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.

*February 2003*
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.

February 2003
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
1. To continue maintenance of effort for credit and non-credit academic programs at all campuses and sites
   - The Consumer Arts and Sciences Department offers credit and non-credit classes that currently are not a part of a degree or certificate program
   - Degrees are granted in:
     1. Administration of Justice
     2. Fire Science Technology
     3. Aircraft-Maintenance Technology
     4. Automotive Body & Fender Repair (under revision)
     5. Automotive Mechanics (under revision)
     6. Commercial Cut-Flower & Greenhouse Production
     7. Culinary Arts and Hospitality Studies
     8. Fashion Merchandising
     9. Floristry
     10. Landscape Gardening and Landscape Contracting
     11. Nursery & Garden-Center Operation
     12. Hotel and Restaurant Operation (renamed, see above)
     13. Labor Studies

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

- Hotel and Restaurant Department hopes to develop a Hospitality Information System Program and get approval for the existing three track program, which includes Culinary, Restaurant Management, and Hotel Management.
- Administration of Justice Department has developed curriculum for SFPD’s Advanced Officer Training Program.
- Administration of Justice Department is looking to develop courses and programs in Emergency Communications/911, and Probation.
- Fire Science Department has an affiliation with SFFD Academy, including Paramedic Training through School of Health – possible locations Treasure Island and the Presidio.
- Consumer Arts and Sciences Department meeting is with Garment 2000 and Fashion Merchandising from the School of Business to discuss collaboration on production certificate.
- Office of Vocational Education/ATT Grant Manager is working with Transportation Industry representatives to develop Transportation training programs that will meet the current and future needs of the industry.

Hotel and Restaurant Department has merged with Hospitality Program to become the Culinary Arts and Hospitality Studies Department. CAHS received approval for the three tracks. The department is continuing to examine if there is a need to develop an Information Technology track.

Discussion is underway to develop proposals for the AJ/FS Department to grant advanced standing and units to officers who have successfully completed the SFPD or SFFD Academy. CASC is now the Fashion Department and offers three certificates.

Launch MUNI Career Ladder Training Program. Continuing to work with various transportation agencies to access current and future education and training needs.

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

- First phase of DACUM process completed for Construction Training.
- Continue to develop appropriate curriculum based upon DACUM process and demonstrated industry employment needs.

Automotive Program is going through Phase II and III of DACUM.

Construction needs to complete Phases II and III.
and demonstrated industry employment needs

<table>
<thead>
<tr>
<th>4. To modify or enhance existing credit and non-credit program options and courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Automotive used DACUM in May 1999, new and revised courses are being piloted in Spring 2001</td>
</tr>
<tr>
<td>■ Construction Training DACUM – first phase completed in July 2000</td>
</tr>
<tr>
<td>■ DACUM will be used in the development of curriculum for Transit, Emergency Communications/911, and Probation</td>
</tr>
</tbody>
</table>

See above

<table>
<thead>
<tr>
<th>5. Special initiative for the improvement of programs</th>
</tr>
</thead>
<tbody>
<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 MOCD to expand offerings and improve teaching facility at the Evans Campus</td>
</tr>
</tbody>
</table>

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

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

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

   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>

<table>
<thead>
<tr>
<th>4. Faculty and Classified Staff</th>
<th>Working with Student Development to look for ways to meet needs of Trade Skills Students. AJ/FS, Fashion and RF/EH Departments sharing staff. Continuing to look for funds to support Director of Transit Academy position. 1426 position upgraded. Calendar extended for 1426 Clerk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Advisor for Trade Skills</td>
<td></td>
</tr>
<tr>
<td>■ Coordinator for Trade Skills</td>
<td></td>
</tr>
<tr>
<td>■ Shared Support Staff for AJ/FS, CASC, and RF/EH Depts. at Phelan</td>
<td></td>
</tr>
<tr>
<td>■ Director of Transit Academy</td>
<td></td>
</tr>
<tr>
<td>■ Director of Public Safety Academy</td>
<td></td>
</tr>
<tr>
<td>■ 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</td>
<td></td>
</tr>
<tr>
<td>■ 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</td>
<td></td>
</tr>
<tr>
<td>■ 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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Organizational Structure</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Coordinators, Directors, Dean for various Occupational, Contract, Workforce and Economic Development educational initiatives</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>public agencies.</td>
</tr>
</tbody>
</table>
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.
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
1. To continue maintenance of effort for credit academic programs and general education offerings at all campuses and sites as required to meet student enrollment needs and campus plans.

1.1. List current associate degree credit programs offered by departments within school

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

1.2 List current certificate programs offered by departments with school (use CCSF catalog/Office of Vocational Education List).

The School of Business offers the following credit certificate programs:
- Accounting
- Finance
- International Business
- Marketing
- Microcomputer Applications
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>Course Code</th>
<th>Course Description</th>
</tr>
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<tbody>
<tr>
<td>CMSP 9241</td>
<td>Intro to Computers/ABE</td>
</tr>
<tr>
<td>COMP 9245</td>
<td>Computer—Introduction to PC’s</td>
</tr>
<tr>
<td>9867</td>
<td>Spreadsheets Level 1</td>
</tr>
<tr>
<td>9868</td>
<td>Computer Lab Orientation</td>
</tr>
<tr>
<td>9888</td>
<td>Spreadsheets Level 3</td>
</tr>
<tr>
<td>9894</td>
<td>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,

- Retail Management Certificate

<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>
<tr>
<td><strong>4.2 List proposed new program(s) for other campuses.</strong></td>
</tr>
<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: 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.

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.

February 2003
- 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 |

**Section IV. Resource Implications**

<table>
<thead>
<tr>
<th>Comments/Status</th>
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</table>

### 1. Student Development Resources

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

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

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

- Field trips
- Guest lecturers
- Student internships in industry
- Open labs all day and evenings (coordinate with ITS)
- Students Clubs (i.e., Accounting Club)

### 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

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

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.
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

February 2003
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”.

February 2003

-33-
### Section III. Objectives and Activities

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

#### 1.1 Current Associate Degree Credit Programs
- Dental Assisting (Award of Achievement)
- Diagnostic Medical Imaging (Award of Achievement)
- Health Care Technology (Award of Achievement)
- Nursing, Registered (Award of Achievement)
- Nursing, Vocational (Award of Achievement)
- Radiology, Oncology (Award of Achievement)

#### 1.2 Current Certificate Programs (Credit)
- Consumer Education
  1. Nutrition Assistant
- Dance
- Dental Assisting
- Health Care Technology
  1. CVT/Echocardiography Technician
  2. CPR, First Aid, Automatic External Defibrillator
  3. EKG Technician I & II
  4. Emergency Medical Technician
  5. Health Information Clerk I
  6. Health Information Coding Specialist
  7. Health Information Technology
  8. Medical Administrative Assisting
  9. Medical Biller

### Comments/Status

February 2003
| 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

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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.)
<table>
<thead>
<tr>
<th>2.2 Non-credit courses not used for certificate or degree programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Education – Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

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

3.1 New programs

- Physical Therapy Assistant
- Fitness Instruction Certificate
- Dance Certificate

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.

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.

The PE Department has developed a new dance certificate program. Once the gym is restored at the John Adams Campus, the certificate courses...
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

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.

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><strong>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</strong></td>
</tr>
<tr>
<td>■ Health Science</td>
</tr>
<tr>
<td>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 &amp; restaurant employees, childcare workers, etc. The course could be offered in Spanish, Chinese, Russian, and English.</td>
</tr>
<tr>
<td>■ Physical Education</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>■ Radiology Technology</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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

-39-
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.
<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>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>
<td></td>
</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>
<td></td>
</tr>
<tr>
<td><strong>2. Technological Resources</strong></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>3. Facilities</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 List the facilities that require remodeling to support the needs</td>
<td></td>
</tr>
</tbody>
</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
Summer 2003: China
Fall 2003: Paris
Winter 2003: Vietnam
Spring 2004: Paris
Summer 2004: China

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
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

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*February 2003*
- 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
### School of International Education and ESL Education Master Plan

**Section III. Objectives and Activities**

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

**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

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### 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

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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

<table>
<thead>
<tr>
<th>Section IV. Resource Implications</th>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>1. Student Development Resources</td>
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<tr>
<td>ESL</td>
<td></td>
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<tr>
<td>- Request additional faculty advising hours to better serve credit and noncredit students</td>
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<tr>
<td>Institute for International Students</td>
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<tr>
<td>- 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</td>
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<tr>
<td>- Provide computer lab support staff and establish a lab for language instruction and TOEFL preparation.</td>
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<tr>
<td>Credit International Student Program</td>
<td></td>
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<tr>
<td>- Improve utilization of resources</td>
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<tr>
<td>- assigning counselors to hours, days, and weeks needed</td>
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<tr>
<td>- providing additional counseling hours</td>
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<tr>
<td>- look at data from SARS grid to plan a schedule</td>
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<tr>
<td>- more coordination with counseling department</td>
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<tr>
<td>- providing information to students electronically and in writing</td>
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<tr>
<td>- Providing full time support services coordinator</td>
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<tr>
<td>- Increase publicity/recruitment</td>
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<tr>
<td>Study Abroad</td>
<td></td>
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<tr>
<td>- Increase classroom visits and other promotional activities</td>
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</tbody>
</table>
■ 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
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                              | Graphic Communications |
| Broadcast Electronic Media Arts  | Older Adults           |
| English                          | Photography            |
| Film                             | Journalism             |
| Foreign Languages                | Music                  |
| Gay Lesbian and Bisexual Studies | 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.

February 2003

-58-
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? 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
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

<table>
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<tr>
<th>1. <strong>Current Associate Degree Credit Programs.</strong> 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</th>
</tr>
</thead>
</table>
| 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.

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<th>Comments/Status</th>
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<tr>
<td>Completed</td>
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<td>Completed</td>
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<tr>
<td>Department</td>
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<tr>
<td><strong>4. Film</strong></td>
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<tr>
<td><strong>5. Graphic Communications</strong></td>
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<tr>
<td><strong>6. Journalism</strong></td>
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<td><strong>7. Music</strong></td>
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<tr>
<td><strong>8. Photography</strong></td>
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</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
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<tbody>
<tr>
<td>1. Art, Film, Graphic Communications, Multimedia, and Theatre Arts: Animation.</td>
<td>Completed</td>
</tr>
<tr>
<td>2. Art and Graphic Communications: Illustration.</td>
<td>Completed</td>
</tr>
<tr>
<td>3. BEMA and Journalism: Broadcast Journalism.</td>
<td>Completed</td>
</tr>
<tr>
<td>4. Graphic Communications, Photography, Art, Film, and Architecture: Interdisciplinary Design.</td>
<td>Completed</td>
</tr>
<tr>
<td>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.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**February 2003**

-62-
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.

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.

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

#### 5.1 Credit programs and courses to be modified by departments.

- The following departments will establish new degree and/or certificate options:

  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 of Associate degree major requirement with the lower division requirements for majors at four-year institutions.

  2. **Foreign Languages**: Explore and, if warranted, develop a Certificate of Completion for students completing coursework beyond level 2 of each language.

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

  4. **Gay, Lesbian, and Bisexual Studies (GLST)**: Specify requirements for an AA degree major.

  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.

- Completed
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 describe 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. |

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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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<tr>
<td>Departmental Efforts</td>
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<td>Certificate completion; courses related to transfer major; progress through developmental English and Mathematics courses, etc.</td>
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- 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.
<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>The Photography office space needs to be remodeled to provide reasonable confidentiality and a productive work environment for Department faculty and staff.</td>
</tr>
<tr>
<td></td>
<td>The Photography studio area needs remodeling to provide additional office space and more photo bays for classes.</td>
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<tr>
<td></td>
<td>The Fort Mason and Visual Arts facilities remodeling needs to be completed to improve safety and provide for the flexible use of studio space.</td>
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<tr>
<td></td>
<td>The old bond Visual Arts remodeling projects need to be completed.</td>
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<tr>
<td></td>
<td>3.2 <strong>New facilities that need to be built to support the needs of new, expanded or modified courses/programs.</strong></td>
</tr>
<tr>
<td></td>
<td>New classroom, studio, and laboratory facilities are needed to replace the old, dilapidated, and inappropriate classroom space in bungalows.</td>
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<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
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*February 2003*
exploration of more uses of technology in the delivery of instruction that may require additional computer laboratory access.

- 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.

<table>
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<tr>
<th>4. Faculty and Classified Staff</th>
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**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 |
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.
### SCHOOL OF MATH AND SCIENCE EDUCATION MASTER PLAN

#### Section III. Objectives and Activities

<table>
<thead>
<tr>
<th>1. Maintain current courses and programs:</th>
<th>Comments/Status</th>
</tr>
</thead>
<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>
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</tbody>
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<table>
<thead>
<tr>
<th>2. New Credit Courses and Programs</th>
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<tbody>
<tr>
<td><strong>2.1. Phelan Campus</strong></td>
<td></td>
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<tr>
<td>- All Departments Begin a modularized IDST program to prepare science teachers and encourage public service by students</td>
<td>Done. We are teaching Chem 65A, B, C, and D now.</td>
</tr>
<tr>
<td>- 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).</td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
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<tr>
<td>- Biology: New courses in Entomology, Environmental Science, Viticulture and Ecology as offered elsewhere at the lower division level. New certificate program in Environmental Science.</td>
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<tr>
<td>- 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).</td>
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<tr>
<td>- CIS: New courses on Java and visual Basic. New industry certificate for Windows 2000. Add courses to the Oracle series</td>
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*February 2003*
(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.

Established Computronics program. Established Geol 186 and Engn. 186.

P SC 88 in the catalog
### 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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*February 2003*
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.

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).

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

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.
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.

Partnerships established by Chem, Bio, Math, Physics.

Completed.

Done. Bio 16

Established AP classes in Biology, Chemistry and Environmental Science.

Established AP classes in Biology, Chemistry and Environmental Science.

February 2003
programs.

<table>
<thead>
<tr>
<th><strong>Section IV. Resource Implications</strong></th>
<th><strong>Comments/Status</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>1. Student Services and other Support Services:</strong></td>
<td></td>
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<tr>
<td><strong>1.1 Student Services</strong></td>
<td></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>
<td></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>
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</tr>
<tr>
<td>■ All Departments: Student Services improve the flow of financial aid for texts.</td>
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<tr>
<td>■ Mathematics: Expand the range of math placement testing to more accurately guide the placement of students in all courses.</td>
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</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>
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<tr>
<td><strong>1.2 Student Activities</strong></td>
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</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>
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*February 2003*
## 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.

<table>
<thead>
<tr>
<th>Completed.</th>
<th>Major classrooms in the Science Bldg have LCD projectors.</th>
</tr>
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</table>

February 2003
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>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Classified Staff</td>
</tr>
<tr>
<td>- CIS: Add classified positions to provide rewarding positions for CIS students who want to assist the college as technical staff.</td>
</tr>
<tr>
<td>4.2 Certificated Staff</td>
</tr>
<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>
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</tbody>
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<thead>
<tr>
<th>5. Organizational Structure</th>
</tr>
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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>
</tr>
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Industry personnel teaches CIS regularly. VTEA grant pays for training.
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
pathway for high school students in San Francisco Unified School District, and streamlined articulation pathways which lead to a teaching credential from San Francisco State University and from other institutions will be developed. The results of these efforts will be not only be to increase the number of teachers, but to improve the level of racial, cultural, gender, and language diversity of teachers in California.

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

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<th>Comments/Status</th>
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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.

1.1. Current associate degree credit programs
- Associate Degree of Arts
- Child Development Award of Achievement

1.2. Current credit certificate programs
- Child Development
  1. Administration
  2. General
  3. Infant/Toddler
  4. School-Age Care
  5. Violence Intervention in Early Childhood
  6. Family Child Care
  7. Professional Development and Advocacy

2. Multimedia Studies
- Web Design and Graphics
- Image and Sound
- Performance Arts
- Programming
- Animation
- Web Production
- Web Programming
- Introduction to Human Services
### 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
  1. General Educational Development (GED)
  2. 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

### 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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This new certificate program was approved in September 2000. It was developed in response to request from Department of Human Services. With the new emphasis on welfare to work, the former intake workers are being expected to take on new responsibilities. Focus will be on helping...
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<tr>
<th><strong>3.2 Proposed new credit program for other campuses/sites</strong></th>
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<tr>
<td>- Sexual Health Educator Certificate (Interdisciplinary Studies, Women’s Studies, Health, and Behavioral Sciences): 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. 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. Currently being developed in response to student/industry need with input from advisory board.</td>
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<tr>
<td>- Animation Program (Multimedia Studies/IDST): Job skills developed would include storyboarding, character development, illustration ability, sound scores, modeling, and animating. Job opportunities are present in web, gaming, film/TV. 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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<tr>
<td>- Fast Track in Web Production (Multimedia Studies/IDST):</td>
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*February 2003*
Human Services Case Management Certificate II (Behavioral Sciences):

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.

| 6. To undertake special initiatives for the improvement of the programs offered by the school |
| 6.1 Staff development activities |
| - 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. |
| - Continue to lead the infusion of an "Asian perspective” throughout the curriculum with the Asian Infusion Project. |
| - Seek funding for projects similar to #2 above but focusing on African American and Latino perspectives. |
| - Seek support for, organize, and present the second in a series of Urban Forums bringing scholars, government leaders, representatives of CBO's together with the City College community to discuss current urban issues. |
6.2 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.

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<th>Section IV. Resource Implications</th>
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<tr>
<td>1. <strong>Student Development Resources</strong></td>
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<tr>
<td>1.1 <strong>Type and scope of student services needed to serve the new, expanded, or modified credit programs within the school</strong></td>
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<td>- Continue to work closely with Student Services’ representatives to share pertinent information and problem solve.</td>
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<td>- Strengthen the services for students with disabilities at all campuses.</td>
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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 upgrades/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

February 2003
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