General Education, Lifelong Learning and Skills Upgrade Courses

Mathematics
Transfer Program
General Education, Lifelong Learning and Skills Upgrade Courses

Math Bridge

Physics
Transfer Program
General Education, Lifelong Learning and Skills Upgrade Courses
Section II. Context of the Future

1. Special Issues and Opportunities

- The armed forces have returned bases to the cities and counties in the Bay Area and Congress authorized the creation of the Golden Gate National Recreation Area. They created many wonderful learning and job opportunities in environmental conservation, restoration, and rehabilitation.

- The Bay Area is a hot bed for information technology and biotechnology. Most of our courses that are appropriate for people in these technical fields are regular semester long credit classes. The classes are too long and nonspecific for people in these fast paced professions. Modular courses might cater to the need of the technical people.

- Bridge structures that currently exist (Math Bridge and the NIH Bridge program) demonstrate ways to assist special populations to achieve greater success and transfer in science and mathematics.

- In the past, 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 can offer introductory courses, pre-collegiate courses and skills-upgrading courses at the other campuses. if we can develop a college-wide assessment of need (student demand) and if the courses can be placed at least initially in a special hold-harmless category (non-cancellation; over-and-above normal offerings), and if there is sufficient staff and equipment.

- City College should realize its potential in contributing to teacher preparation. An active partnership with SFUSD could have many facets.

- In the past, there has been an emphasis on transfer and employability in planning our curricula. While these should continue to receive attention, we should recognize that the population of San Francisco is a very educated population and that it is important that we provide lifelong learning opportunities.

- There are many new developments in research and industry that we should integrate into our curricula in order to adequately prepare students for transfer and employment.

- The pace of technological innovations has picked up in the last decade. In general, our faculty has lagged behind in pockets of special recent developments. Experts in biotechnology have demonstrated that some are willing to teach modules involving special skills at community colleges.

- Major opportunities are opening for our students in the form of internships and employment.

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

- Field experience for students in the conservation and restoration of the environment. Courses in these areas should be offered 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.

- 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.

- Bridge courses for transfer and employability. The methodology used in these programs (cohort learning, supplemental instruction) can be enhanced by starting selected bridge courses at the 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. (Bridge to Biotech will start Spring 2003)

- Introductory, pre-collegiate and skills upgrade courses at other 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, the potential is frequently difficult to realize as the result of limitation in staff, equipment and laboratory facilities. The following list indicates possible partners for Phelan programs:
  - Building Codes (Architecture): Downtown
  - Construction Management (Architecture): Evans
  - Computer Repair (Engineering and CIS): Southeast
  - Welding (Engineering): Evans
  - Environmental Science (Biology): John Adams

- Workshops for high school teachers and students. One of these would be summer-workshops in science and mathematics such as the biotechnology workshop in summer 2000. These workshops should be credit modules that count toward salary placement for the high school and elementary school teachers. Another proposal would 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. (AP classes in Biology, Chemistry and Environmental Science offered since Fall 2001.)

- 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.

- Cutting edge developments in research and industry. Some examples are (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 telescopes 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.

- **Close and productive relationships with industry partners.** Creation of a website registration form allows them to identify themselves and a special relationship develops between the college and that industry or company.

- **Internships and employment for students during and after their studies.** An example is the opportunity to intern with top scientists at the national laboratories during the summer. Another example is the biotech interns that we place at Genecor. We should organize and centralize the effort to place our students while disseminating the recruitment of students to all campuses and industries.
### Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>1. Maintain current courses and programs:</th>
<th>Comments/Status</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>Bridge to Biotechnology will start in Spring 2003.</td>
</tr>
</tbody>
</table>

| 2. New Credit Courses and Programs | |
| 2.1. Phelan Campus | |
| - All Departments Begin a modularized IDST program to prepare science teachers and encourage public service by students | Done. We are teaching Chem 65A, B, C, and D now. |
| - 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). | |
| - 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. | |
| - Biology: New courses in Entomology, Environmental Science, Viticulture and Ecology as offered elsewhere at the lower division level. New certificate program in Environmental Science. | |
| - 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). | |
| - CIS: New courses on Java and visual Basic. New industry certificate for Windows 2000. Add courses to the Oracle series | |

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(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.

- Earth Science: New courses in Meteorology,
- Seismology/Natural Hazards. Expand offerings in GIS.
- 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
- 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:

- 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
- CIS: Expand CIS offerings at other campuses as CIS staff and facilities become available for such classes. Request administration/departments at other 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**
- All Departments: New non-credit courses as adjuncts to existing credit courses (same time and place) only under the following conditions:
  - Non-credit students may not displace credit students. Course objectives and content are aimed at life-long learning rather than the completion of general education requirements, certificates or college degrees.
  - Non-credit versions of credit courses are not “open-entry/open-exit”.
  - Non-credit courses may not be retroactively changed to credit.

3.2. **At Other Campuses**
- 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 Program**

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

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- Astronomy: Revise and revive ASTR 12 and 18.
- 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.
- 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).
- Engineering: Integrate Engineering Technology courses (e.g., welding, plumbing, HVAC) into other vocation programs, particularly Construction Trades.
- 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.
- 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.

New CNIT department has revised all course outlines.
New courses: Ocean 1L, Pale 1.

Established. Math EX.
## 5. Special Initiatives

### 5.1 Research and other studies

- **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 other campuses.
- **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.
- **All Departments:** Research Office to determine the effectiveness of supplemental instruction and tutoring.
- **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.
- **CIS:** Survey industry to determine how well we are preparing students for work.
- **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.
- **Mathematics:** Research Office to study the predictability of the math placement test.

### 5.2 External Partnerships

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

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provocative science instruction.

- All Departments: Establish partnerships with programs that assist disadvantaged or under-represented students
- 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.
- 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
- 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.
- 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
- Biology and Chemistry: Continue and expand partnerships with SFUSD that provide access to our analytical equipment to high school teachers and students
- Earth Science: Work with SFUSD to offer the established AP Geography course in the high schools and mentor high school teachers in geography
- CIS: Form alliances with SFUSD to offer CISCO, Oracle and other training

### 5.3 Administrative Oversight and Structure

- CIS: Allow faculty reassigned time to oversee departmental programs

<table>
<thead>
<tr>
<th>Partnerships established by Chem, Bio, Math, Physics.</th>
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<tbody>
<tr>
<td>Completed.</td>
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<tr>
<td>Done. Bio 16</td>
</tr>
<tr>
<td>Established AP classes in Biology, Chemistry and Environmental Science.</td>
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<tr>
<td>Established AP classes in Biology, Chemistry and Environmental Science.</td>
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</table>
Section IV. Resource Implications

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Services and other Support Services:</td>
</tr>
<tr>
<td>1.1 Student Services</td>
</tr>
<tr>
<td>All Departments: Expand crucial placement testing and matriculation services to the other campuses as more entry-level science and mathematics courses are offered there.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>All Departments: Student Services improve the flow of financial aid for texts.</td>
</tr>
<tr>
<td>Mathematics: Expand the range of math placement testing to more accurately guide the placement of students in all courses.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>1.2 Student Activities</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>
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.

2.2 Equipment

- All Departments: Upgrade computers and peripherals every four years.
- All Departments: Provide overhead computer-driven projectors for all major classrooms.
- 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.
- Architecture: Request new equipment jointly with other design departments to create a greater synergy for the students.
- 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.
- 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.
- Earth Science: Add GIS charting/mapping equipment and upgrade computers to handle the volume of GIS data.
- 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.

Completed.

Major classrooms in the Science Bldg have LCD projectors.

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3. Facilities
   3.1 Remodeling
      ■ 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.
      ■ 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).
      ■ Biology: Remodel biology laboratories to meet new laboratory techniques and equipment of the expanding discipline.
      ■ 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.
      ■ 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
      ■ 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.
      ■ All Departments: Construct a new classroom building to enable us to serve more students.
      ■ 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.

<table>
<thead>
<tr>
<th>4. Faculty and Classified Staff</th>
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<tbody>
<tr>
<td>4.1 Classified Staff</td>
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</tr>
<tr>
<td>- CIS: Add classified positions to provide rewarding positions for CIS students who want to assist the college as technical staff.</td>
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<tr>
<td>4.2 Certificated Staff</td>
<td></td>
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<tr>
<td>- 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.</td>
<td>Industry personnel teaches CIS regularly. VTEA grant pays for training.</td>
</tr>
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</table>

<table>
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<tr>
<th>5. Organizational Structure</th>
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<tbody>
<tr>
<td>- 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).</td>
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</table>
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
EDUCATION MASTER PLAN

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 1,000 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 4,000 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 2,400 adult students each semester. Provides child-care services for students at the Phelan and John Adams 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...
3,000 students each year. 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 600 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 5,000 students each semester on seven campuses. Social Sciences courses are part of the “Working Adults Program” at both the Mission Campus and the Southeast Campus.
- **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 5,000 students each semester.
- **Women’s Studies:** Offers credit and noncredit courses on three campuses, most cross-listed with other departments, serving approximately 700 students each semester.

**Section II: Context for the Future**

1. **Issues and Opportunities**

- San Francisco is still a center of the multimedia industry. In response, we are positioning ourselves to be the major provider of its trained workforce.
- 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.
- 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.
- The number of Latino students is increasing. In response, the Latin American Studies Department is working closely with the Latino Services Network to support student success.
- 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 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.

- Diversity in the workplace is growing. In response, some of our ethnic studies departments will work with Contract Education to develop a series of workshops for business and industry as appropriate.
- 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.
- 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 increase DSPS counseling hours at several campuses and collaborate more closely with Student Services at all campuses to improve outreach and publicity.
- 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

- We will continue to review and update the Multimedia Studies offerings at various campuses as demand indicates.
- We will continue to meet with counterparts at SFSU, Hayward State, UCB, and other four year colleges to simplify and clarify transfer paths.
- Asian American Studies will continue to support Asian American students by working with other departments to identify students needing help and coordinating tutoring and peer mentoring opportunities.
- Latin American Studies will continue to work with the Latino Services Network to support the growing number of Latino students at CCSF.
- Transitional Studies will expand foundation skills offerings at various campuses and in appropriate CBOs and governmental agencies as demand dictates and will continue to implement the revised high school program curriculum.
- Our departments will jointly sponsor courses/workshops with appropriate CBOs at community sites and provide multicultural workplace training through Contract Education.
- We will continue to work to incorporate technology into the educational process.
- 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.
- 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 issues, specific transferable coursework in relevant topics, a school-to-career

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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 to increase the number of teachers, but to improve the level of racial, cultural, gender, and language diversity of teachers in California.

The San Francisco Early Childhood Professional Development Project was developed to address the issues of recruitment, retention, and training in the early childhood workforce. This project provides information in four languages to the early care and education workforce regarding job options, educational requirements, career development, and academic counseling.
### Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1. Current associate degree credit programs</strong></td>
</tr>
<tr>
<td>■ Associate Degree of Arts</td>
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<tr>
<td>■ Child Development Award of Achievement</td>
</tr>
<tr>
<td><strong>1.2 Current credit certificate programs</strong></td>
</tr>
<tr>
<td>■ Child Development</td>
</tr>
<tr>
<td>1. Administration</td>
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<tr>
<td>2. General</td>
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<tr>
<td>3. Infant/Toddler</td>
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<td>4. School-Age Care</td>
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<tr>
<td>5. Violence Intervention in Early Childhood</td>
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<td>6. Family Child Care</td>
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<tr>
<td>7. Professional Development and Advocacy</td>
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<tr>
<th><strong>2. Multimedia Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Web Design and Graphics</td>
</tr>
<tr>
<td>■ Image and Sound</td>
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<tr>
<td>■ Performance Arts</td>
</tr>
<tr>
<td>■ Programming</td>
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<tr>
<td>■ Animation</td>
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<tr>
<td>■ Web Production</td>
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<tr>
<td>■ Web Programming</td>
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<tr>
<td>■ Introduction to Human Services</td>
</tr>
</tbody>
</table>

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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**

- Transitional Studies
  - General Educational Development (GED)
  - High School Diploma
- DSPS High School/GED Program

2.2 **Current noncredit courses which are not part of a program**

- Child Development/Family Studies - 9 courses (e.g. Child Observation, Foster Parenting)
- Disabled Students Programs and Services – 20 different courses (e.g. Acquired Brain Development - Cognitive Retraining, Program for the Learning Disabled, Adaptive PE, American Sign Language)
- Interdisciplinary Studies - 1 course
  - IDST 1001 Multimedia for the Macintosh
- Women’s Studies - 1 course
  - WOM 9843 Issues of Concern to Women

3. **To develop and offer new credit programs**

3.1 **Proposed new certificate programs for Phelan**

- Introduction to Human Services Certificate I (Behavioral Sciences)

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<table>
<thead>
<tr>
<th>Proposed new credit program for other campuses/sites</th>
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<tbody>
<tr>
<td><strong>Sexual Health Educator Certificate (Interdisciplinary Studies, Women’s Studies, Health, and Behavioral Sciences):</strong></td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Animation Program (Multimedia Studies/IDST):</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Fast Track in Web Production (Multimedia Studies/IDST):</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>
The Behavioral Sciences Department has developed two new Human Services courses (Introduction to Human Services and Human Services Management). These courses may serve as the core of this second certificate.

4. To develop and offer new noncredit programs:
   - Bridge to Biotech in partnership with ESL and Biotech
   - Proposed new noncredit programs for the campuses

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
   - Proposed modifications/enhancements and plans for reduction/elimination of programs/courses in credit
     1. Offer sections of IDST 50 College Success at additional campuses, as approved by campus deans, with the goal of improving retention and transfer rates.
     2. Offer additional sections of Economics courses in response to student demand.
     3. Offer additional sections of Philosophy courses in response to student demand.
     4. Offer additional sections of other credit/noncredit courses at various campuses as student/community demand dictates.
     5. Offer additional sections of credit courses on-line and via teleconference so that homebound students and others can have access.
     6. Create short-term courses to offer at night and on Saturday/Sunday.
     7. Offer on-line versions of DSPS
- Proposed modifications/enhancements and plans for reduction/elimination of programs/courses in noncredit
- Offer courses developed under Transitional Studies Redesign Plan
- Revisions in program/course demand will continue to occur as the need warrants.
- GED classes will be moved from and to CBOs as need dictates.
- Job Cal and Transitional Studies will continue to partner for student success.
- Parenting classes will be moved from and to various neighborhood locations as need dictates.
- Classes for students with disabilities offered at CBOs are being updated to meet student need.

New short term vocational tracks in Multimedia have been developed in response to industry/student demand.

<table>
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<tr>
<th>6. To undertake special initiatives for the improvement of the programs offered by the school</th>
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<tbody>
<tr>
<td><strong>6.1 Staff development activities</strong></td>
</tr>
<tr>
<td>■ Continue to lead the integration of general workplace competencies throughout the curriculum with the (Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS) project.</td>
</tr>
<tr>
<td>■ Continue to lead the infusion of an &quot;Asian perspective” throughout the curriculum with the Asian Infusion Project.</td>
</tr>
<tr>
<td>■ Seek funding for projects similar to #2 above but focusing on African American and Latino perspectives.</td>
</tr>
<tr>
<td>■ 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.</td>
</tr>
</tbody>
</table>

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6.2 Plans for research or investigation studies
- 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.
- A DSPS task force had been formed to study issues with students with developmental disabilities.

6.3 Plans for collaborations or partnerships with other educational institutions, community-based organizations or industries
- Offer Transitional Studies foundations skills courses at various college campuses and CBOs as appropriate. (e.g. Asian Neighborhood Design, Jewish Vocational Services, Mission Accomplish)
- 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.
- Seek funding to infuse multicultural perspective into mainstream curriculum.
- 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.
- 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.

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

- **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.
- **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.

### Section IV. Resource Implications

<table>
<thead>
<tr>
<th>Comments/Status</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
</tr>
<tr>
<td><strong>1.1 Type and scope of student services needed to serve the new, expanded, or modified credit programs within the school</strong></td>
</tr>
<tr>
<td>■ Continue to work closely with Student Services’ representatives to share pertinent information and problem solve.</td>
</tr>
<tr>
<td>■ Strengthen the services for students with disabilities at all campuses.</td>
</tr>
</tbody>
</table>
- 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.)
- DSPS will work to publicize Section 508 requirements for accessible technology.

1.2 **Type and scope of student activities needed to serve the new, modified, or expanded programs within the school.**
- Funding for planning, implementation, and evaluation of field trips to improve transfer rates: e.g. CCSF Invades SFSU.
- 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.**
- Classified staff/faculty time to develop a system to ensure that closed captioning is made available for telecourses and videotapes.
- Classified staff/faculty time to ensure that all college web sites are accessible.
- 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.**
- Funding to ensure that all District computer labs are made fully accessible with appropriate computer hardware and software adaptations.
- Funding to ensure that the equipment in the Multimedia Program is always current.
- 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.

- **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.
- **All campuses:** Fund necessary remodeling at all campuses to ensure that all campuses are accessible and that up-grades/improvements are within compliance. The plans for upgrading accessibility of all John Adams restrooms and installing two elevators to meet accessibility requirements have been completed.
- **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.

- Funding for state-of-the-art all purpose Child Development Center as part of the joint faculty to be shared with SFSU.

### 4. Faculty and Classified Staff

#### 4.1 Classified staff needed for new, modified, or expanded courses/programs within the school.

- Full-time lab aide for Multimedia Lab (2001-2001 budget)
- Part-time 1426 needed for Multimedia program (2002-2003 budget)

#### 4.2 Faculty needed for new, modified, or expanded courses/programs within the school.

- Full-time faculty member in Multimedia Studies to meet student demand.
- Two full-time counselors in DSP&S to focus on outreach and recruitment to increase the number of students with disabilities.
served. The new accommodations specialist will ensure accessibility at all campuses.

- Funding for additional instructional hours for Philosophy courses in response to student demand.
- Funding for additional instructional hours for Economics courses in response to student demand.
- Funding for additional instructional hours in Social Sciences/Latin-American Studies courses in order to respond to student demand.
- Funding for replacement positions for retirees as needed.
- 1426 for Transitional Studies (25 hours)

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.

- Administrative Intern: Position funded for faculty member/classified manager interested in administration
Section III: Campus Plans
ALEMANY CAMPUS
EDUCATION MASTER 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 enables 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.

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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.
### ALEMANY CAMPUS EDUCATION MASTER PLAN

#### Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>1. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates by:</td>
</tr>
<tr>
<td>- Offering over 100 courses in ESL from beginning through intermediate levels, job preparation classes and a certificated program in Vocational Office Training.</td>
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<tr>
<td>- 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.</td>
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<tr>
<td>- Providing comprehensive counseling services that include course placement, academic advising, financial aid assistance and career exploration.</td>
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<tr>
<td>- Providing effective admissions and enrollment processes that place students into the appropriate courses in the most efficient manner.</td>
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<tr>
<td>2. To offer new non-credit programs with increased enrollment by:</td>
</tr>
<tr>
<td>- Offering Adult Basic Education and GED courses</td>
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<tr>
<td>- Providing pre-job training and educational transfer services to ESL students.</td>
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<tr>
<td>- Offering new courses in English On-the-Job, Pronunciation, Accent Reduction, ESL for Seniors, Resume Writing and U.S. Civics.</td>
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<tr>
<td>3. To offer new credit program options with increased enrollment results by:</td>
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<tr>
<td>- Providing expanded computer courses that are beyond the introductory level.</td>
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<tr>
<td>- Creating new partnerships with community-based organizations to both intake new students and place current students into short-term job training programs.</td>
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</tbody>
</table>

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4. To modify existing non-credit program options and courses by:

- Reevaluating the viability of the current Vocational Office Training Program in terms of attendance, pre-training curriculum and current job market skills.
- Offering ESL Level 9 for students who do not wish to transition into credit ESL or Transitional Studies.
- Transitioning some keyboarding classes into introductory computer classes.
- 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:

- Establishing closer coordination between the Admissions and Enrollment Office and Counseling Services.
- Having counselors participate more in classroom presentations.
- Improving the ESL placement test process and instrument in conjunction with the Teachers’ Resource Center.
- Having more instructors participate in the advisement of students.
- Providing more financial aid and career guidance services.
- Providing job training orientation to intermediate-level students.
- Providing workshops in health education, T.B. testing, and specific career explorations.

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

- Obtaining a management assistant who is needed to coordinate new and modified programs and collaborations.

February 2003
- Hiring clerical staff who will be needed to provide intake services at the new locations.

<table>
<thead>
<tr>
<th>SECTION IV Resource Implications</th>
<th>Comments/Status</th>
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<tbody>
<tr>
<td><strong>1. Student Development Resources</strong></td>
<td></td>
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<tr>
<td>- Additional counselors are needed to provide comprehensive academic and career counseling from student orientation to when they exit the program.</td>
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<tr>
<td>- Faculty advisors are needed to test students on their ESL oral and listening skills.</td>
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<tr>
<td>- Student focus groups will be needed to provide feedback regarding instructional approaches, course content, job skills and cultural awareness.</td>
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<tr>
<td>- Student orientation handbooks need to be developed specifically for Alemany Campus students.</td>
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<tr>
<td>- Other student committees are needed in the areas of facilities improvement, self-help services, music and dance, and community involvement.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Technological Resources</strong></td>
<td></td>
</tr>
<tr>
<td>- Additional technical support will be needed to install and maintain audio-visual equipment and computer software.</td>
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<tr>
<td>- 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.</td>
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<tr>
<td>- Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.</td>
<td></td>
</tr>
<tr>
<td>- Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expended Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.</td>
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</tr>
</tbody>
</table>

February 2003
3. Facilities

- Blackboards, student table/chairs and teachers' stools also need replacement.
- Rental facilities need to be planned and budgeted in order to expand classroom offerings for the ESL Programs in the Richmond and Sunset districts.
- Students at the 750 Eddy St. campus need an area for eating, studying, meeting and other activities.
- 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.
- 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

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

5. Organizational Structure

- The organizational structure will need to be expanded to include additional classified staff including one management assistant and three clerk typists.
CASTRO/VALENCIA CAMPUS
EDUCATION MASTER 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? 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. Enrollments grew over 30% between the fall of 1999 and fall of 2001. While the summer program offerings have been limited to two nights a week, the summer enrollments have been strong. These enrollment figures suggest that CEV may be a sort-of "field of dreams" -- offer the sections and "they will come." The fall 2002 schedule included 100 sections of courses offered in the evenings and Saturdays at the CEV site. Ninety-six of those sections are credit classes. In the spring of 2002, campus course offerings were added at the San Francisco Lesbian, Gay, Bisexual, and Transgender Community Center. In the fall of 2002, 13 sections were offered at the Center from a broad spectrum of credit and non-credit programs including, Behavioral Sciences, Business, GLST, English, Older Adults, Astronomy, DSPS, Multimedia, Journalism, and Broadcasting.
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 Haight/Ashbury area and the remaining 58% of the students come from all over the City of San Francisco (with a small percentage from outside of the City). 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 Latino/a 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 2002 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 expanding. 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. Career counseling and workshops have been added to the counseling services. A complete bookstore is available to students at the site during the first two weeks of classes. The campus has no library or learning laboratories. Students are counseled on the availability of these services and facilities at other CCSF campuses. In addition, language lab tape duplication is available for students at CEV who are unable to attend labs at Ocean Avenue. Academic counseling is also provided at the LGBT Center and career counseling is being planned for this site.

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 and LGBT Center sites:

1. Foreign Languages
   - Humanities
   - Aerobics/Tai Chi
   - Older Adults
   - Gay, Lesbian and Bisexual Studies
   - Creative Writing, English Composition, Speech
   - Social Sciences
   - Astronomy
   - Journalism
   - Business
   - American Sign Language (DSPS)
   - Women’s Studies
   - Behavioral Sciences
   - Art
   - Music
   - Health Science
   - Broadcasting
   - Photography
   - Multimedia (IDST)

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 was housed in a San Francisco Unified School District Middle School (until summer of 2000, the Everett Middle School at 17th and Church). The Everett School had a limited number of classrooms appropriate for college-level instruction. The administration of the school was uncooperative with college staff and students. Events were scheduled without consultation with college staff. When school events were scheduled, the entire CCSF program had to be moved to other sites.

In the summer of 2000, the CEV campus was moved by the SFUSD to the James Lick Middle School. This facility provides much more suitable classrooms and is in much better repair than the Everett Middle School. In addition, the administration, faculty and staff at James Lick have been cooperative with the college programs and a positive and productive working relationship has been established. A comparison of the enrollments and student demographics reveals that
the student population being served at the new site is similar to the population at the old site. Students have expressed a very positive assessment of the new facilities.

However, even though the new site is a much better fit for the needs of the instructional programs and services, the Castro/Valencia program is still be restrained 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 at the CEV site, although courses have been added at the LGBT Center.

Classes at the LGBT Community Center are offered under a Memo of Understanding with the new Gay, Lesbian, Bisexual, and Transgender Community Center on Market Street. Under that agreement, the College has access to one regular and one computer classroom, as well as office space for faculty and counselors to meet with students. Classes are 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.

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 20% 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.

About 18% of the students at CEV report improving job skills as their reason for attending. 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 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.
<table>
<thead>
<tr>
<th>Section III Objectives and Activities</th>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>1. Continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</td>
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<tr>
<td>1.1. Current associate degree credit programs offered by the campus.</td>
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<tr>
<td>▪ 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.</td>
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<tr>
<td>1.2. Current certificate programs offered by the campus.</td>
<td></td>
</tr>
<tr>
<td>▪ The Castro/Valencia campus does not offer any complete certificate programs.</td>
<td></td>
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<tr>
<td>2. New credit program options with increased enrollment results.</td>
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<tr>
<td>2.1. New credit programs for campus.</td>
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<tr>
<td>▪ 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.</td>
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program will be designed as a "portal" to full programs and courses offered at other CCSF sites.

- 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.
- Computer classes will be offered at the Community Center including instruction in basic applications, business application, basic multimedia training, and the use of the Web as well as computer courses for older adults.
- Within facilities limitations, arts studio and performance courses and programs will be offered at the CEV campus.
- 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.

- New non-credit programs for campus.
- The initiatives 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.

- 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.
- 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.
- Diversify the courses offerings to include courses that meet general education requirements and basic skills development not currently offered at the campus.
- Increase the course offerings from disciplines that have had strong enrollments but a limited number of classes at the campus.
- Assess the need for, and, if warranted, offer additional career, guidance and learning assistance classes.
- 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.
- If facilities can be identified, offer visual arts studio classes and performing arts ensemble classes.
- 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.
- 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.
- 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 communities with the goal of attaining enrollments consistent with the size of these communities in San Francisco.
- 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.**

- Non-credit programs and courses to be modified.
- Expand the Older Adults program to address the needs of the aging populations in the CEV service area.
- 6.3. 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.
- 6.4. 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.
- 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.

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<th>7. Improve and provide coordination for student development services, including admissions, placement testing, counseling, advising, and other student support services.</th>
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<tr>
<td>7.1. Services needed to improve and provide coordination for new, modified and expanded programs.</td>
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<tr>
<td>■ Develop printed information, web-based resources, and campus orientation activities to make students aware of the student services available at the CEV site and other CCSF sites.</td>
</tr>
<tr>
<td>■ 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.</td>
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<tr>
<td>■ Make tutoring resources available at the campus, particularly for English and general education classes.</td>
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<tr>
<td>■ 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.</td>
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<tr>
<td>■ Explore, and, if possible, implement some form of open computer access for students during the hours the campus is open.</td>
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<tr>
<td>■ If demand warrants, develop a regular schedule for placement testing at the CEV site.</td>
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<tr>
<td>■ Develop a regular schedule for student services to be provided at the new Community Center site.</td>
</tr>
<tr>
<td>■ Add career counseling to CEV services</td>
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</tbody>
</table>

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- Develop counseling services for the LGBT Center.

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

- Explore and, if possible, implement concurrent enrollment arrangements and "early start" programs with high schools in the CEV service area.
- 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.
- After establishing the programs at the new Community Center, develop internship and service learning opportunities for appropriate students in the programs at the Center.
- 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.
- 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.
- 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.

The current administration of the Campus is provided by a dean who also has administrative responsibility for the School of Liberal Arts. This arrangement

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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

- 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.

- 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.

<table>
<thead>
<tr>
<th>Section IV Resource Implications</th>
<th>Comments/Status</th>
</tr>
</thead>
</table>

1. Student development resources

1.1. **Type and scope of student services needed to serve new, modified or expanded programs.**

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 James Lick PTA currently provides refreshments. This is a popular student service.

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.

- Language lab equipment will be needed if an accessible and manageable space for this equipment can be identified.
- Computer equipment will be needed if an accessible and manageable space for this equipment can be identified.

2.3. Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.

2.4. Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expanded Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.

3. Facilities

February 2003
3.1. Facilities that require remodeling to support new, modified or expanded programs.

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. 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.

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. In addition, career counseling is available.
- 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 and other language 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.
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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 population it serves, including the academically bound, vocationally inclined and senior student. The Chinatown/North Beach Campus enhances the quality of life for the community through specially designed education programs that:

- Respond to the lifelong educational needs of San Francisco residents;
- 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
Real Estate
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
- Limited DSPS Services
- ESL Assessment and Placement
- Educational and Career Workshops
- Non-Credit to Credit Transfer
- Matriculation 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.

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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 facility 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. A culinary program is also costly to support.
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

<table>
<thead>
<tr>
<th>1. To continue to offer credit programs with improved FTE enrollment, retention and completion rates.</th>
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<tbody>
<tr>
<td>2. To offer new credit program options with increased enrollment results</td>
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<tr>
<td>3. To continue to offer non-credit programs with improved FTE enrollment and completion rates</td>
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<td>4. To offer new non-credit program options with increased enrollment results</td>
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<td>5. To modify existing credit program options and courses</td>
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<tr>
<td>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</td>
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<tr>
<td>6. To modify existing non-credit program options and courses</td>
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<tr>
<td>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</td>
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<tr>
<td>- Computer classes in Chinese</td>
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<td>- Increase use of computers for all classes (ESL, Home Health Aide, Housekeeping)</td>
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<td>- Short term VESL classes that are program support and pre-vocational</td>
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<td>- Friday evening program</td>
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<tr>
<td>- Increase weekend offerings</td>
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<tr>
<td>- VESL Office Training Program with modified/updated curriculum</td>
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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 CBET to provide ESL instruction to parents

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

- 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

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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, 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

2.3. Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.

2.4. Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expended Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.

2.5. Develop library with collection of proprietary database and other resources
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)

4.3. **Librarians and library technicians are needed to organize, provide services and staff the library.**

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**

- 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.
DOWNTOWN CAMPUS
EDUCATION MASTER PLAN

Section I. Campus Profile

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. Changing technology and new delivery systems suggest 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 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 are interested in learning skills that will enable them to find technology-related jobs, while others pursue AA degrees or limit the scope of their studies to learning English. Whatever the reasons for attending, the Downtown Campus is striving to be in a position to serve these students as well.
A third issue facing the campus is the renovation of the first floor, basement, and library. When the dining room is relocated to the lobby area, the Culinary and Service Skills 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 Media and Animated Technologies; one of its key goals will be to meet the training needs of students who want to work in multimedia and other technology-based firms.

Finally, the campus is in the process of increasing 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

- Create 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

- Develop 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 and other technology companies

Renovation

- Generate funds for the renovation of the first floor, basement, and library
- Create a Center for Advanced Media and Animated Technologies in the space vacated by the dining room
- Remodel 5th floor computer labs and 2nd floor library

2. New Directions

- Provide access to an AA degree or part of a degree (Ongoing)
- Create a weekend college, with classes on Friday evening, Saturday, and Sunday
• 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
• Create a networked environment in the areas of registration, scheduling, grading, and room assignments
• Develop partnerships with employers, nearby arts organizations, and local educational institutions
• Work with the Art and Photography Departments to incorporate visual arts at the campus
### Section III Objectives and Activities

<table>
<thead>
<tr>
<th><strong>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</strong></th>
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<tbody>
<tr>
<td><strong>1.1. List current associate degree credit programs offered by campus</strong></td>
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<tr>
<td><strong>1.2. Increase the number of core courses leading to an AA degree</strong></td>
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<tr>
<td><strong>1.3. List current certificate credit programs offered by campus</strong></td>
</tr>
<tr>
<td>- Fashion Merchandising</td>
</tr>
<tr>
<td>- Marketing</td>
</tr>
<tr>
<td>- International Business</td>
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<tr>
<td>- Labor Studies</td>
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<td>- Office Information Processing Supervision</td>
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<tr>
<th><strong>2. To offer new credit program options with increased enrollment results</strong></th>
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<tbody>
<tr>
<td><strong>2.1. List proposed new program (s) for campus and provide a brief description of the program</strong></td>
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<tr>
<td>- Offer a Retail Management Certificate, a new program that is in response to the increased demand for managers in the retail sector.</td>
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<tr>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>E-commerce certificate under review. Interactive multi-media program in development.</td>
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<td>Implemented</td>
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February 2003
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

- Vocational ESL Office Training
- Food Technology and Dining Service
- Labor Studies
- Business Applications
- Clerical Assistant
- Word Processing (Administrative Assistant)
- Small Business
- Supervision and Management

3.2 List academic preparation non-credit courses offered by campus

- Culinary and Service Skills Training Program:
- 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. List proposed new program(s) for campus and provide a brief description

- Offer ESL/Labor Studies Joint Project:
- 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

Immigrant Workers’ Rights Course Implemented
This class helps students examine their experience, as immigrants, in the U.S. workplace, while helping students develop their English skills.
5. To modify existing credit program options and courses

5.1. List the credit programs and/or courses

5.2. Increase the number of core credit classes leading to an AA degree

5.3. Offer advanced topics in International Business

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

6.1. List the 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.

Revised Spring and Fall 2003.

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. List the 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
- Set up computer system that links availability of classes with other campuses

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- Implemented
- Implemented
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.**

- 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 a grand opening for remodeled 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.**

- Hire full- or part-time assistant dean
- Extend school calendar employees to year-round
- Upgrade selected support positions
## Section IV Resource Implications

<table>
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<tr>
<th>1. Student Development Resources</th>
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<tr>
<td>1.1. <strong>List the type and scope of student services needed to serve the new, modified or expanded programs within the school</strong></td>
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<tr>
<td>- Increase the number of counselors</td>
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<tr>
<td>- Hire full-time credit matriculation clerk</td>
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<tr>
<td>- Hire additional A &amp; E staff</td>
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<tr>
<td>- Hire additional clerical support</td>
<td></td>
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<tr>
<td>- Upgrade 3598s to full time</td>
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<tr>
<td>1.2. <strong>List the type and scope of student activities needed to serve the new, modified or expanded programs within the school</strong></td>
<td></td>
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<tr>
<td>- Establish support groups for students</td>
<td></td>
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<tr>
<td>- Schedule field trips to educational sites and potential employers</td>
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<tr>
<td>- Work with library to provide book loan system for students</td>
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<tr>
<td>- Sustain an active student association</td>
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<tr>
<td>- Provide compensation to AS advisor</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2. Technological Resources</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. <strong>List the staff needed to support new, expanded or modified courses/programs within the school. Increase the number of lab aides (3598s) and TIAs</strong></td>
<td>Implemented</td>
</tr>
<tr>
<td>2.2. <strong>List the equipment needed to support new, expanded or modified courses/programs with the school</strong></td>
<td></td>
</tr>
</tbody>
</table>
- 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 web page design, the campus must update hardware and software on an ongoing basis.

Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.

Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expended Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.

### 3. Facilities

#### 3.1. List the facilities that require remodeling to support the needs of new, modified or expanded courses/programs

- Oversee the construction phase of the campus renovation including 1st floor, 2nd floor library, 5th floor computer labs, and basement
- Develop a business plan for the new Educated Palate
- Work with Office of College Development to raise funds for the remodeling of the basement and 5th floor
- Create a Center for Advanced Media and Animated Technologies that would serve employers in the space vacated by the dining room
- Install and operate digital part of exterior signs

### 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**

- A & E Office
- Counseling
- Business Office

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

- Hire new business faculty who are well-prepared in the latest technology

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**

- Create full- or part-time assistant dean (this position will help with outreach and marketing of the campus).
EVANS CAMPUS
EDUCATION MASTER PLAN

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 community partnerships, and to provide the flexible delivery of these programs.

2. Current Programs and Services:

- Automotive Technology – Credit and Non-Credit
  - Automotive Technician
  - Auto Body
  - Motorcycle Maintenance
- Fire Science
- CACT – Center for Applied Competitive Technology a Customized Training Service
- Labor Studies – Credit and Non-Credit
- Micro Business Application – Non-Credit
- MUNI Career Ladder Training Program
- Skilled Trades
  - Upholstery
  - TV/VCR Repair
  - Construction Trades
  - Custodial Training
  - VESL for Custodial
  - VESL for Construction
- Office of Workforce and Economic Development
- Office of Vocational Education
- 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)
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. Work began in December 2002 and is expected to be complete in May 2003.
- 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., as well as emerging biotechnology industry.
- 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.
- Develop partnerships with community based organizations.
- Link with other programs, i.e. Basic Skills, ESL, Engineering Technology, Labor Studies, Biotechnology 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 the Center for Applied Competitive Technology.
- Establish a library and/or library services 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.

- Community Based Organizations, Foundations, Local Unions and City Agencies, as well as the Office of Contract Education, have enabled the Construction Training Program to deliver flexible Applied Basic Skills, Vocational English as A Second Language, and Construction courses to targeted populations on-demand.

- 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. The Department has piloted the revised curriculum and is currently assessing the effectiveness of this model.

- 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.

- The MUNI Improvement Fund has funded the MUNI Career Ladders Training Program. Courses in Supervision, Communication and Safety are being offered. Additional curriculum and certificate programs are being developed in partnership with MUNI Management and Organized Labor.
## EVANS CAMPUS EDUCATION MASTER PLAN

### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>Completion rates for degree programs have not increased. Department is assessing revised curriculum. Completion rates for certificate programs have not increased. Enrollments in some classes, especially Auto Body, Motorcycle Maintenance, and evening Automotive Technology courses have increased. FTES, WSCH and enrollment have increased. Department is assessing need to develop a Certificate in Motorcycle Maintenance. Phase II and III of DACUM Process indicates that existing curriculum model should be revised. The proposed model should increase enrollment and allow students to complete education objectives in a shorter period of time.</td>
</tr>
<tr>
<td>Numbers of sections offered in Fire Science Technology at campus have been increased based upon student demand and enrollment levels.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. <strong>To continue to offer credit programs with improved FTE enrollment, retention, and completion rates</strong></th>
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<tbody>
<tr>
<td><strong>1.1. Current associate degree credit programs</strong></td>
</tr>
<tr>
<td>▪ Automotive Technology</td>
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<tr>
<td><strong>1.2. Current credit certificate programs</strong></td>
</tr>
<tr>
<td>▪ Automotive Technology</td>
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<tr>
<td>▪ Automotive Mechanics</td>
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<tr>
<td>▪ Automotive Body and Fender Repair</td>
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<tr>
<td>▪ Motorcycle Maintenance Courses</td>
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<tr>
<td>▪ Fire Science Technology</td>
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<tr>
<td>▪ Fire Officer</td>
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</tbody>
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<thead>
<tr>
<th>2. <strong>To continue to offer non-credit programs offered by campus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1. Current certificate non-credit programs offered by campus</strong></td>
</tr>
<tr>
<td>Trade Skills</td>
</tr>
<tr>
<td>▪ Construction Trade</td>
</tr>
</tbody>
</table>

*February 2003*
### TV/VCR Repair
- Appliances, Air Conditioning & Refrigeration
- Custodial Training

Custodial Training offers 6 sections a semester with a beginning average class size of 68 students.

### 3. To offer new non-credit programs

#### 3.1. Proposed new non-credit programs

**Trade Skills**

- Building Construction Trade (based upon results of DACUM Process)
- b. Maritime Construction Trade (based upon results of DACUM Process)

New and/or revised Building Construction Trade and Maritime Construction Programs still in development.

### 4. To modify existing non-credit programs and courses

#### 4.1. Proposed programs and courses

**Trade Skills**

- Construction Trade – Woodworking
- TV/VCR Repair – develop a viable certificate
- Custodial Training – develop a certificate
- Building Operation – Maintenance and Repair – revise existing certificate and offer appropriate classes

Intend to move Woodworking class to Evans after remodel, based upon available funding. Hope to more fully integrate it into a certificate program. Will examine viability of TV/VCR Repair Program and labor market demand for it. Work continues of on Custodial and Building Operation certificates and 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

5.1. Services Needed

- Non-credit career education counseling
- Establish basic skills (grade level) and ESL levels for non-credit occupational training programs and integrate appropriate academic and VESL components into existing curriculum
- Placement testing for basic skills and ESL
- Program advising
- Job preparation
- Coordinate and expand job placement services through CDPC, CWEE and Career Connection
- Program coordination
- Library, including internet access and TV/VCR for viewing training tapes
- On-site child care or Homework Club
- Tutoring
- Job Placement

5.2. Collaborations Needed

- Develop a working relationship with appropriate service providers at the San Francisco Housing Authority
- Develop working relationships with local Community Based Organizations, i.e. Young Community Developers, VVJET (Visitation Valley Jobs Education and Training), CAA (Chinese for Associate Vice Chancellor and Chair of Automotive Technology and Trade Skills continue to work with various Student Development Programs to better serve students at the Evans Campus. Given current budget cuts, Student Development Services will be available on a limited basis. On-site childcare or Homework Clubs and tutoring are not expected to be available.

CCSF and San Francisco Housing Authority are both members of the SFITC. Services have been provided to residents of SFHA by CCSF staff from the Career Link One Stop Center. Staff from the Office of Workforce and Economic Development work with representatives from the Department of Human Services. Plans are underway to relocate a number of DHS staff to an Evans Avenue site, two doors from the campus.

Several successful working relationships between CCSF and CBO’s have been established, including YCD, VVJET, CAA, JVS, Glide, Charity Cultural Services Center, OpNet, Arriba Juntos, Goodwill, BAVC, etc.
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.

- 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

#### 6.1. Additional Staff

- Director of Transit Academy
- Trade Skills Coordinator
- Advisor for Trade Skills
- Staff Support for expanding and developing programs

Additional staff is still needed to provide administrative oversight for expanding, high demand programs. Funds both within and outside of CCSF will be sought to provide the support.

---

### Section IV Resource Implications

#### 1. Student Development Resources

- Non-credit career counseling for students looking for training and job placement in the trades
- Internship or on the job training opportunities for students enrolled in the various Trade Skills Programs offered or being developed for the Evans Campus
- Job placement for students completing the existing and future Trade Skills Programs
- Retention services for students who have completed the Trade Skills Programs

Still need Non-credit career counseling, internships and job training opportunities and job placement services. Associate Dean of Students is working with representatives from the campus to establish and expand Associated Students.

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February 2003
<table>
<thead>
<tr>
<th>Programs offered at the Evans Campus</th>
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</thead>
<tbody>
<tr>
<td>- Development and implementation of Job Shadowing opportunities for students entering the Trade Skills Programs</td>
</tr>
<tr>
<td>- Expand Associated Students to day and evening, credit and non-credit students at the Evans Campus</td>
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<thead>
<tr>
<th>2. Technological Resources</th>
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</thead>
<tbody>
<tr>
<td>- Non-credit career counselor</td>
</tr>
<tr>
<td>- Coordinator for Trade Skills Programs</td>
</tr>
<tr>
<td>- Advisor for Trade Skills Programs</td>
</tr>
<tr>
<td>- New equipment will be identified during the DACUM process</td>
</tr>
<tr>
<td>- Faculty training in instructional technology</td>
</tr>
<tr>
<td>Still in need of non-credit career counselor, advisor, etc.</td>
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<thead>
<tr>
<th>3. Facilities</th>
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<tbody>
<tr>
<td>- See Attached Evans Campus Construction &amp; Maritime Skills Training Center Space Requirements, including Classroom, Laboratory, Office, and Storage Requirements</td>
</tr>
<tr>
<td>- Equipment and supply needs will be identified upon completion of the DACUM process for the various Trade Skill Programs</td>
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<tr>
<th>4. Faculty and Classified Staffing</th>
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<tr>
<td>- 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.</td>
</tr>
<tr>
<td>There are 26 section scheduled for Spring 2003, with an average class size of 46 students. The students and program should at least have access to career and educational counseling services with a Non-credit focus.</td>
</tr>
</tbody>
</table>

**February 2003**
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

- 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)
- 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.

An Advisor or Coordinator should be established for Trade Skills. A Director position will be required if the Regional Transportation Academy is established. Planning continues and sources of funds have been identified to support the development of an Academy. Grant applications have been submitted.
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1. Campus Mission

The John Adams Campus remains 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
  Internet & Web Page Design
  Job Development

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

■ Consumer Education

■ Nutrition Assistant

■ Disabled Students Programs

■ English is a Second Language

■ Fashion

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

   LIS 10 – Use of Information Resources

■ Trade Skills/Drafting

■ Transitional Studies “Foundation Skills for Success”

   Basic Skills
   Adult High School Program
   GED Preparation
   Vocational Foundation Skills
   INVEST Lab

■ Vocational Nursing

■ Certified Nursing Assistant

   Licensed Vocational Nursing
   LVN Refresher

Services:

■ Admissions & Enrollment (Noncredit)
■ Bookstore
■ Career Development Counseling
■ Counseling
■ Disabled Students Services
■ Financial Aid
■ GED Testing Center
■ Library
■ Matriculation (Credit & Non-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. Funds from the 1996 bond proposition will be used to remodel the gym building and to do an interim remodeling of the main building to include the bathrooms, corridors and a few classrooms. A RFP has been sent to the State asking for funds to do the seismic, and electrical upgrades of the main building and to complete the remodeling of its classrooms and offices. Final State approval of this RFP and appropriation of funds are years away. Safety, in the event of an earthquake, remains an issue until the seismic upgrade is completed. A related concern is the impact of the seismic upgrade on student enrollments. There is a strong probability that the campus will need to close during the period that the seismic upgrade is being done.

With the downturn of the economy, the declining enrollment of just two years ago has reversed itself. Most credit programs are impacted. Yet, faculty are concerned that the current and projected budget shortfalls will lead to a situation in which funding will not be available to provide the classes and equipment to meet student demand.

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 offers access to classes to appropriate level ESL 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 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.

Transitional Studies students at the John Adams Campus are working with Jobs for California Graduates, the state affiliate of a nationally recognized program that improves high school graduation/GED rates and increases opportunities for young people with barriers to success. TS/JCG participants are exploring careers, visiting worksites and building skills and experience. JCG helps students stay on track for graduation while assisting with career exploration and the hurdles of daily life.

The underlying philosophy of the faculty and staff at John Adams continues to be “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 Ocean 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. The Welcome Back Center, which is now in its second year of operation, provides immigrant healthcare 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 attracts a new student population, and, hopefully, will bolster both credit and noncredit enrollments.

With the seismic upgrade to the gym building completed and the remodeling to begin early in 2003, the CVT/ECHO/EKG, Pharmacy Technology and Phlebotomy programs will move into this renovated facility beginning in the Spring 2004 semester. The renovated gym has been designed with considerable input from the programs to be located there, but with enough flexibility so that other programs can use it when it is available. The plan is to return the gymnasium to its original state and use it for high enrollment dance and Tai Chi classes currently offered in the JAD auditorium. A goal is to expand PE offerings to include basketball, volleyball, aerobics, badminton, martial arts, and adaptive PE for DSP&S students.

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 Information Skills course and 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 “students 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.
**JOHN ADAMS CAMPUS EDUCATION MASTER PLAN**

### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates</td>
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</tbody>
</table>

#### 1.1. Current Award of Achievement Credit Programs

- Health Care Technology
  - Health Information Technology
  - Medical Office Assisting
  - Medical Administrative Assisting

#### 1.2. Current Certificate Programs (Credit)

- Business
  - Office Information Processing

- Consumer Education
  - Nutrition Assistant

- Health Care Technology
  - CVT/Echocardiography Technician
  - EKG Technician I & II
  - Emergency Medical Technician
| Health Information Clerk I  |  |
| Health Information Clerk II |  |
| Health Information Coding Specialist |  |
| Health Information Technology |  |
| Medical Office Assistant |  |
| Medical Biller |  |
| Medical Transcription |  |
| Paramedic |  |
| Pharmacy Technician |  |
| Pharmacy Technician |  |
| Residential Service Provider |  |

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

- 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.
- Expand Library Department offerings to include short-term credit courses such as Health Information Refresher Skills.
- 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

**Business**
- Computerized Accounting
- Microcomputer Business Applications
- Office Assistant
- Word Processing

**Health Care Technology**
- Home Care Provider
- Unit Coordinator
- Offers academic preparation programs in ESL and Transitional Studies
- Offer VESL classes to support vocational programs.
- 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

- Offer ESL classes at community sites
- Develop redesigned High School Program course.
- Develop a student information booklet for Transitional Studies students
- New Media in Business Certificate
5. **To modify existing credit program options and courses**

- Expand Child Development and Family Services classes to include afternoon and evening classes
- Offer Physical Education courses in John Adams gym
- Create an intensive accelerated course that prepares students for college level English and Math courses
- Develop linkages with SFSU and their Health Careers Opportunities Program
- Offer Drama class for disabled in new gym
- Expand the Library Information Skills/Library Technology classes to include short-term credit workshops and courses on information research skills related to programs offered at JAD.
- Expand the ‘student first’ policy to include Job Placement Services, the creation of a full time career counselor position and expansion of current services to evening hours.

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

- Expand Home Care Providers course in two additional languages: Spanish and Russian
- Increase concurrent enrollment for high school students in CPR and First Aid
- 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.**

- Collaborate with Student Development to improve the nature and approach to delivering counseling services on-campus and at community sites
- Collaborate with Student Development to provide access for
Collaborate with DSPS to provide DSPS with access to a computer station in each major lab equipped with:

- Zoom Text Xtra
- Job Access with Speech (JAWS)
- 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

- 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.

### Section IV Resource Implication

<table>
<thead>
<tr>
<th>1. Student Development Resources</th>
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<tbody>
<tr>
<td>- Counseling Services</td>
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<td>- Student Health Services</td>
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<td>- Mental Health Services</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2. Technological Resources</th>
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</thead>
<tbody>
<tr>
<td>- On-line and Telephone registration for non-credit courses</td>
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<tr>
<td>- Electronic collection of positive attendance data</td>
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<tr>
<td>- Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.</td>
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<tr>
<td>3. Facilities</td>
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<tr>
<td>4. Faculty and Classified Staffing</td>
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</tbody>
</table>

**February 2003**

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5. Organizational Structure

- 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.
- Campus deans must have discretionary funds to promote instructional initiatives.
MISSION CAMPUS
EDUCATION MASTER PLAN

Section I. Campus Profile

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 services provided to students include Admissions and Enrollment Services, Educational Advising and Personal Counseling, Bookstore Services, and the Mission Science Workshop (serving K-12 students/teachers/community).
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, Salvadorean, 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 30 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 Adults 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.

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 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 2005. 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.

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 2003 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 create a need for increased training in elder care for both family care-givers and for a new work force that may be created 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.
## Mission Campus Education Master Plan

### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>Objectives and Activities</th>
<th>Comments/Status</th>
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<tbody>
<tr>
<td><strong>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates</strong></td>
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<tr>
<td>1.1. Current General Education Program</td>
<td>Ongoing</td>
</tr>
<tr>
<td>▪ El Colegio de la Misión</td>
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<tr>
<td>1.2. Current Associate Degree Programs</td>
<td>Ongoing</td>
</tr>
<tr>
<td>▪ The Working Adults Degree Program (WADP)</td>
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<tr>
<td>1.3. Current Credit Vocational Programs</td>
<td>Ongoing</td>
</tr>
<tr>
<td>▪ Digital Printing and Publishing Program</td>
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<tr>
<td>▪ Child Care Vocational Training Program</td>
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<tr>
<td><strong>2. To offer new credit program options with increased enrollment status</strong></td>
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</tr>
<tr>
<td>▪ Daytime Working Adults Degree Program</td>
<td>Ongoing</td>
</tr>
<tr>
<td>▪ Bilingual Medical Interpreter Program</td>
<td>Fall 2003</td>
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<tr>
<td>▪ Broadcasting Electronic Media Center Program</td>
<td>On hold until new building is acquired</td>
</tr>
<tr>
<td>▪ One year, credit Pre-Biotech Skills Program</td>
<td>On hold until new building is acquired</td>
</tr>
<tr>
<td>▪ Technical ESL Program for math and science professionals.</td>
<td>On hold until new building is acquired</td>
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<tr>
<td>▪ An Intensive ESL Program for other professionals requiring a</td>
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</table>
program of rapid English language acquisition.

- Multi Media Certificate Program
- Child Development and Family Studies Program
- Graphic Communications courses in computer operations and electronic pre-press.
- Physical Education classes including Tai-chi/Yoga.
- A weekend, credit program.
- Expanded Performing and Visual Arts offerings, such as theatre arts and painting.

<table>
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<tr>
<th>3. <strong>To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates</strong></th>
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<tbody>
<tr>
<td>Maintain the variety of our offerings to the diverse older adult population of the City.</td>
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<tr>
<td>Offer a comprehensive Business Program to enable students to complete the certificate course work in a timely manner at the Mission.</td>
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<tr>
<td>Continue to offer a complete English as a Second Language Program</td>
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<tr>
<td>Expand the Saturday Program to a weekend program by redistributing or increasing instructional hours.</td>
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<tr>
<td>Work with the Graphics Communications Department to revitalize the recruitment efforts for the Offset Press and Printing Program.</td>
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<tr>
<td>Develop a Sunday computer club for the Mission residents.</td>
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<tr>
<th>4. <strong>To offer new non-credit program options with increased enrollment results.</strong></th>
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<tr>
<td>Offer an Intensive, Fast-Track English as a Second Language</td>
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February 2003
- 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.
- 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.
- 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.
- Offer academic preparatory math and science courses.
- Offer a High School Diploma Program to enable GED graduates to complete the courses necessary to receive a high school diploma.
- Offer telecommunications classes.

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<tr>
<th>5. To modify existing credit program options and courses.</th>
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<tr>
<td>- Augment the WADP to include a daytime component.</td>
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<tr>
<td>- Work with department chairs to broaden the Colegio de la Misión course offerings.</td>
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<tr>
<th>6. To modify existing non-credit program options and courses</th>
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<tr>
<td>- Work with the Office Technology Department to revise the Office Technology Programs and course offerings at the Mission Campus.</td>
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<tr>
<th>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.</th>
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<tr>
<td>- Collaborate with the Counseling Department to develop a...</td>
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<tr>
<th>Status</th>
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<tbody>
<tr>
<td>On hold until new building is acquired</td>
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<tr>
<td>On hold; budget constraints</td>
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<td>On hold until new building is acquired</td>
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February 2003
A comprehensive student matriculation process for credit and non-credit students.

- Collaborate with the Mission Hiring Hall to bring onto the Campus a student recruiter and job developers to serve our program graduates.
- 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.

On hold until new building is acquired

The student Council Advisor is working to develop the clubs

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<tr>
<th>7. To provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel, and general management and leadership.</th>
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<tr>
<td>Request additional administrative staffing to address increased workload in administrative areas.</td>
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<tr>
<td>On hold; budget constraints</td>
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<tr>
<td>Request additional student services staffing to address increased student need/demand for student development services.</td>
</tr>
<tr>
<td>On hold; budget constraints</td>
</tr>
<tr>
<td>Request a Senior Management assistant (Class 1844) to work with the Dean on the campus development and growth efforts.</td>
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<tr>
<td>On hold; budget constraints</td>
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<tr>
<td>Work with the Human Resources Department to review the existing clerical positions and duties being performed.</td>
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<tr>
<td>On hold; budget constraints</td>
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<tr>
<td>Request the appropriate police coverage for the Campus.</td>
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<tr>
<td>On hold until new building is acquired</td>
</tr>
<tr>
<td>Request a permanent, part time WADP Coordinator.</td>
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<td>On hold until new building is acquired</td>
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### Section IV Resource Implications

<table>
<thead>
<tr>
<th>1. Student Development Resources</th>
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<tbody>
<tr>
<td>1.1. List the type and scope of student services needed to serve the new modified or expanded programs within the campus.</td>
</tr>
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</table>

February 2003
Assign a student services generalist to coordinate and manage the delivery of a full-range of student development services and programs.

Collaborate with the EOPS Department to offer EOPS related supportive services at the Mission Campus.

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.

Collaborate with the Matriculation Department to provide admissions, enrollment and testing on Saturdays.

Implement a book loan program (will need staff oversight).

Work with the Learning Assisted Dept. to implement a tutoring program for credit and non-credit students at the Mission Campus.

Collaborate with the Financial Aid Office to develop financial aid and incentives for older adults.

Collaborate with the Career Development Resource Center to develop a center on the Mission Campus.

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.

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.

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.

On hold until new building is acquired

February 2003

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

- Develop a campus student newspaper.
- Develop student clubs.
- Maintain a strong student council.
- Develop new or offer existing student leadership courses.
- Develop a book-loan program.

Working with Student Council to develop a book-loan program

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<tr>
<th>2. <strong>Technological Resources</strong></th>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

On going
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.

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

4. **Faculty and Classified Staffing**

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

Programs:

- Nursing, Vocational
- Adult Basic Education
- Fashion Design
- Computerized Machine Technology
■ English as a Second Language
■ Word Processing
■ Unit Coordinator
■ Clerical/Secretarial
■ Computer Studies
■ College Prep and GED Prep
■ College classes in Music, Mathematics, History, Engineering Technology, Computer Information Science, Biology/Biotechnology, Community Health Worker (Drug and Alcohol)

Services:

■ Library Services
■ Counseling Services
■ Non Credit/Credit Matriculation and Enrollment Services
■ Financial Aid Services

Section II.1.1 Current Associate Degree Credit Programs

■ Working Adults Degree Program

Section II.1.2 Current Certificate Programs (Credit)

■ Child Development and Family Studies
■ Hotel and Restaurant Operation
■ Home Health Aide

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

■ Business
  Office Assistant
  Word Processing

■ Health Science
  Home Health Aide
  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 Schlagg 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 Schlagg 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
- Expand short-term, modular scheduled, evening, weekend (Sat., Sun., or Sun./Sun.)
  skills, job training, and vocational courses and programs.
- Expand on site Head Start childcare programs.
- 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 C.S.O.S. students
- Offer retention classes and programs for at risk high school students
- MLK program (middle) in place (1/03) (see NC/NO, section IV).
- Offer industry specific training programs in business, computers, multi-media engineering/electronics, SEC. *Biotech (entry level classes) started (Fall/02).*
- Develop more partnerships and collaborations with SFUSD, CBO’s and private industry.
- Continue and expand Peer Mentoring/Tutorial Program offered by A. S. Council
- Offer one day workshops for partners and community.
- Provide targeted training for jobs in key areas of employment.
- Establish a Kid’s College.
- Become involved, if possible, in Techno Village and other education and training opportunities in the BVHP shipyard.
- Develop entrepreneurial programs to help students and community students.
- Recruit high school students for electronic computer, science, and biotechnology classes at SEC. Link to programs at Phelan and other campuses.
- Establish a youth ornamental horticulture program at SEC.
- Ask businesses, corporations, and industry to provide hands-on training and mentoring in business, computers, multimedia and biotechnology for SEC students.
- Develop non-credit job readiness courses linked to job placement.
- Obtain a van or bus to transport students to Phelan, Evans, JAD, and the Airport.
<table>
<thead>
<tr>
<th>Section III Objectives and Activities</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</td>
<td></td>
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<tr>
<td>1.1. Current Associate Degree Credit Programs</td>
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<tr>
<td>■ Working Adults Degree Program</td>
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<tr>
<td>1.2. Current Certificate Programs</td>
<td></td>
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<tr>
<td>■ Environmental Technology</td>
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<td>■ Child Development</td>
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<tr>
<td>■ Hotel and Restaurant Operation</td>
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<td>■ Drug &amp; Alcohol</td>
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<tr>
<td>■ Unit Coordinator</td>
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<tr>
<td>■ Word Processing</td>
<td></td>
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<tr>
<td>■ Certified Nursing Assistant</td>
<td></td>
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<tr>
<td>2. To offer new credit program options with increased enrollment results</td>
<td></td>
</tr>
<tr>
<td>■ 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.</td>
<td></td>
</tr>
<tr>
<td>■ 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</td>
<td></td>
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</tbody>
</table>
access to new jobs and careers in this area.

- Offer a Senior’s College with courses for Older Adults, including a Gospel class, short-term academic classes, and weekend courses.
- Offer a joint SFUSD/CCSF Dual Enrollment High School Diploma Program for County Community Students.
- 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.
- Offer Biotechnology courses, including a new Biotech Bridge class for students who need science, math, and S.C.A.N.S. competencies.
- Offer Psych Tech courses and additional Health/Science classes which provide employment and community awareness of health risks and issues.
- Offer computer and business classes at Visitation Valley when a larger site or additional sites become available.
- 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.**

- Current certificate non-credit programs offer by campus
- Academic preparation non-credit classes offered by campus

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

- 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.

- 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.
- Offer vocational educational classes at Visitation Valley To modify existing credit program options and courses
- Develop a youth ornamental horticulture program with a CBO, job agency, and floral business.
- Offer short-term, accelerated GED/Invest Lab courses.
- Offer short-term, modular scheduled business classes in the areas of customer service, accounting assistant, office assistant, retail sales, and/or related business fields
- Offer short-term, modular scheduled environmental technician programs
- Partner with new dot.com businesses as they re-locate to BVHP, Visitation Valley, or Potrero Hill and co-sponsor training programs for CCSF students in Industry settings or at SEC.
- 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**

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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.

- (List the collaborations needed with other educational agencies, CBO’s and industry).
- 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, A.T.T. or Pac Bell, Community in Schools (CIS), and various private industry partners.

Established partnership with S.F. Housing Authority to other computer training at SFHA sites.

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

- With the expansion in Visitation Valley sites.
- Additional administrative staff is required.

<table>
<thead>
<tr>
<th>Section IV Resource Implications</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Development Resources</td>
<td></td>
</tr>
</tbody>
</table>
1.1 List the type and scope of student services needed to serve the new, modified, or expanded programs within the school

- With expansion into a new building and even at the present time – bilingual counseling on a ½ evening basis M-R would be helpful.
- Van Service.

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

- 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.

- Tech support is needed if there is computer course expansion and further development in Visitacion Valley.

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

- This category depends on the new courses implemented at Visitacion Valley. A.A.T./PacBell Lab will require new equipment; grants will be used to offset these costs.
- Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online
Information and materials is available district-wide.

- Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expanded Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.

### 3. Facilities

**3.1. List the facilities that require remodeling to support the needs of new, modified, or expanded courses/programs**

- Depending on the 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.**

- 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.**

- Assistant Management,
- A&E Coordinator,
- Administrative secretary

**4.2 List the number and description of faculty needed for new, modified, and expanded courses/programs within the campus**
<table>
<thead>
<tr>
<th></th>
<th>Faculty would be needed to teach new credit courses which were implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Organizational Structure</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Describe changes needed in the organizational structure of the campus to support the new modified, and expanded courses/programs within the campus</td>
<td>None</td>
</tr>
</tbody>
</table>
PLANNING FOR THE FUTURE:
SOUTHEAST AND EVANS CAMPUS

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 provides 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 represents a potential model for replication in other parts of the city.

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. (*Entry level biotech programs in place/Fall 2002*)
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. (*In place/Fall 2002*)
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

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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.

*February 2003*
Section IV: Student Development
STUDENT DEVELOPMENT
EDUCATION MASTER 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
- General Counseling, Special Programs
  - Athletic Counseling
  - International Students’ Counseling
  - Math Bridge
  - Re-Entry
- Latino Services Network
  - Latina/o Service Center
  - Latino Scholars’ Institute

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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

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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.

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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.

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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 V: Technology Plan
Mission, Goals, and Vision

Mission Statement

Information Technology (IT) is a service that supports the teaching and learning mission of the City College of San Francisco through the use of information technology resources for all aspects of college operations, educational and administrative.

Goals and Outcomes

The overall goals and anticipated outcomes guiding the growth and development of Information Technology at CCSF are the following:

I. Improved access to college services
   A. Students will have more access to City College programs and services from work, home or from one of our campuses.
   B. Disabled students will enjoy greater access to City College than ever before.
   C. Faculty and staff will have greater access to College information technology tools, supporting increased job performance.
   D. The community will have consistent, quality information about City College, promoting access and increased utilization of resources.

II. Improved access to educational opportunities
   A. Students will be able to access more instruction on demand.
   B. Testing will be less complicated because students will be able to take tests at all times in laboratories around the College.
   C. Students will be able to be more efficient by using technology in laboratories for tasks that require practice and repetition.
   D. The learning experience both in class and out of class will be richer and more engaging with the use of multi-media, smart classrooms and the Internet.
   E. Faculty and staff will have increased access to technology training opportunities.

III. Improved student retention and success
   A. Programs will be able to accommodate diverse learning styles through one to one contact; group work and cooperative/collaborative learning projects; online instruction and telecourses.
   B. Students will have more accurate information about the courses they need and the best way to access those courses to meet their scheduling needs and their goals.

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IV. Improved institutional effectiveness and efficiencies through the deployment and application of appropriate technology
   A. College operations will be more efficient, reliable, and cost-effective.
   B. College employees will have better access to data with improved capability for processing and retrieving information.
   C. College employees will have better, more accessible, and more efficient communication.

V. Enhanced the image and reputation of the College through technological excellence

Vision

Through the strategic application of technology, Information Technology will improve access to the services and educational opportunities offered by City College, increase student success and retention, promote the effectiveness and efficiency of operations, and enhance the image of the College.
Strategic Goals, Objectives, and Activities

Strategic goals, objectives, and activities for the next three years are provided for four technology areas under the direction of Information Technology Services (ITS), including educational technology services, network services, administrative information services, and IT management and operations. For each strategic goal or priority, objectives and activities have been formulated for implementation.

Strategic Goal 1: Educational Technology Services

1. Develop and implement enhanced educational technology services
   1.1. Conduct external and internal scans leading to the identification of strengths, weaknesses, opportunities, and plans for development and improvement

   Strategic Goals, Objectives, and Activities
   1.2. Continue the development of on-line courses and programs
       a. Provide support for continued development of online courses for an expanded number of courses and graduation requirement courses
       b. Institutionalize the online courses already developed within departments to become additional courses which will provide expanded enrollment
       c. Explore alternative business models for developing new markets external to the College for online courses
       d. Evaluate and select a long-term web-hosting solution for online courses and faculty WebPages

1.3. Develop and implement an improved computer lab arrangement and multi-media classrooms
    a. Increase the quality and capacity of computer lab facilities that are available for courses across the District
    b. Increase the quality and capacity of electronic classrooms that are available for courses across the District

1.4. Continue to provide professional development programs in technology for faculty and staff
    a. Increase faculty use of web-tools in support of instruction and incorporate these technologies into a broader range of courses
    b. Expand department-specific training in the use of technology to support instruction
c. Offer computer-based training courses for faculty and staff to self-train in a variety of topics

1.5. Assess and plan the development of new instructional technologies
   a. Continue to support video distribution for BEMA at the current level of service
   b. Evaluate and pilot video-streaming or interactive television for delivering instruction to students
   c. Develop a comprehensive plan for the use of video technology across the District
   d. Develop a plan for the deployment and distribution of digital satellite downlink programming across the District for the CCCSAT project

**Strategic Goal 2: Network Services**

2. Develop and implement enhanced network services
   2.1. Conduct external and internal scans leading to the identification of strengths, weaknesses, opportunities, and plans for development and improvement, including next generation of converged network technologies
   2.2. Complete preparatory arrangements for the rollout
      a. Plan and implement the desktop rollout throughout the District
      b. Develop standards for network services, appliances and access
      c. Develop training plan and help desk policies and procedures
      d. Develop RFP and acquire equipment, software, and services for rollout
      e. Complete network management preparation, with tools and testing
   2.3. Complete phase 1 of rollout
      a. Install and test core network services (email and other network services)
      b. Pilot test rollout
      c. Implement delivery and installation of desktops
   2.4. Complete phase 2 of rollout
      a. Install and implement fax services
      b. Install and implement group ware services
      c. Install and implement wireless networks
   2.5. Complete phase 3 of rollout
      a. Make help desk refinements for ongoing service
      b. Make training refinements for ongoing service
   2.6. Complete final network connectivity to all campuses
      a. Complete construction of the network infrastructure (including manhole repair and sealing and installation of network equipment)
      b. Develop and implement inter-campus connectivity solution between all campuses
         • Conduct feasibility of fiber and microwave connectivity
         • Issue RFP and select service
         • Execute
      c. Plan and provide wireless access to web services at pilot locations
      d. Plan, develop and deploy a comprehensive network management strategy including security, disaster recovery, performance and diagnostics

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2.7. Develop and implement solutions to provide universal access to web-based services and resources for all students through the internet, including
   a. Priority areas:
      • LRC access areas for students
      • Discount purchasing of PCs
      • Student email service
      • Web portals for all students
      • ISP services for students
   b. Areas for further investigation:
      • PC/laptop loan program
      • Information ports/kiosks
      • Wireless access
      • Corporation computer donation program
      • Improved computer lab access

2.8. Develop plans and provide improved access and support for persons with disabilities

2.9. Develop and implement next generation telephone system and services
   a. Determine organizational location of voice/telephone system
   b. Evaluate voice communication options
   c. Issue RFP and acquire new telephone system capability
   d. Execute

Strategic Goal 3: Administrative Information Services

3. Develop and implement enhanced administrative information software and services
   3.1. Conduct external and internal scans leading to the identification of strengths, weaknesses, opportunities, and plans for development and improvement
   3.2. Implement Banner version 6.0
   3.3. Examine and improve existing work processes to take better advantage of Banner work-flows and improve college operations
      a. Non Credit Attendance Accounting
      b. HR Processes
      c. A & R Processing
      d. Finance and budget
      e. Class schedule development
   3.4. Implement “unused” Banner functions, such as:
      a. Direct Deposit for Financial Aid
      b. Degree Audit/CAPP
   3.5. Develop and implement enhanced solutions for Student Development
      a. Document imaging
      b. Electronic transcript and degree audit
      c. Educational plans and student tracking
      d. Student identification cards with bar codes
      e. Banner enhancements (TBD)
      f. On-line orientation and virtual college tour
      g. Transfer tracking
      h. Lab networking
i. Improvements to SARS/GRID
j. Non-credit attendance accounting

3.6. Develop and implement enhanced solutions for Academic Affairs
   a. Web-based grades
   b. Wait Lists
   c. Distance Learning course management
   d. Scheduler’s Aid and Master Schedule

3.7. Develop and implement enhanced solutions for Administrative Support
   a. EIS/Data Warehouse
   b. Budget Module
   c. Alumni Development
   d. Fixed Assets
   e. Facilities project management
   f. Financial Aid interfaces to auxiliary enterprises such as bookstore, etc.

Strategic Goal 4: IT Management and Operations

4. Develop and implement enhanced IT management and operations
   4.1. Conduct external and internal scans leading to the identification of strengths, weaknesses, opportunities, and plans for development and improvement
   4.2. Develop and implement processes and procedures for the acquisition and replacement of technology:
      a. Review process
      b. Approval of specifications and standards
      c. Replacement procedures for aging technologies
      d. Incorporate issues related to total cost of ownership – technical support, warranties, etc.
   4.3. Establish stronger “structures” to improve the delivery of IT resources to the campus community:
      a. Implement service level agreements with user departments to improve customer service
      b. Develop a cadre of texperts in the user community to extend technical support and consulting services
      c. Develop and implement a staff/users development and training program for the application and use of technologies deployed at CCSF
      d. Establish a fully functional and responsive “one-stop shop” helpdesk that provides users the capability to submit their own work orders and see the status of open work orders via the web.
   4.4. Strengthen and improve IT operations and management
      a. Provide higher reliability and availability of servers, install a comprehensive UPS and power generation system for the Computer Center
      b. Install redundant servers for mission-critical applications
      c. Refine the allocation process for consulting services to improve support for IT functions
      d. Review and make recommendations on organization of ITS
e. Review and make recommendations on dispersed technical personnel and their relation to ITS
f. Review and make recommendations on relation between LRC-managed technologies, BEMA-managed technologies, and ITS-managed technologies

4.5. Establish policies for the following areas
a. Management/control of web content and publishing standards (College website, advisory committee, webmaster and organization and standards for development)
b. Network use and privacy
c. Copyright and intellectual property rights

4.6. Continue to enhance the shared-governance system for IT
a. Establish a Technical Review Committee to develop and enforce web, hardware, software and network standards
b. Establish a high-level external technology advisory committee consisting of prominent vendors and community leaders
c. Integrate planning for all areas of IT with ITPC leadership for planning and policymaking

- See TLTR Technology Plan (Appendix A)
- See LRC Technology Plan (Appendix B)
Section VI: Library Technology Plan
The Library Technology Plan describes activities designed to expand and enhance access to services, proposes remedies for existing problems, and outlines strategies and activities for reaching our desired goals.

**Goal 1: Information resources**

1. Provide all CCSF students and staff with access to information resources offered by the Library in support of their curricular and independent learning needs.
2. Provide all CCSF instructors with access to information resources that support teaching and curricular needs.
3. Ensure uniform access to information for all CCSF students, faculty and staff at all campuses, and wherever feasible, at off-campus locations in support of student success.

**Strategies**

- Provide optimal universal access to print, non-print, networked electronic resources, other library resources, Bay Area library catalogs and the Internet.
- Widen the scope of accessibility to resources by increasing the range of networked, electronic resources.
- Provide networked printing capability for all library workstations.
- Continue development and maintenance of the Library’s web page.
- Develop and implement an online interactive reference service to support our users, particularly distance learning, and remote use students and faculty.
- Explore system options supporting patron convenience – self check out, renewals, hold list management, etc.

**Activities**

**Workstations**

- Upgrade or replace hardware and software to avoid obsolescence (approximately every three years) in order to provide current and responsive resources.
- Provide all library staff with access to workstations and appropriate software; standardize hardware and software as much as possible for improved maintenance.
- Provide appropriate hardware/software for patrons with disabilities for every library site, including one workstation in each information skills classroom.
- Purchase, configure, and deploy additional workstations to extend access to library instructional programs, including workstations for an instructional lab in John Adams Room 202.
Identify and acquire systems/software so that access for patrons and staff is reliable and responsive. (i.e. no multiple reboots per day, no interminable waits for response.)

**Online Catalog and indexes**
- Continue annual library system software maintenance.
- Evaluate library system vendors to identify standards-based systems utilizing open systems design for flexibility and user-friendly interfaces.
- Extend the utility of the online catalog by evaluating/implementing additional software functions for acquisitions, cataloging, media scheduling, and serials.
- Set priorities for the development, cataloging and indexing of local databases and collections including the Guardsman, College Archives, Learning Assistance Center, the Broadcasting Department, the Job Placement Center, the Language Lab, and the Diego Rivera collection.
- Catalog and index these collections according to the priorities set.
- Explore options and seek funding for authority control cleanup: automated correction and reconciliation of subject headings and authors’ names.
- Extend the value of the online catalog by adding content to existing and new records, which may include tables of contents, book reviews and website addresses.
- Implement broadcast searching using Z39.50 technology.

**Electronic information resources**
- Identify and remove obstacles to the use of CD-ROMS that are already in City College Library collections and evaluate options for network CD-ROM access.
- Implement software to provide City College Library users with remote access to the online catalog and to subscription-based databases.
- Evaluate available options for electronic access to back issues of serials currently held in microfilm or print and select affordable solutions.
- Evaluate available options for expanding electronic access to networked versions of electronic reference resources and select affordable solutions.
- Evaluate available options for electronic access to City College archival material and the Diego Rivera collection.
- Develop a plan for future networked access to unique resources at various campuses.

**Applications development and support**
- Identify, acquire, and implement software or utilities that support or improve the work of library staff in making resources accessible and available to students.
- Continue membership and subscription to OCLC services for cataloging and ILL.
- Evaluate extension of dedicated TCP/IP connection to OCLC for ILL and reference databases.
- Continue support and development of extended Visual Basic macros for the automation of cataloging tasks.
- Implement networked access to Library of Congress software for cataloging work and for instruction (Library Information Technology program) and continue subscription to this software.
- Develop and implement centralized acquisitions interface between the library and the CCSF financial system for efficient processing of invoices and payment vouchers.
- Implement automated circulation for the Alice Statler Library, the Media Center, and the Teachers Resource Center Library.
- Provide librarians with release time to work with library system vendor on Joint Application Development to ensure development of applications that meet the needs of an academic library.

**Goal 2: Instructional resources**

1. Collaborate with discipline-based faculty and instructional support staff district-wide to develop students’ information competency skills.
2. Provide faculty and staff with library resources/information technology training and provide course and assignment development support for faculty.

**Strategies**

- Provide CCSF students with instruction and assistance in becoming information competent.
- Create new learning opportunities and redesign existing courses and workshops district-wide to emphasize information competencies.
- Explore and offer, if appropriate, information competency courses and workshops through distance learning.
- Provide opportunities for faculty to update their information competency skills.
- Participate in activities with other departments and learning resource units to cooperate in providing instruction using ‘smart’ classrooms or high technology labs.
- Assist faculty in their research endeavors to support CCSF’s curriculum.

**Activities**

**Workshops and courses**

- Implement plans for redesigning Library Instructional Skills workshops A, B, and C.
- Implement plan for redesign of courses on the use of information resources for instruction at all City College Campuses and through distance learning.
- Build into the annual instructional development activities the review and possible revision of all formal student learning opportunities, such as basic skills workshops, LIS 10, LIS 51, etc. to reflect changing information technology resources and curricular needs.
- Develop and offer training workshops for faculty and staff to encourage collaboration with librarians in incorporating electronic resources into coursework.

**Demonstration classrooms and laboratories**

- Coordinate scheduling of existing information skills classrooms and laboratories (R414, R209) for maximum use.
- Plan and implement the distance education/information competency skills classroom at the John Adams campus in Room 202.
- Plan and implement information skills classrooms at new campus libraries: Chinatown-North Beach Campus and Mission Campus.
- Train staff in the use of information skills classrooms.

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Goal 3: Infrastructure and facilities

Provide software, telecommunications, equipment, wiring, and architectural frameworks to deliver required technological services.

Strategies

• Work with College Information Technology Services staff to plan for and implement a wide area network for the District.
• Work with College Information Technology Services staff to improve local area network services to the Alice Statler Library, the Downtown Campus Library, the John Adams Campus Library, the Josephine Cole Library, and the Teacher’s Resource Center Library.
• Maintain and continue to upgrade the Rosenberg network segments to support patron access to hardware and software resources.
• Evaluate the implementation of software to eliminate the need for a separately maintained library patron database. (i.e. system connections to CCSF student/staff records)
• Plan for network access for future library sites (Chinatown/North Beach campus, Mission campus)
• Evaluate staff work environments, workstations and furniture to make sure that they are healthy and ergonomically sound and to correct deficiencies.
• Advocate College development of “surf labs” for students using the Internet for non-academic pursuits, in order to relieve the workstation/human resource demand upon library settings and personnel.

Activities

Network hardware

▪ Install and maintain Novell servers for the Alice Statler Library, the Downtown Campus Library, the John Adams Campus Library, and the Josephine Cole Library and future libraries at the Chinatown and Mission campuses.
▪ Continue annual maintenance for existing network hardware (servers, routers, hubs)
▪ Purchase additional hardware and software to upgrade the Rosenberg Library network; creating additional subnets and implementing a switched networking technology.
▪ Configure Dynamic Host Configuration Protocol (DHCP) server to support network access for students with laptops in the Rosenberg Library/LRC. (Wiring already in place)
▪ Purchase additional equipment to provide access to library resources for all library sites.

Wiring

▪ Add electrical power and data wiring at Reference East to support adaptive workstations running speech and word processing applications for disabled students.
▪ Pull wire in existing conduits to add OPAC stations between Reference West and Reference East.
▪ Plan and install electrical power and data wiring in John Adams Room 202 for instructional classroom, integrating with plans for network infrastructure for the entire John Adams campus.
Facilities

- Re-evaluate locations for centralized networked printing services for patrons using Rosenberg library resources. (Reference and word processing.)
- Evaluate locations for centralized networked printing for patrons using the Language Lab and Learning Assistance Center on level 2. (Instructional software and word processing.)
- Identify and secure additional space for Library Automation Services staff, hardware and supplies in the Rosenberg Library/LRC.

Goal 4: Human resources

Raise the skill levels and information technology competencies of the library and learning resources staff, and the faculty and staff of City College.

Strategies

- Increase the technical expertise of all library faculty and staff.
- Provide adequate staffing to support optimal functionality of equipment and software for Library and Learning Resource Services.
- Develop human resources in the library to assure effective functioning of all units via the hiring of additional and/or the redeployment of existing faculty and staff.

Activities

Training and education

- Develop information awareness and technical skills of library faculty and staff by contracting for or promoting attendance at technical workshops and conferences.
- Provide adequate opportunities and release time for training of all library employees.
- Transfer current awareness gained from workshops and conferences to library faculty and staff through short workshops, orientations and focused discussions.
- Train librarians and staff in the loading, installation, and de-installation of CD-ROMs currently in our collections.
- Encourage all library faculty and staff to undertake training in the use of applications that will maximize our ability to serve student needs.

Hiring and reclassification

- Reclassify one staff position in the Language Lab from 3598 (classroom aide) to 3538 (technical support)
- Hire additional staff in the Periodicals unit (library technician II) and at the Statler library (half time library technician)
- Seek funding to increase library automation staff to achieve a ratio of one System Administrator Level 1, (class 1021) for every 75 workstations supported by the department.
- Seek funding for and hire instructional lab aides to assist at the Downtown, John Adams, and other campus library open-access computing labs.
Review and revise job description to ensure that duties and responsibilities related to information technology use and oversight are clearly stated.

**Implementation and funding**

Provide appropriate resources in leadership, money and time to actualize the goals of this plan.

**Strategies**
- To make maximum use of regular district sources of funding.
- To explore funding opportunities via grants and other external sources.
- To obtain adequate funding for equipment needs, training costs, staffing, and the purchase of services, utilities, and vendors.

**Activities**

**Organization of funding needs and sources**
- Identify library technology costs and create an organized list of these costs.
- Identify current sources of library technology funding and create an organized list of these sources.
- Develop an articulated, coherent system for matching costs with funding sources.

**Internal funding**
- Create and maintain a coordinated list of library technology expenditures currently met through internal funding.
- Create and maintain a list of unmet library technology funding needs in anticipation of internal funding opportunities.

**External funding**
- Maintain contact with state agencies such as the California State Library, etc. to determine what funds may be available.
- Seek support from non-profit organizations or foundations.
- Standardize grant-writing procedures and cooperate with the City College Research and Planning office.
- Investigate collaborative efforts and consortia options to maximize funds and expertise.

**Notes**

3. The Rosenberg Library, opened in December 1995, recently celebrated its three millionth patron; average daily patron count for the Fall/Spring academic year (not including Summer sessions).
5. Accepted U.S. industry standard is 50 to 1.
# Academic Year Timetable

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<tr>
<td>Purchase and install ADA-compliant workstations where appropriate in Learning Resources</td>
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<td>DSP&amp;S (Disabled Students Programs and Services)</td>
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<td>Provide funds for maintenance of OPAC hardware and software and for relational database conversion</td>
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<td>College budget</td>
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<tr>
<td>Provide off-campus access to licensed web-based databases such as InfoTrac, GaleNet’s Literature Resource Center, Newsbank and Ethnic Newswatch</td>
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<td>TTIP</td>
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<tr>
<td>Purchase and installation of new Pentium IIIIs to replace and augment obsolete workstations at the Reference area</td>
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<td>College budget and instructional equipment grant funds</td>
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<tr>
<td>Expand outreach and training opportunities for faculty so they and their students may make optimum use of information and instructional resources available via CCSF libraries.</td>
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<td>College budget and block grant funds</td>
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<tr>
<td>Continue the advocacy of information competency requirement at the College</td>
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<td>College budget</td>
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<tr>
<td>Offer library system-wide training and informal mentoring to provide support staff and librarians with contemporary, essential skills in finding, filtering, evaluating and synthesizing information and teaching those skills to students, faculty and staff.</td>
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<td>College budget and instructional equipment grant funds</td>
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<tr>
<td>Promote student success by offering all students, regardless of instructional site or disability, in accordance with the guidelines of the Office of Civil Rights, access to the resources of the CCSF libraries and other digital sources, and by providing appropriate referrals to other local libraries/resources when needed.</td>
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<td>College budget</td>
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<tr>
<td>Expand student and faculty access by implementing changes in library workstation configurations to facilitate ease of use, and emailing and/or downloading of resources and content.</td>
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<td>College budget and instructional equipment grant funds</td>
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<tr>
<td>Promote more, faster and reliable Internet and College network access for students, faculty and staff by investigating and implementing alternatives for the acquisition of Internet services.</td>
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<td>College budget and block grant funds</td>
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<tr>
<td>Advocate developing campus “surf labs” for students using the Internet for non-academic pursuits, to relieve the workstation/human resource demand upon library settings and personnel.</td>
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<td>College budget and block grant funds</td>
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<tr>
<td>Promote student and faculty success through the library-wide installation and technical support of a baseline of contemporary hardware, network and software resources.</td>
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<td>College budget and instructional equipment grant funds</td>
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<tr>
<td>Facilitate student and faculty access and success through the provision of training and readily available support services for Internet and library resource use.</td>
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<td>College budget and instructional equipment grant funds</td>
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<tr>
<td>Expand the integration of technology in teaching and learning by providing training and support for faculty interested in locating and using discipline-specific Internet content and digital library resources.</td>
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<td>College budget and instructional equipment grant funds</td>
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<tr>
<td>Advocate required permanent instructional technology training and support staff to ensure student and faculty access and success in using current resources and technologies.</td>
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<td>College budget and block grant funds</td>
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<tr>
<td>Plan for, acquire and support an adequate hardware, software, and support infrastructure for library and learning resource center personnel so that they can deliver the services and resources required of contemporary academic libraries in support of student and faculty achievement.</td>
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<td>College budget, block grant and instructional equipment grant funds</td>
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February 2003
### Academic Year Timetable

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<tr>
<td>Migrate from Epixtech’s Pac for Windows (running under Windows NT) to Epixtech’s WebPAC (web-based OPAC)</td>
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<td>College budget / Time and effort</td>
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<tr>
<td>Explore and evaluate OPAC vendors as alternatives to existing Dynix OPAC</td>
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<td>Time and effort</td>
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<tr>
<td>Advocate the installation of a WAN (wide area network) to accommodate sharing of non-web based electronic resources among the campus libraries</td>
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<td>College budget and block grant funds</td>
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<tr>
<td>Rewrite the library’s mission statement and collection development policy to reflect the incorporation of web-based, electronic resources and distance learning</td>
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<td>Time and effort</td>
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<tr>
<td>Expand access to CD-ROM and DVD-ROM resources and explore the acquisition of satellite-delivery of internet services</td>
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<td>TTIP and College budget</td>
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<tr>
<td>Hire additional librarians to accommodate expansion in library programs and online services</td>
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<td>College budget and Partnership for Excellence</td>
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<tr>
<td>Hire additional and reclassify/redeploy existing library staff to accommodate expansion in library technology and programs</td>
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<td>College budget and Partnership for Excellence</td>
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<tr>
<td>Improve and expand bandwidth of existing networking infrastructure to accommodate anticipated growth in internet use</td>
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<td>College budget, block grant funds and TTIP</td>
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<tr>
<td>Incorporate web sites and meta data into cataloging processes to expand access to electronic resources</td>
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<td></td>
<td>College budget, instructional equipment grant funds and TTIP</td>
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</tbody>
</table>

**February 2003**
<table>
<thead>
<tr>
<th>Provide learning opportunities and training materials in a variety of formats, to enable students to acquire and use skills for current academic pursuits and for life-long information-seeking activities.</th>
<th>College budget, and TTIP</th>
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</thead>
<tbody>
<tr>
<td>Develop, support and maintain currency of a facility and technology infrastructure to deliver distance learning in a variety of modes (video, Internet, etc.)</td>
<td>College budget, block grant funds and TTIP</td>
</tr>
<tr>
<td>Promote student access and success and curtail currently long waits for resources, by assisting the College to plan for and achieve the State’s goals of 1 computer for every 20 students and 15 multimedia classrooms for every 10,000 FTES.</td>
<td>College budget and block grant funds</td>
</tr>
<tr>
<td>Provide an ongoing program of training and upgrading of skills of learning resource center personnel so that they are equipped to implement and deliver the resources and services necessary in libraries which support instruction and learning.</td>
<td>College budget, instructional equipment grant funds and TTIP</td>
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</table>
### Academic Year Timetable

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<tbody>
<tr>
<td>Continue the acquisition and upgrade of hardware, network and software resources to accommodate changing technologies required for information access</td>
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<td>College budget, instructional equipment grant funds and TTIP</td>
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<tr>
<td>Provide learning resource services which approach the State’s goal to “meet or exceed those services available through a student visit to the campus.”</td>
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<td>College budget and TTIP</td>
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<tr>
<td>Advocate the replacement or upgrading of public access and instructional hardware and software within College library settings on a three-year cycle to maintain an environment conducive to student and faculty success.</td>
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<td>College budget, instructional equipment grant funds and TTIP</td>
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<tr>
<td>Advocate, as recommended, the funding and implementation of the State’s goal of “seamless access to information, regardless of format and location” and “move toward a virtual library and learning resources program.”</td>
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<td>College budget, instructional equipment grant funds and TTIP</td>
</tr>
<tr>
<td>Promote extending hours at all open-access computer labs and seek additional space for the creation and maintenance of more labs</td>
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<td>College budget, block grant and instructional equipment grant funds</td>
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</table>

February 2003
-240-
This document was composed by the Library Technology Committee comprising the following members:

Rita W. Jones, Dean of the Library and Learning Resources
Karen Saginor, Reference Librarian
Julia Bergman, Librarian, Coordinator of Automation
J. R. Hall, Supervising Technician, Automation
Chris Kox, Librarian, Periodicals Librarian
Charles Fracchia, Librarian, Downtown Campus Library
Ann Roberti, Librarian, Alice Statler Library
David Gallerani, Assistant to the Dean
James Lim, Librarian, Coordinator of Reference Services
João Barretto, Librarian, Coordinator of Acquisitions and Collection Development

Mission Statement for the City College of San Francisco Library

- To provide students, faculty, staff and community members with the information and information services they need to pursue areas of study in the City College credit and noncredit curriculum
- To provide students, faculty, staff and community members with assistance and instruction in the use of library resources for their present studies and lifelong learning.
- To provide materials and to develop services for students with a wide range of scholastic abilities, learning styles, and comprehension levels.
- To support, reflect, and to be responsive to the changing needs of people with diverse ethnic, cultural, social and economic backgrounds.
- To advocate faculty and staff participation in building and enhancing resources and services.
- To publicize available services and activities.

Planning Context

The College is currently committing major funding to building its computer infrastructure, including a fiber optic network and providing office computers for all faculty who request them. The College is currently revising its Education Technology Plan (1997). An Education Plan is being developed under the guidance of consultant Denton Crews. It is expected that this Library Technology Plan will be included by the Technology Learning and Teaching Round Table in informing the Education Plan and the Education Technology Plan revisions.

The Technology Learning Center is offering a broad array of staff-development courses. The Learning Assistance Center recently opened a new facility to promote faculty use of the Internet and technology in instruction; it has been a roaring success. The College is preparing to offer more distance instruction using various delivery systems.

The Library Technology Plan emanates from and is consonant with:
This plan recognizes and tries to address issues related to but not limited to:

- The growing importance of information literacy competency and computer competency as lifelong skills.
- The impact of digital technologies on instructional resources, information services and access to them coupled with the goal of shrinking the digital divide between the computer haves and have-nots.
- The need to provide a baseline of responsive computer access and services for each student and college employee.
- The rippling effects of technology upon those who provide services: librarians, technicians, support staff; including continuous change and frequent updating of skills.
- The demand for access to reference and instructional materials at non-college locations and non-library locations within the CCSF district.
- The need for technical support for the hardware and software required to offer the services expected by the college community.
- The need to enhance support for traditional resources and services while expanding technology-based offerings.
- The need to maintain an academic environment which supports intellectual property rights, individual privacy, the security of information, and protection from harassment.
- The importance of sharing resources and expertise, when possible, with other libraries and educational institutions.
- The fiscal impact of technology on library budgets – electronic and digital resources, software, personnel, and computing infrastructure.
- The need for all Library and Learning Resources staff to maintain up-to-date information technology skills.

**Service Context**

The following numbers provide a framework for understanding the ramifications, size, and impact of Library Technology services and infrastructure – hardware, software, user instruction, technical support, and training requirements – on the quality of learning and teaching at City College.

**Patron Base**
- Serves an unduplicated credit and non-credit student enrollment of 88,572; serves 2350 faculty and staff.¹
• Offers resources to 1,060,192 patron annually, serves an average of 3989 patrons per day at the Rosenberg Library, Phelan campus (as measured by the security system).
• Serves a diverse clientele with important goals and needs; 62% of users surveyed were pursuing a degree program and 13% were earning a vocational certificate or acquiring job training.

Infrastructure
• Provides services to students at 10 campuses; now operates 5 ‘campus libraries’ and will begin construction of 2 more in the Chinatown and Mission districts of San Francisco soon.
• Supports access to 338 public service computers for information retrieval, services and student projects; offers access to library resources from remote locations via the Internet; maintains 13 servers to support patron services.
• Employs a staff of 50 librarians and library technicians who use 65 computers and 23 terminals for library functions such as cataloging, circulation, periodicals management, instructional materials and acquisitions.

Services
• Instructs students and faculty in information competencies and library research skills – in the 1999/2000 academic year 208 basic library skills, course related, and faculty workshops were presented; responds to 1660 bibliographic instruction-related questions per semester.
• Answers 47,300 reference and computer assistance questions annually; responds to 12,885 directional queries annually.
• Circulates an average of 11,100 print and non-print items per year.

The above numbers provide a snapshot of the operating environment of library technology at City College. They do not convey the serious deficiencies and substandard components of the current library and information technology support system, which include:
• Student per open access computer workstation = 52 to 1.
• Inadequate technical support to maintain daily operational status; frequent technical and network failures inhibit learning and teaching.
• Computers/peripherals per technical support employee ratio = 125 to 1.
• Insufficient funding for digital information resources and subscriptions.
• Inadequate staff training due to lack of funds and backup/substitute personnel.
• Uneven access to information literacy instruction and digital resources at campuses.
• Campus and Automation staff resources are unduly constrained, due to the library’s continuing support of open access computing labs.