ALEMANY CAMPUS
EDUCATION MASTER PLAN

Section I. Campus Profile

1. Mission Statement

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

Through these programs, the campus provides:

- General ESL courses emphasizing development of basic language skills, literacy and cultural knowledge on an open-entry/open-exit basis to many areas of The City at convenient times and at multiple levels to increase access to programs and meet community needs;
- Transfer procedures to credit and job training programs by conducting noncredit courses which emphasize focused skill building and critical thinking to prepare students for further study;
- Courses to enable students to become U.S. citizens;
- Computer-assisted instruction to enhance language and skills development and to promote technological literacy among students; and
- Information on American culture, history and government at all levels of study to help students understand their civil rights and civic responsibilities.

2. Current Programs and Services

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

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

February 2003
Section II. Context for the Future

1. Issues and Opportunities

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

2. New Directions

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

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

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

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

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

The campus will explore the possibility of weekend classes, perhaps to include credit classes and job training programs that are centrally located and convenient for the community.
### ALEMANCY CAMPUS EDUCATION MASTER PLAN

#### Section III. Objectives and Activities

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<th>Comments/Status</th>
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<tr>
<td>1. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates by:</td>
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<tr>
<td>- Offering over 100 courses in ESL from beginning through intermediate levels, job preparation classes and a certificated program in Vocational Office Training.</td>
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<td>- Offering citizenship classes that would not only enable students to become contributing members of the community, but also to teach them the rights and duties of being an American.</td>
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<td>- Providing comprehensive counseling services that include course placement, academic advising, financial aid assistance and career exploration.</td>
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<td>- Providing effective admissions and enrollment processes that place students into the appropriate courses in the most efficient manner.</td>
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| 2. To offer new non-credit programs with increased enrollment by: |
| - Offering Adult Basic Education and GED courses |
| - Providing pre-job training and educational transfer services to ESL students. |
| - Offering new courses in English On-the-Job, Pronunciation, Accent Reduction, ESL for Seniors, Resume Writing and U.S. Civics. |

| 3. To offer new credit program options with increased enrollment results by: |
| - Providing expanded computer courses that are beyond the introductory level. |
| - Creating new partnerships with community-based organizations to both intake new students and place current students into short-term job training programs. |
4. **To modify existing non-credit program options and courses by:**

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

5. **To provide and improve coordination for student development services, including areas of admissions, placement testing, counseling, advising and other student support activities by:**

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

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

- Obtaining a management assistant who is needed to coordinate new and modified programs and collaborations.
Hiring clerical staff who will be needed to provide intake services at the new locations.

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<th>SECTION IV Resource Implications</th>
<th>Comments/Status</th>
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**1. Student Development Resources**

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

**2. Technological Resources**

- Additional technical support will be needed to install and maintain audio-visual equipment and computer software.
- Fifteen overhead projects need to be replaced. Also, the copiers in the faculty workroom need to be replaced and its service contacts modified for greater use.
- Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.
- Students will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expanded Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.
### 3. Facilities

- Blackboards, student table/chairs and teachers' stools also need replacement.
- Rental facilities need to be planned and budgeted in order to expand classroom offerings for the ESL Programs in the Richmond and Sunset districts.
- Students at the 750 Eddy St. campus need an area for eating, studying, meeting and other activities.
- Additional rental space will be needed for the transference of the entire Adult Learning Center and Tutorial Program from 31 Gough St. This would include main office and counseling spaces, tutorial rooms, and student eating and studying areas.
- A new location for the Park-Presidio off-campus site is necessary because the current facility is overcrowded and outdated.

### 4. Faculty and Classified Staffing

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

### 5. Organizational Structure

- The organizational structure will need to be expanded to include additional classified staff including one management assistant and three clerk typists.
Section I: Campus Profile

1. Campus Mission

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

2. Current Programs/Services and Status

The Castro/Valencia (CEV) campus started in the early 1980s as a small specialized evening program focusing exclusively on courses and programs for the Gay and Lesbian community that was centered in the Castro and Valencia areas of the City. Originally the program was housed in a local church's school building and then moved to Mission High School and eventually settled in at the Everett Middle School at 17th and Church. Over the years, the course offerings were steadily expanded both in the breadth of disciplines represented and the number of sections offered each semester, although growth was restricted during periods of limited funding resources. During the 1999-2000 academic year, when the College was committed to meeting growth goals, additional courses were added to the evening schedule, a set of Saturday courses was initiated and, for the first time, a summer evening session was offered. Enrollments grew over 30% between the fall of 1999 and fall of 2001. While the summer program offerings have been limited to two nights a week, the summer enrollments have been strong. These enrollment figures suggest that CEV may be a sort-of "field of dreams" -- offer the sections and "they will come." The fall 2002 schedule included 100 sections of courses offered in the evenings and Saturdays at the CEV site. Ninety-six of those sections are credit classes. In the spring of 2002, campus course offerings were added at the San Francisco Lesbian, Gay, Bisexual, and Transgender Community Center. In the fall of 2002, 13 sections were offered at the Center from a broad spectrum of credit and non-credit programs including, Behavioral Sciences, Business, GLST, English, Older Adults, Astronomy, DSPS, Multimedia, Journalism, and Broadcasting.
The most recent CCSF research data show that only 30% of the students attending CEV come from the immediate area (Mission, Twin Peaks, Castro/Noe). Another 11.7% come from the Haight/Ashbury area and the remaining 58% of the students come from all over the City of San Francisco (with a small percentage from outside of the City). The demographic data on the campus show that the percentage of credit students from traditionally underrepresented groups is much lower than the percentages at most of the other CCSF campuses. 61% of the students are white, over twice the percentage for College as-a-whole. Asians and Pacific Islanders account for only 7% of the students at CEV versus 33% for the College as-a-whole. The percentage of the Latina/o population at CEV is comparable to the overall percentage of Latinos in credit programs at CCSF. The Castro/Valencia campus is adjacent to the area of the City with the highest concentration of Latino/a population, the Mission District. 45% of the students at CEV are between 20 and 29 years old; 28% are between 30 and 39. 22% of students enroll to complete degree requirements (A.A/S. or B.A/S); 27% say their purpose in enrolling is career oriented. 34.5% of the students enroll for educational enrichment. (Note: "Age," "Goal," and "Race/Ethnicity" data are based on Fall 1997 figures).

In the Fall 2002 Schedule for the Castro/Valencia campus, 55% of the courses are in foreign language; 12% in the arts; 8% in English; 7% in Gay, Lesbian, and Bisexual Studies (Note: several of the courses in the other disciplines focus directly or secondarily on GLST subject matter); 6% in Behavioral and Social Sciences; and the remaining 12% in Health, Humanities, Physical Education, and Learning Assistance. The most recent data from the Office of Research show that the Castro/Valencia campus has the second highest credit enrollment among all of the CCSF campuses.

The services provided to students are expanding. Late registration and counseling services are available on-site for the first three weeks of classes each semester. Two counselors are assigned to the CEV campus and they meet with students by appointment throughout the semester. Career counseling and workshops have been added to the counseling services. A complete bookstore is available to students at the site during the first two weeks of classes. The campus has no library or learning laboratories. Students are counseled on the availability of these services and facilities at other CCSF campuses. In addition, language lab tape duplication is available for students at CEV who are unable to attend labs at Ocean Avenue. Academic counseling is also provided at the LGBT Center and career counseling is being planned for this site.

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

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

Section II: Context for the Future

1. Issues and Opportunities

The context for the future of the Castro/Valencia campus is inextricably tied to one overriding issue: facilities. For many years, the campus was housed in a San Francisco Unified School District Middle School (until summer of 2000, the Everett Middle School at 17th and Church). The Everett School had a limited number of classrooms appropriate for college-level instruction. The administration of the school was uncooperative with college staff and students. Events were scheduled without consultation with college staff. When school events were scheduled, the entire CCSF program had to be moved to other sites.

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

However, even though the new site is a much better fit for the needs of the instructional programs and services, the Castro/Valencia program is still be restrained by the limited number of available classrooms and the lack of several "high demand" specialized classrooms. While 55% of the offerings at CEV are in foreign language, there are no language lab facilities available. Students must go to the Phelan campus to fulfill this course requirement. Computer application classes are the most frequently requested courses that are not currently offered at the CEV site, although courses have been added at the LGBT Center.

Classes at the LGBT Community Center are offered under a Memo of Understanding with the new Gay, Lesbian, Bisexual, and Transgender Community Center on Market Street. Under that agreement, the College has access to one regular and one computer classroom, as well as office space for faculty and counselors to meet with students. Classes are offered in mornings, early afternoons, and evenings, providing the College with its first opportunity to offer daytime classes and computer courses in the Castro/Valencia area.

2. New Directions

If facilities can be found, there are many opportunities for program development in the Castro/Valencia (and Noe Valley) area. Demographic predictions for the next five years include an aging population in each of the three geographic areas that make up the highest percentage of CEV students: the Haight; Noe Valley; and the Mission. This provides opportunities for the Older Adults Department to expand offerings and develop specialized programs for targeted aging populations. Similarly, there are credit offerings that would also be appealing to an aging population. Based on the data that show that 20% of the current evening students attending CEV are completing degree requirements, there may also be a demand for a degree/transfer oriented day program, particularly for people employed in service and tourist industries that require employees to work during the time periods that evening classes meet. In addition, consideration should be given to expanding the breadth of basic General Education courses offered in the evening program (including basic mathematics courses) to provide the evening degree-oriented students the opportunity to complete more of their G.E. requirements at the CEV site. Recent enrollment patterns suggest there is a demand for additional Social and Behavioral Science classes, some Health and Guidance courses, and certain arts classes. However, G.E. classes that require specialized laboratories or equipment cannot be offered without appropriate facilities. The agreement between the College and the new Community Center also provides classroom space to support more General Education classes, as well as computer, business, and certain job training courses.

About 18% of the students at CEV report improving job skills as their reason for attending. The Haight and Castro areas attract a considerable number of youth in need of job training and/or programs that assist youth in making the transition into college level studies. Cooperative arrangements with social service agencies could be developed to direct young people to the appropriate CCSF programs. On the other end of the socioeconomic scale, the shifts in the
populations in Noe Valley, parts of the Mission, and SOMA, provide opportunities to expand the number and types of courses for students desiring enrichment, language skills, and specific career planning and business skills. Computer application courses are among the classes in highest demand at most CCSF sites; the demographic profiles of the potential students in the CEV service area suggest there would be similar demand for these courses from that population.

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

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

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

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

February 2003
### Section III Objectives and Activities

<p>| 1. Continue to offer credit programs with improved FTE enrollment, retention, and completion rates. |</p>
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<tr>
<td>1.1. Current associate degree credit programs offered by the campus.</td>
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<tr>
<td>The Castro/Valencia campus does not offer any complete associate degree programs. However, all of the credit offerings are degree applicable and most of the credit offerings fulfill general education requirements for students completing AA/AS degrees as well as for students preparing to transfer to four-year institutions. Students can complete the major requirements for associate degrees in Foreign Languages and Gay, Lesbian, and Bisexual Studies at the CEV campus.</td>
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<tr>
<td>1.2. Current certificate programs offered by the campus.</td>
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<td>The Castro/Valencia campus does not offer any complete certificate programs.</td>
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<tr>
<td>2. New credit program options with increased enrollment results.</td>
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<tr>
<td>2.1. New credit programs for campus.</td>
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<td>Introductory job training, basic skills development, and preparation for college level degree and transfer programs will be developed for young people (and others) concentrated in the Castro and Haight areas using the classroom facilities in the new Community Center under the MOU adopted by the CCSF Board of Trustees. The</td>
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A daytime credit program will be initiated at the new Community Center providing access to students whose employment prevents them from participating in the existing evening CEV program. The program will be designed as a "portal" to full programs and courses offered at other CCSF sites.

- Computer classes will be offered at the Community Center including instruction in basic applications, business application, basic multimedia training, and the use of the Web as well as computer courses for older adults.

- Within facilities limitations, arts studio and performance courses and programs will be offered at the CEV campus.

- To the extent possible, CEV staff and faculty will facilitate the development of service learning opportunities in the areas served by the CEV campus.

3. **Continue to offer non-credit programs with improved FTE enrollment, retention, and completion rates.**

3.1. **Current certificate non-credit programs offered by the campus.**

- The Castro/Valencia campus does not offer any complete certificate programs.

3.2. **Academic preparation non-credit courses offered by the campus.**

- The Castro/Valencia campus does not offer any non-credit academic preparation courses.
4. **New non-credit program options with increased enrollment results.**

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

5. **Modify existing credit program options and courses.**

5.1. **Credit programs and courses to be modified.**

- Assess the demand for, and the instructional effectiveness of restructuring courses with weaker enrollments into modular or short-term formats and implement that structuring, if warranted.
- Assess the demand for, and the instructional effectiveness of restructuring courses into a combination of on-line and in-classroom instruction that will permit completion of courses in less than a semester and/or more intensive instruction for students capable of succeeding in this educational format. Implement that structuring, if warranted.
- Diversify the courses offerings to include courses that meet general education requirements and basic skills development not currently offered at the campus.
- Increase the course offerings from disciplines that have had strong enrollments but a limited number of classes at the campus.
- Assess the need for, and, if warranted, offer additional career, guidance and learning assistance classes.
- Create a process for "pilot testing" each semester the demand for courses in disciplines not currently offered at the campus and, if successful, add course offerings in those disciplines.
- If facilities can be identified, offer visual arts studio classes and performing arts ensemble classes.
- Develop strategies to attract the Latino/a population in the CEV service area to credit offerings that are not available at the Mission campus. Work cooperatively with the Mission campus to maximize the effectiveness of course scheduling and student services to meet the needs of students in the Mission campus' service area.

- Assess the factors related to the comparatively low participation of students from Asian and African American backgrounds in the campus' programs and, if possible, develop strategies to promote enrollment in the campus' credit programs that will attract students not previously enrolled at CCSF to the CEV campus.

- Develop strategies to attract more of the lesbian, gay, bisexual, and transgender population to the GLST course offerings at the campus. Carefully review and revise the existing curriculum to more effectively address the interests and needs of these communities with the goal of attaining enrollments consistent with the size of these communities in San Francisco.

- Develop language laboratory resources that students can access at the CEV campus and/or through digital technology.

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

- Non-credit programs and courses to be modified.

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

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

- 6.4. Explore, and if warranted, develop short-term topical course offerings addressing retirement issues for "soon to be" older adults (i.e., the Baby Boomer Generation) either through non-credit or continuing education.
Assess the need for, and develop short-term courses on HIV/AIDS issues that directly address the apparent recent changes in sexual practices among some populations and the current status of HIV treatment and control.

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

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

- Develop printed information, web-based resources, and campus orientation activities to make students aware of the student services available at the CEV site and other CCSF sites.
- Explore, and, if possible and warranted, implement an early registration process that will permit students enrolled in courses at the CEV campus the opportunity to register at the site for classes being offered the next semester, prior to the end of the previous semester.
- Make tutoring resources available at the campus, particularly for English and general education classes.
- Develop a schedule for full- and part-time faculty to hold office hours (per the contract) prior to the start of classes in the campus facilities.
- Explore, and, if possible, implement some form of open computer access for students during the hours the campus is open.
- If demand warrants, develop a regular schedule for placement testing at the CEV site.
- Develop a regular schedule for student services to be provided at the new Community Center site.
- Add career counseling to CEV services
Develop counseling services for the LGBT Center.

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

- Explore and, if possible, implement concurrent enrollment arrangements and "early start" programs with high schools in the CEV service area.
- Develop cooperative agreements with social service agencies and organizations that serve youth and older adults to provide educational programs to the participants in these agencies' programs.
- After establishing the programs at the new Community Center, develop internship and service learning opportunities for appropriate students in the programs at the Center.
- Consult with, and, if appropriate, collaborate with community-based organizations in the lesbian, gay, bisexual, and transgender communities to review and revise the offerings of the GLST Department to better meet the needs of those communities.
- Explore the availability of space to offer day classes in churches and community-based facilities in the CEV service area. If such space is available and manageable (i.e., cost, supervision, accessibility, etc.), begin offering classes in those locations.
- Develop course offerings related to the needs of the SFUSD school that houses the CEV programs.

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

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

9. Research

- Conduct research to determine the characteristics of the additional students whose enrollment has produced growth at the Campus. This research should attempt to determine whether they are new CCSF students versus continuing students; why they enrolled at the CEV campus, and whether their demographic characteristics are similar to the base student population.
- Conduct research to determine the percentage of the student population identifying itself as Gay, Lesbian, Bisexual, or Transgender and assess the educational needs of these populations.

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<tbody>
<tr>
<td>1. Student development resources</td>
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<td>1.1. Type and scope of student services needed to serve new, modified or expanded programs.</td>
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<tr>
<td>1.2. Type and scope of student activities needed to serve new, modified or expanded programs.</td>
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A number of student activities have been described above (e.g., internships, service learning, etc.). If performing arts programs are added to the CEV offerings, there would probably be performance
programs scheduled in host school's auditoriums. The James Lick PTA currently provides refreshments. This is a popular student service.

2. **Technological resources**

2.1. **Staff needed to support new, modified or expanded programs.**

- Since the CEV campus has no technology resources beyond the usual array of audio-visual equipment, there is currently no need for technical support staff. As part of the MOU with the Community Center, the Center has agreed to provide technical support for the computer lab in that facility.

2.2. **Equipment needed to support new, modified or expanded programs.**

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

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

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

3. **Facilities**
3.1. Facilities that require remodeling to support new, modified or expanded programs.

3.2. New facilities to support new, modified or expanded programs.

- A permanent facility for the CEV campus is very desirable. Until the College owns or has an exclusive lease on a facility, the District needs to more aggressively develop a commitment from the San Francisco Unified School District to provide a stable environment for our programs and to proactively assist the College administration in its relations with the host school and the SFUSD. The College administration should explore with the SFUSD administration incentives for the host school to work collaboratively with the CEV staff. Non-school events that conflict with the previously arranged schedule and facilities use for CCSF programs should not be approved by the SFUSD without consultation and the consent of CCSF administration.

4. Faculty and classified staffing

4.1. Classified staff needed for new, modified or expanded programs.

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

- The current site supervisor system provides adequate support for the existing program. Counselors are available during registration periods and two counselors assigned to the campus meet with students by appointment at the site throughout the semester. In addition, career counseling is available.

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

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

### 5. Organizational structure

#### 5.1. Changes needed in the organizational structure of the campus to support new, modified or expanded programs.

- The administrative connection between the School of Liberal Arts and Castro/Valencia Campus is appropriate and productive.
CHINATOWN/NORTH BEACH CAMPUS
EDUCATION MASTER PLAN

Section I. Campus Profile

1. Campus Mission

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

- Respond to the lifelong educational needs of San Francisco residents;
- Meet at convenient times and locations throughout the Chinatown/North Beach area;
- Build self-esteem and encourage the exploration of additional educational opportunities;
- Develop intercultural awareness and communication.

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

2. Current Programs/Services and Status

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

- ESL
- ESL Citizenship
- Vocational ESL (health, food service, construction, child development)
- Vocational English as a Second Language Office Training Program
- Foreign Language
- Business (credit and noncredit)
  - Accounting
  - Computer Application
  - Keyboarding
- Continuing Education
- Child Development
- Health Science
  - Pediatric CPR and First Aid
  - Pediatric Preventive Health Ed
Tai Chi
- Chinese Medicine
- Real Estate
- Home Health Aide Training
- Housekeeping Training
- Health Care Technology
- Woodworking
- Sign Language
- Asian American Studies

The Campus offers a wide range of student services including but not limited to:

- Bilingual/Bicultural Support Services
- Academic, Vocational and Individual Counseling
- Financial Aid Counseling
- Referral Services
- Admission and Enrollment Services
- Limited CCSF Bookstore Services
- Limited DSPS Services
- ESL Assessment and Placement
- Educational and Career Workshops
- Non-Credit to Credit Transfer
- Matriculation Services

Section II. Context for the Future

1. Issues and Opportunities

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

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

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

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

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

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

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

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

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

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

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

The community has requested the return of a culinary program to the Chinatown area, but we currently do not have a suitable site for the program. A culinary program is also costly to support.

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Facility and programming restrictions often prevent the campus from responding to community requests. Students are instead asked to travel across town for a class or program they want in their neighborhood.

2. New Directions

Instructional programs:

- Continue evaluation and development of the Child Development Program
- Increase computer application classes
- Increase business offerings
- Offer computer application and business offerings bilingually
- Offer Continuing Education classes at new campus site
- Offer core credit curriculum (English, Math, History, ESL)
- Offer health care training programs
- Offer culinary training program
- Offer more vocational ESL classes (i.e. Construction VESL, Health Care VESL, Cosmetology VESL, Building Trades)
- Offer Older Adults program
- Offer Physical Education courses (i.e. Dance)
- Offer Consumer Education courses on a regular basis
- Offer Job Preparation courses and/or workshops
- Increase Health Science offerings in Tai Chi, Pediatric CPR and First Aid
- Offer Guidance/Student Success
- Offer CIS offerings
- Offer short-term courses
- Offer custodial training (skills and/or VESL)
- Classes for technically well-prepared immigrants
- Vocational training for the limited English speaker
- Leadership training for parents
- Cross cultural awareness building classes
- Offer Labor Studies classes

Services:

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comments/Status</th>
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</thead>
<tbody>
<tr>
<td>1. To continue to offer credit programs with improved FTE enrollment, retention and completion rates.</td>
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<tr>
<td>2. To offer new credit program options with increased enrollment results</td>
<td></td>
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<tr>
<td>3. To continue to offer non-credit programs with improved FTE enrollment and completion rates</td>
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<tr>
<td>4. To offer new non-credit program options with increased enrollment results</td>
<td></td>
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<tr>
<td>5. To modify existing credit program options and courses</td>
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<tr>
<td>5.1. Credit programs and/or courses that each department plans within the campus to modify and how the department plans to reduce or eliminate other courses if appropriate</td>
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<tr>
<td>6. To modify existing non-credit program options and courses</td>
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</tr>
<tr>
<td>6.1. Non-credit programs and/or courses that each department within the campus plans to modify and how the department plans to reduce or eliminate other courses if appropriate</td>
<td></td>
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<tr>
<td>- Computer classes in Chinese</td>
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<tr>
<td>- Increase use of computers for all classes (ESL, Home Health Aide, Housekeeping)</td>
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<tr>
<td>- Short term VESL classes that are program support and pre-vocational</td>
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<tr>
<td>- Friday evening program</td>
<td></td>
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<tr>
<td>- Increase weekend offerings</td>
<td></td>
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<tr>
<td>- VESL Office Training Program with modified/updated curriculum</td>
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</tbody>
</table>

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7. To improve and provide coordination of student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities

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

- Coordinated scheduling along with coordinated outreach and recruitment including dissemination of information, through the preparation of brochures, flyers, bulletin boards, and postings
- Equal services for day, evening, off-site, and weekend students
- Increased staffing for A&E offices to include weekend hours
- Services for credit students
- DSPS services on site
- Job placement services
- Childcare center
- Library/media center
- Expanded bookstore
- Administrative level staff/faculty advisor for student council
- Learning Resource Center including Tutorial
- Increased support for Citizenship program
- Student lounge
- Service Learning Opportunities
- Faculty Offices

7.2. Collaborations needed with other educational institutions, community-based organization, and/or industry to provide the support needed for new, modified and expanded programs within the campus
To continue to work with Self-Help for the Elderly on the Housekeeping and Home Health Aide programs.
To collaborate on new programs with Self-Help on other programs such as computer training for seniors in the Housekeeping and Home Health Aide programs
To work with other agencies such as Wu Yee Children Services to develop and publicize programs in the area of Child Development
To work with CAA in determining needs of the community and how to best serve the population.
To work with the Chinatown/North Beach Advisory Committee to determine community needs
To work with the Chinatown Resource Development Center on needs of the community
To work with the Chinatown Beacon Center at Jean Parker to provide ESL instruction to parents/community
To work with CBET to provide ESL instruction to parents

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

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

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

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### Section IV  Resource Implications

#### Comments/Status

<table>
<thead>
<tr>
<th>1. Student Development Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. <strong>Type and scope of student services needed to serve the new, modified or expanded programs within the campus</strong></td>
<td></td>
</tr>
<tr>
<td>- Counseling services knowledgeable in areas of growth</td>
<td></td>
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<tr>
<td>- Coordinated outreach services (i.e. Counseling Department coordinated with Campus offerings) with feedback to the campus for programming</td>
<td></td>
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<tr>
<td>- Increased staffing in Admissions and Enrollment cross-trained in credit and noncredit and community resources to provide full level of services at the campus</td>
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</tr>
<tr>
<td>1.2. <strong>Type and scope of student activities needed to serve the new, modified or expanded programs within the school</strong></td>
<td></td>
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<tr>
<td>- Space for student activities and offices</td>
<td></td>
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<tr>
<td>- Administrative level staff to work with Student Council</td>
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<tr>
<td>- Workshops/Guest Speakers based on student need/request</td>
<td></td>
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<tr>
<td>2. Technological Resources</td>
<td></td>
</tr>
<tr>
<td>2.1. <strong>The staff needed to support new, expanded or modified courses/programs within the campus</strong></td>
<td></td>
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<tr>
<td>- More technical support to provide services to students, faculty and administration</td>
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<tr>
<td>- Technologically trained faculty in all departments</td>
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</tbody>
</table>

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

- Professional kitchen
- Computer labs
- Health Care training equipment in dedicated classrooms
- Teleconference capabilities
- Hardware and software upgrades on regular basis
- Expanded labs
- Internet access and networked access to all CCSF campus resources
- AV inputs and outputs
- Computers in all classrooms and offices linked around the world
- Language Labs
- More computers for faculty use

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

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

2.5. Develop library with collection of proprietary database and other resources
3. **Facilities**

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

- Immediate need is the upgrading of electrical wiring to support the four computer labs we currently have in place. Classroom space is at a premium. We cannot afford to give up additional classrooms for offices for labs.

3.2. **List the new facilities that will be needed to be built to support the needs of new, modified, or expanded courses/programs**

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

4. **Faculty and Classified Staffing**

4.1. **Number and description of classified staff needed for new, modified and expanded courses/programs within the campus**

Additional

- Custodians
- Building Engineers
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Childcare Staff</td>
<td></td>
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<tr>
<td>Public Safety Officers</td>
<td></td>
</tr>
<tr>
<td>Clerical Support in administrative and A&amp;E areas</td>
<td></td>
</tr>
</tbody>
</table>

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

- Librarians
- Career counselors
- Disabled Student counselors
- More instructors (including bilingual staffing)

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

5. **Organizational Structure**

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

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

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

2. Current Programs/Services and Status

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

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

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

Section II. Context for the Future

1. Issues and Opportunities

The location and accessibility of the Downtown Campus are two of its main assets. Both old- and new-economy employers are within walking distance of the campus. Changing technology and new delivery systems suggest new ways of doing business, new ideas about the value of work, and new challenges for the Downtown Campus. The campus must offer programs and courses that address the educational needs of employers and their employees and ensure that its faculty and staff are prepared for the changes that are taking place in the workforce.

The ease of access to the campus also means that a diverse group of students is able to attend classes, especially students whose first language is not English. Some of these students are interested in learning skills that will enable them to find technology-related jobs, while others pursue AA degrees or limit the scope of their studies to learning English. Whatever the reasons for attending, the Downtown Campus is striving to be in a position to serve these students as well.
A third issue facing the campus is the renovation of the first floor, basement, and library. When the dining room is relocated to the lobby area, the Culinary and Service Skills Training Program will experience a dramatic change in how it operates. The exposure of the dining room to pedestrian traffic on 4th and Mission Streets will mean hundreds of additional customers and transform the Educated Palate into a high-volume, vibrant restaurant. Plans for the space vacated by the dining room include the creation of a Center for Advanced Media and Animated Technologies; one of its key goals will be to meet the training needs of students who want to work in multimedia and other technology-based firms.

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

**Services**

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

**Program**

- Develop courses that focus on advanced technology
- Continue to modify ESL class schedules to accommodate working students’ needs
- Create a Digital Network for at-risk youth, older adults, and people with disabilities
- Increase the number of multimedia courses to meet industry needs
- Develop partnerships with multimedia and other technology companies

**Renovation**

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

**2. New Directions**

- Provide access to an AA degree or part of a degree  (Ongoing)
- Create a weekend college, with classes on Friday evening, Saturday, and Sunday
Design a business certificate in e-commerce

Offer an interactive multimedia program that includes Web design, computer-based training and video-game design

Develop new ways to deliver technology-related language learning opportunities

Increase student access to automated library systems

Provide comprehensive support services to credit students

Create a networked environment in the areas of registration, scheduling, grading, and room assignments

Develop partnerships with employers, nearby arts organizations, and local educational institutions

Work with the Art and Photography Departments to incorporate visual arts at the campus
### Section III Objectives and Activities

<table>
<thead>
<tr>
<th>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</th>
</tr>
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<tbody>
<tr>
<td>1.1. List current associate degree credit programs offered by campus</td>
</tr>
<tr>
<td>1.2. Increase the number of core courses leading to an AA degree</td>
</tr>
<tr>
<td>1.3. List current certificate credit programs offered by campus</td>
</tr>
<tr>
<td>- Fashion Merchandising</td>
</tr>
<tr>
<td>- Marketing</td>
</tr>
<tr>
<td>- International Business</td>
</tr>
<tr>
<td>- Labor Studies</td>
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<tr>
<td>- Office Information Processing Supervision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. To offer new credit program options with increased enrollment results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. List proposed new program (s) for campus and provide a brief description of the program</td>
</tr>
<tr>
<td>- Offer a Retail Management Certificate, a new program that is in response to the increased demand for managers in the retail sector.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-commerce certificate under review.</td>
</tr>
<tr>
<td>Interactive multi-media program in development.</td>
</tr>
<tr>
<td>Implemented</td>
</tr>
</tbody>
</table>
3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates

3.1. List current certificate non-credit programs offered by campus
- Vocational ESL Office Training
- Food Technology and Dining Service
- Labor Studies
- Business Applications
- Clerical Assistant
- Word Processing (Administrative Assistant)
- Small Business
- Supervision and Management

3.2 List academic preparation non-credit courses offered by campus
- Culinary and Service Skills Training Program:
  - Basic math and ESL
  - ESL Intensive courses are designed to provide accelerated instruction for motivated students. Students may move through six levels in three semesters.

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

4.1. List proposed new program(s) for campus and provide a brief description
- Offer ESL/Labor Studies Joint Project:
- Open the campus on Sunday to offer computer training to at-risk youth, older adults, and disabled persons who need to bridge the Digital Divide

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

- **5.1. List the credit programs and/or courses**

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

- **5.3. Offer advanced topics in International Business**

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

- **6.1. List the non-credit program options and courses**

  - Revise non-credit computer programs to address the needs of the Downtown Campus population, e.g., ESL students. Adjust the pace of the non-credit business courses to allow more students to grasp the material at a higher level.

  - Continue to revise ESL Vocational Office Training Program to articulate with other programs at the college, especially business, and to update the technological component of the program.

  - Revised Spring and Fall 2003.

### 7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support services

- **7.1. List the services needed to improve and provide coordination for new, modified and expanded programs within the campus**

  - Hire full-time, on-site credit matriculation clerk

  - Set up online registration system in A & E Office and lobby (kiosk)

  - Increase student access to phone renewal of library material

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

  - Implemented

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- Increase A & E staff
- Provide customer service training to all staff
- Work with AS Council to offer concerts and lectures, as well as other services and activities, to Downtown Campus students

7.2. List the collaborations needed with other educational institutions, community-based organizations, and/or industry to provide the support needed for new, modified and expanded programs within the campus.

- Develop an annual Career Exploration Day in the campus library
- Solicit financial and other support from the business community
- Invite selected employers to tour the campus
- Develop partnerships with childcare providers
- Work with local agencies to address issues of homelessness
- Schedule a grand opening for remodeled campus

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

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

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

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

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

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

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

### 3. Facilities

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

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

### 4. Faculty and Classified Staffing
4.1. **List the number and description of classified staff needed for new, modified and expanded courses/programs within the campus**

- A & E Office
- Counseling
- Business Office

**Ongoing**

One part-time position
Two full-time positions
Upgrade positions

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

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

5. **Organizational Structure**

5.1. **Describe changes needed in the organizational structure of the campus to support the new, modified and expanded courses/programs within the campus**

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

Section I. Campus Profile

1. Campus Mission:

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

2. Current Programs and Services:

- Automotive Technology – Credit and Non-Credit
  - Automotive Technician
  - Auto Body
  - Motorcycle Maintenance
- Fire Science
- CACT – Center for Applied Competitive Technology a Customized Training Service
- Labor Studies – Credit and Non-Credit
- Micro Business Application – Non-Credit
- MUNI Career Ladder Training Program
- Skilled Trades
  - Upholstery
  - TV/VCR Repair
  - Construction Trades
  - Custodial Training
  - VESL for Custodial
  - VESL for Construction
- Office of Workforce and Economic Development
- Office of Vocational Education
- Apprenticeship Programs
- Advanced Transportation Technology
- California Resource Center for Occupational Program Design and Evaluation
- Career Connection
- Non-credit Admissions and Enrollment
- Non-credit DSPS Counseling, part-time
- Labor Studies Department Offices (Spring 2001)

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Section II. Context for the Future

1. Issues and Opportunities:

- CCSF is being asked to provide workforce training for the incumbent workforce, displaced workers, and people receiving welfare and those workers who need to upgrade their skills.
- Local residents seek education and training in Construction Trades. CCSF and the Evans Campus successfully secured a $1.1 million dollar contract through the Department of Human Services and the Mayor’s Office of Community Development. The DHS contract is to provide training in the building and maritime construction trades to economically disadvantaged San Franciscans. The funds from MOCD will be used for capital improvements in the shop area of the second floor of Evans. Work began in December 2002 and is expected to be complete in May 2003.
- Establish and strengthen Workforce Education and Training partnerships with Community Based Organizations, Labor and Industry to allow members of the Bay View/Hunter’s Point Community to take advantage of the current and future employment opportunities resulting from various construction projects, i.e. Third Street Light Rail, Mission Bay and UCSF, Bay Bridge Retrofit, Airport Expansion, Hotels, etc., as well as emerging biotechnology industry.
- Develop outreach, recruitment, and education and training programs for SF Housing Authority Residents.
- Develop partnerships with Local industry.
- Develop partnerships with Labor Unions/Skilled Trades.
- Develop partnerships with community based organizations.
- Link with other programs, i.e. Basic Skills, ESL, Engineering Technology, Labor Studies, Biotechnology to create comprehensive Workforce Education and Training Programs.
- Internship development (Automotive and Skilled Trades).
- Partner and articulate with SFUSD to provide occupational education opportunities to high school students.
- Research and develop an Advanced Transportation Hub/Academy at the Evans Campus, including Automotive, Aeronautics, Engineering, and Intelligent Transportation System Technology in partnership with representatives from MUNI and Amtrak.
- Develop plan to provide distance learning based upon needs identified in various program development and review plans.
- Promote the services and technical assistance provided to employers locally, nationally, and internationally through the Center for Applied Competitive Technology.
- Establish a library and/or library services at the Evans Campus.

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2. New Directions:

- DHS funds have enabled Construction Training Program to provide flexible delivery of education and training. The first 12-week fast track construction training program in partnership with Young Community Developers concluded in June 2000. Twenty-four participants successfully completed the program and now have jobs in the construction industry. A second class completed training in December 2000. Two new groups started the program in January 2001.

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

- During the Summer of 2000, seven CCSF faculty received training as DACUM facilitators. DACUM stands for Developing a Curriculum. This process will be used to develop curriculum for the Building and Maritime Construction Training Program. For two days, a panel of industry experts came together to identify the skills, knowledge, and traits needed to succeed in the construction industry.

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

- The Automotive Technology Department conducted a DACUM in May 1999. The Department has revised existing courses, developed new courses, and is piloting new course offerings in Spring 2001. The new courses were developed using the results of the DACUM process. The Department has piloted the revised curriculum and is currently assessing the effectiveness of this model.

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

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

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

- The MUNI Improvement Fund has funded the MUNI Career Ladders Training Program. Courses in Supervision, Communication and Safety are being offered. Additional curriculum and certificate programs are being developed in partnership with MUNI Management and Organized Labor.
## Section III Objectives and Activities

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

#### 1.1. Current associate degree credit programs
- Automotive Technology

#### 1.2. Current credit certificate programs
- Automotive Technology
- Automotive Mechanics
- Automotive Body and Fender Repair
- Motorcycle Maintenance Courses
- Fire Science Technology
  - Fire Officer

Completion rates for degree programs have not increased. Department is assessing revised curriculum. Completion rates for certificate programs have not increased. Enrollments in some classes, especially Auto Body, Motorcycle Maintenance, and evening Automotive Technology courses have increased. FTES, WSCH and enrollment have increased. Department is assessing need to develop a Certificate in Motorcycle Maintenance. Phase II and III of DACUM Process indicates that existing curriculum model should be revised. The proposed model should increase enrollment and allow students to complete education objectives in a shorter period of time.

Numbers of sections offered in Fire Science Technology at campus have been increased based upon student demand and enrollment levels.

### 2. To continue to offer non-credit programs offered by campus

#### 2.1. Current certificate non-credit programs offered by campus
- Trade Skills
- Construction Trade

Sections in Construction Trades average 15 per semester with a beginning average class size of 43 students. TV/VCR enrollments have not increased and the department in considering combining the Introduction and Advanced offering at the same time.
| TV/VCR Repair | Custodial Training offers 6 sections a semester with a beginning average class size of 68 students. |
| Appliances, Air Conditioning & Refrigeration | |
| Custodial Training | |

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

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

**Trade Skills**

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

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

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

#### 4.1. Proposed programs and courses

**Trade Skills**

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

Intend to move Woodworking class to Evans after remodel, based upon available funding. Hope to more fully integrate it into a certificate program. Will examine viability of TV/VCR Repair Program and labor market demand for it. Work continues of on Custodial and Building Operation certificates and classes.
5. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities

5.1. Services Needed

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

5.2. Collaborations Needed

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

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

Several successful working relationships between CCSF and CBO’s have been established, including YCD, VVJET, CAA, JVS, Glide, Charity Cultural Services Center, OpNet, Arriba Juntos, Goodwill, BAVC, etc.
Affirmative Action), SLUG (San Francisco League of Urban Gardeners), Ella Hill Hutch, Mission Hiring Hall, Glide Memorial, etc. This effort is included as part of the proposed Building and Maritime Construction Training Program.

- Develop a working relationship with the Department of Human Services Employment Specialists assigned to the Career Center at the Southeast Campus.

### 6. Provide administrative oversight for the school, including the areas of planning, budgeting, hiring and supervising personnel

#### 6.1. Additional Staff

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

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

<table>
<thead>
<tr>
<th>Section IV Resource Implications</th>
<th>Comments/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Development Resources</td>
<td>Still need Non-credit career counseling, internships and job training opportunities and job placement services. Associate Dean of Students is working with representatives from the campus to establish and expand Associated Students.</td>
</tr>
<tr>
<td>- Non-credit career counseling for students looking for training and job placement in the trades</td>
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<tr>
<td>- Internship or on the job training opportunities for students enrolled in the various Trade Skills Programs offered or being developed for the Evans Campus</td>
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<tr>
<td>- Job placement for students completing the existing and future Trade Skills Programs</td>
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<tr>
<td>- Retention services for students who have completed the Trade Skills</td>
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</tbody>
</table>
### Programs offered at the Evans Campus
- Development and implementation of Job Shadowing opportunities for students entering the Trade Skills Programs
- Expand Associated Students to day and evening, credit and non-credit students at the Evans Campus

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

**Still in need of non-credit career counselor, advisor, etc.**

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

**Construction of retrofit and remodel began December 2002. Expected completion is May 2003.**

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

**There are 26 section scheduled for Spring 2003, with an average class size of 46 students. The students and program should at least have access to career and educational counseling services with a Non-credit focus.**

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

### 5. Organizational Structure

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

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

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

2. Current Programs/Services

Programs:

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

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

- Consumer Education
- Nutrition Assistant
- Disabled Students Programs
- English is a Second Language
- Fashion
- Health Care Technology
  - Cardiovascular Technology/ECHO
  - EKG Technician
  - Emergency Medical Technician (EMT)
  - Paramedic Training (EMT-P)
  - Health Information Technology
  - Medical Assisting
  - Pharmacy Technician

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- Library Information Skills

  LIS 10 – Use of Information Resources

- Trade Skills/Drafting

- Transitional Studies “Foundation Skills for Success”

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

- Vocational Nursing

- Certified Nursing Assistant

  Licensed Vocational Nursing
  LVN Refresher

Services:

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

February 2003
Section II. Context for the Future

1. Issues and Opportunities

One of the major issues facing the John Adams Campus is the age of the facility. The main building was constructed in 1911. The facility needs both major infrastructure and cosmetic repairs. Funds from the 1996 bond proposition will be used to remodel the gym building and to do an interim remodeling of the main building to include the bathrooms, corridors and a few classrooms. A RFP has been sent to the State asking for funds to do the seismic, and electrical upgrades of the main building and to complete the remodeling of its classrooms and offices. Final State approval of this RFP and appropriation of funds are years away. Safety, in the event of an earthquake, remains an issue until the seismic upgrade is completed. A related concern is the impact of the seismic upgrade on student enrollments. There is a strong probability that the campus will need to close during the period that the seismic upgrade is being done.

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

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

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

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

2. New Directions

In the Bay Area there is a large immigrant population who have been trained in a variety of health care fields in their native countries. When they come to this country they are unable to find work in their medical specialty due to their lack of English language skills and problems securing proper licensing. The John Adams Campus with all of its health care programs is in a position to assist these immigrants with medical backgrounds to find new careers in the health care industry. The Welcome Back Center, which is now in its second year of operation, provides immigrant healthcare graduates with counseling services, assessment of language competencies, enrollment in appropriate health care programs and appropriate ESL classes along with job placement upon completion of courses. The Center attracts a new student population, and, hopefully, will bolster both credit and noncredit enrollments.

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

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

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


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<tr>
<th>Section III Objectives and Activities</th>
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<tr>
<td><strong>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates</strong></td>
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<tr>
<td><strong>1.1. Current Award of Achievement Credit Programs</strong></td>
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<tr>
<td>Health Care Technology</td>
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<tr>
<td>▪ Health Information Technology</td>
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<td>▪ Medical Office Assisting</td>
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<tr>
<td>▪ Medical Administrative Assisting</td>
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<tr>
<td><strong>1.2. Current Certificate Programs (Credit)</strong></td>
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<tr>
<td>Business</td>
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<tr>
<td>▪ Office Information Processing</td>
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<td>Consumer Education</td>
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<td>▪ Nutrition Assistant</td>
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<td>Health Care Technology</td>
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<td>▪ CVT/Echocardiography Technician</td>
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<td>▪ EKG Technician I &amp; II</td>
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<tr>
<td>▪ Emergency Medical Technician</td>
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February 2003
| Health Information Clerk I  |  
| Health Information Clerk II |  
| Health Information Coding Specialist |  
| Health Information Technology |  
| Medical Office Assistant |  
| Medical Biller |  
| Medical Transcription |  
| Paramedic |  
| Pharmacy Technician |  
| Pharmacy Technician |  
| Residential Service Provider |  

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

- Expand Business Department offerings to include more Internet courses such as a variety of Computer Graphics and Web Design classes, E-Commerce, On-line Trading, E-mail, Photoshop, Internet Searches, and New Media, etc.
- Expand Library Department offerings to include short-term credit courses such as Health Information Refresher Skills.
- Create additional partnerships with CBOs and government agencies to deliver occupational foundation skills and health career programs in the community.

3. **To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates**
### 3.1. Current Noncredit Certificate Programs

**Business**

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

**Health Care Technology**

- Home Care Provider
- Unit Coordinator

- Offers academic preparation programs in ESL and Transitional Studies
- Offer VESL classes to support vocational programs.
- Develop courses targeted for seniors and deliver them in community facilities such as YMCA, churches, senior centers, etc.

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

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

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

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

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

7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities.

- Collaborate with Student Development to improve the nature and approach to delivering counseling services on-campus and at community sites
- Collaborate with Student Development to provide access for
students to Students Health Services

- Collaborate with DSPS to provide DSPS with access to a computer station in each major lab equipped with:
  
  Zoom Text Xtra  
  Job Access with Speech (JAWS)  
  Dragon Naturally Speaking

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

- Provide leadership for all aspects of management for the John Adams campus, with increased attention to long range planning, facilities improvement, and enrollment growth for the campus.

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<tr>
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<tr>
<td><strong>1. Student Development Resources</strong></td>
<td></td>
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<tr>
<td>- Counseling Services</td>
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<td>- Student Health Services</td>
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<td>- Mental Health Services</td>
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<tr>
<td><strong>2. Technological Resources</strong></td>
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<tr>
<td>- On-line and Telephone registration for non-credit courses</td>
<td></td>
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<tr>
<td>- Electronic collection of positive attendance data</td>
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<tr>
<td>- Students will have access to all the Library's electronic resources and services either in the campus library and/or in a campus computer lab so that access and retrieval of online information and materials is available district-wide.</td>
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</tbody>
</table>
- Student will have physical access to non-electronic information resources (e.g. books) at all campuses by means of an expended Inter-Campus Loan Service. To accommodate this expansion, fiscal support may be needed for costs associated with delivery.

### 3. Facilities

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

### 4. Faculty and Classified Staffing

- To support alternative methods to provide faculty and staff training in light of elimination of State funds for Staff Development.
- To proceed with the reorganization of main office staff to include: 1840 Junior Management Assistant fill position in 2003
- Three new full-time faculty positions will be needed to accommodate expanded curriculum.
- International Health Care Counselor
- Internet Instructor
- Transitional Studies High School Re-designed Instructor
5. Organizational Structure

- A senior management assistant or associate dean is needed to insure that all the changes can be made. If it were an 1844, then this position would be in addition to the existing 1844.
- Campus deans must have discretionary funds to promote instructional initiatives.
MISSION CAMPUS  
EDUCATION MASTER PLAN

Section I. Campus Profile

1. Campus Mission

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

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

2. Current Programs/Services

- The English as a Second Language (ESL) Program offers day, evening and Saturday classes at all levels including Citizenship and ESL and Native Language Literacy.
- The Graphic Communications/Printing Program offers credit and non-credit courses as well as internships.
- The Transitional Studies Program offers GED preparation (English and Spanish), adult basic education, as well as computerized, individualized studies using an Invest Laboratory.
- The Office Technology Program includes the Construction Assistant Program, which is offered in collaboration with the Mission Hiring Hall.
- The Older Adults Program is implemented throughout San Francisco in collaboration with agencies and sites serving older adults.
- The Working Adults Degree Program (WADP) is a high support program tailored to the needs of full time workers who seek an AA Degree.
- El Colegio de la Misión offers credit ESL and degree-applicable, transferable general education courses.

The services provided to students include Admissions and Enrollment Services, Educational Advising and Personal Counseling, Bookstore Services, and the Mission Science Workshop (serving K-12 students/teachers/community).
Section II. Context for the Future

1. Issues and Opportunities

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

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

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

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

The Colegio de la Misión was initiated in 1974 to offer credit, general education courses in the Mission. The goal was to improve Latino access to post secondary education by offering classes in the community, by making access to credit classes convenient both in location and in the hours they are offered, and by building a host of communities of learners. The program has grown to 30 courses and is housed at Horace Mann Middle School in the evenings. The space provided in the new building and the 106 Bartlett facility will allow us to expand this program to daytime classes thus fulfilling the community’s goal of having full access to courses that lead to an Associate of Arts Degree in the Mission Campus. The Working Adults Degree Program (WADP) at the Mission Campus is the first example of a complete associate degree program being offered in the community. Students completing the WADP will have satisfied the
requirements for CCSF graduation and for transfer to a baccalaureate-granting institution. It is an exemplar of a learning community.

There is an increasing demand for bilingual personnel in the medical services industry in order to serve the needs of the non-English proficient patients. Local medical institutions, like San Francisco General Hospital, give preference to bilingual staff. CCSF-Mission Campus has the opportunity to train individuals interested in working in this field.

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

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

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

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

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

Overcoming the digital divide for low-income residents is a continuing challenge. Unless we, as educators, address this problem through provision of educational and employment opportunities, we will see a major shift in the demographics of the San Francisco Bay Area. One of the keys to securing a place in our prosperous local economy is educating and training local residents for opportunities in this field. CCSF-Mission Campus is a vital link between San Francisco residents and the educational programs for existing jobs. CCSF-Mission Campus is in a unique position of providing educational opportunities in multimedia as well as engineering, software design and programming. This effort will be a major force in stabilizing the Mission District community and allowing residents to partake of the prosperity.

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

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

2. New Directions

It is anticipated that the new Mission Campus will be ready for occupancy by the year 2005. The new building will be a state of the arts educational facility with traditional classrooms as well as specialized classrooms and dedicated spaces. A comprehensive educational program and student services will be offered to credit and non-credit students. The anticipated population growth in this neighborhood will be served according to the emerging needs. The 106 Bartlett facility will continue to be used as needed to accommodate student demand and community need for instruction. We will continue to develop programs in collaboration with the community-based organizations. Departments will be encouraged to offer courses that meet the educational needs of our student population.

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

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

We will offer programs that maximize the bilingual skills of our residents who want to go into the health fields. In the fall 2003 we will offer a credit, two-semester long, Bilingual Medical Interpreter Program. We will promote collaborations with the Mission Hiring Hall to develop other programs that offer special incentives to bilingual students. We will speak with other employment agencies and employers to identify their employment development needs and partner to develop appropriate bilingual Spanish/English training and certificate programs.

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

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

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

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

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

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

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

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

## Section III Objectives and Activities

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

1.1. **Current General Education Program**
   - El Colegio de la Misión

1.2. **Current Associate Degree Programs.**
   - The Working Adults Degree Program (WADP)

1.3. **Current Credit Vocational Programs**
   - Digital Printing and Publishing Program
   - Child Care Vocational Training Program

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

- Daytime Working Adults Degree Program
- Bilingual Medical Interpreter Program
- Broadcasting Electronic Media Center Program
- One year, credit Pre-Biotech Skills Program
- Technical ESL Program for math and science professionals
- An Intensive ESL Program for other professionals requiring a

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*February 2003*
program of rapid English language acquisition.
- Multi Media Certificate Program
- Child Development and Family Studies Program
- Graphic Communications courses in computer operations and electronic pre-press.
- Physical Education classes including Tai-chi/Yoga.
- A weekend, credit program.
- Expanded Performing and Visual Arts offerings, such as theatre arts and painting.

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<th>3. To continue to offer non-credit programs with improved FTE enrollment (attendance) and completion rates</th>
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<td>Maintain the variety of our offerings to the diverse older adult population of the City.</td>
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<td>Offer a comprehensive Business Program to enable students to complete the certificate course work in a timely manner at the Mission.</td>
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<td>Continue to offer a complete English as a Second Language Program</td>
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<td>Expand the Saturday Program to a weekend program by redistributing or increasing instructional hours.</td>
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<td>Work with the Graphics Communications Department to revitalize the recruitment efforts for the Offset Press and Printing Program.</td>
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<td>Develop a Sunday computer club for the Mission residents.</td>
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<th>4. To offer new non-credit program options with increased enrollment results.</th>
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<td>Offer an Intensive, Fast-Track English as a Second Language</td>
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<th>5. To modify existing credit program options and courses.</th>
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<td>- Augment the WADP to include a daytime component.</td>
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<td>- Work with department chairs to broaden the Colegio de la Misión course offerings.</td>
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<th>6. To modify existing non-credit program options and courses</th>
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<td>- Work with the Office Technology Department to revise the Office Technology Programs and course offerings at the Mission Campus.</td>
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<th>7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling and advising, and other student support activities.</th>
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<td>- Collaborate with the Counseling Department to develop a new advising and counseling system.</td>
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comprehensive student matriculation process for credit and non-credit students.

- Collaborate with the Mission Hiring Hall to bring onto the Campus a student recruiter and job developers to serve our program graduates.
- Work with faculty to develop student clubs and other student activities.
- 7.4 Provide childcare for our students.
- 7.5 Provide guidance to older adults about CCSF services.

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

### 1. Student Development Resources

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

**February 2003**

- On hold until new building is acquired
### 1.2. List the type and scope of student activities needed to serve the new modified or expanded programs within the campus.

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

Working with Student Council to develop a book-loan program

### 2. Technological Resources

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

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

On going
### 3. Facilities

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

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

### 4. Faculty and Classified Staffing

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

### 5. Organizational Structure

- Develop a strong Advisory Committee for the Mission Campus that will provide leadership in a major fund raising campaign for the new building.
- Work with the Older Adults Department Chair to develop an Advisory Committee for the Older Adults Program.
SOUTHEAST CAMPUS
EDUCATIONAL MASTER PLAN

Section I. Campus Profile

1. Overview of Campus and Campus Mission

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

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

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

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

2. Current Programs/Services and Status

Programs:

- Nursing, Vocational
- Adult Basic Education
- Fashion Design
- Computerized Machine Technology

February 2003
■ English as a Second Language  
■ Word Processing  
■ Unit Coordinator  
■ Clerical/Secretarial  
■ Computer Studies  
■ College Prep and GED Prep  
■ College classes in Music, Mathematics, History, Engineering Technology, Computer Information Science, Biology/Biotechnology, Community Health Worker (Drug and Alcohol)

Services:

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

Section II.1.1 Current Associate Degree Credit Programs

■ Working Adults Degree Program

Section II.1.2 Current Certificate Programs (Credit)

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

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

■ Business  
  Office Assistant  
  Word Processing

■ Health Science  
  Home Health Aide  
  Unit Coordinator (Hospital)/Ward Clerk

Section II. Context for the Future

1. Issues and Opportunities

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

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

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

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

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

2. New Directions

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

- Align job readiness and academic vocational courses to business, health, biotech,
  computer, and other employment opportunities in the southeastern sector
- Expand short-term, modular scheduled, evening, weekend (Sat., Sun., or Sun./Sun.)
  skills, job training, and vocational courses and programs.
- Expand on site Head Start childcare programs.
- Expand ESL offerings at Visitacion Valley and another site near Geneva Avenue and
  Daly City areas.
- Obtain a new site for ESL classes in the Geneva Avenue/Daly City areas.
- Offer additional workshops, courses, and programs for Older Adults.

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Offer S.F.U.S.D/CCSF High School Diploma program for C.S.O.S. students
Offer retention classes and programs for at risk high school students
MLK program (middle) in place (1/03) (see NC/NO, section IV).
Offer industry specific training programs in business, computers, multi-media engineering/electronics, SEC.  *Biotech (entry level classes) started (Fall/02).*
Develop more partnerships and collaborations with SFUSD, CBO’s and private industry.
Continue and expand Peer Mentoring/Tutorial Program offered by A. S. Council
Offer one day workshops for partners and community.
Provide targeted training for jobs in key areas of employment.
Establish a Kid’s College.
Become involved, if possible, in Techno Village and other education and training opportunities in the BVHP shipyard.
Develop entrepreneurial programs to help students and community students.
Recruit high school students for electronic computer, science, and biotechnology classes at SEC.  Link to programs at Phelan and other campuses.
Establish a youth ornamental horticulture program at SEC.
Ask businesses, corporations, and industry to provide hands-on training and mentoring in business, computers, multimedia and biotechnology for SEC students.
Develop non-credit job readiness courses linked to job placement.
Obtain a van or bus to transport students to Phelan, Evans, JAD, and the Airport.
### SOUTHEAST CAMPUS EDUCATION MASTER PLAN

**Section III Objectives and Activities**

<table>
<thead>
<tr>
<th>Objectives and Activities</th>
<th>Comments/Status</th>
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<tbody>
<tr>
<td>1. To continue to offer credit programs with improved FTE enrollment, retention, and completion rates.</td>
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<tr>
<td>1.1. Current Associate Degree Credit Programs</td>
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<tr>
<td>■ Working Adults Degree Program</td>
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<td>1.2. Current Certificate Programs</td>
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<tr>
<td>■ Environmental Technology</td>
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<td>■ Child Development</td>
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<td>■ Hotel and Restaurant Operation</td>
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<td>■ Drug &amp; Alcohol</td>
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<td>■ Unit Coordinator</td>
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<td>■ Word Processing</td>
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<td>■ Certified Nursing Assistant</td>
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<tr>
<td>2. To offer new credit program options with increased enrollment results</td>
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<tr>
<td>■ Augment the Working Adults Degree Program by offering an accelerated evening/Saturday (all day) and/or Sunday (mid way) two year B.A. completion program collaboratively with CSU San Francisco or Hayward State, USF, or another suitable institution, thus allowing students who have obtained their A.A. degrees to complete their four-year degrees.</td>
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<tr>
<td>■ Offer Internet Journalism and/or other multimedia classes which utilize MAC equipment, thus gaining greater utilization of the MAC lab at SEC and providing the community with</td>
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access to new jobs and careers in this area.

- Offer a Senior’s College with courses for Older Adults, including a Gospel class, short-term academic classes, and weekend courses.
- Offer a joint SFUSD/CCSF Dual Enrollment High School Diploma Program for County Community Students.
- Offer a comprehensive A+, A++, C+, or C++ certification program and/or A.T.T. or Pac Bell cabling class, thus providing technical programs for Southeast students which lead to good jobs/careers.
- Offer Biotechnology courses, including a new Biotech Bridge class for students who need science, math, and S.C.A.N.S. competencies.
- Offer Psych Tech courses and additional Health/Science classes which provide employment and community awareness of health risks and issues.
- Offer computer and business classes at Visitation Valley when a larger site or additional sites become available.
- Offer business computer classes in demand by workers in the Financial District on evenings and weekends who travel on Cal Train.

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

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

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

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

- Offer an entrepreneurship class for potential small business owners and youth who want to start businesses. Connect this class to the new CCSF Business Development Center.
- Offer vocational educational classes at Visitation Valley To modify existing credit program options and courses
- Develop a youth ornamental horticulture program with a CBO, job agency, and floral business.
- Offer short-term, accelerated GED/Invest Lab courses.
- Offer short-term, modular scheduled business classes in the areas of customer service, accounting assistant, office assistant, retail sales, and/or related business fields
- Offer short-term, modular scheduled environmental technician programs
- Partner with new dot.com businesses as they re-locate to BVHP, Visitation Valley, or Potrero Hill and co-sponsor training programs for CCSF students in Industry settings or at SEC.
- Offer evening and/or weekend cosmetology classes, including courses like hair dressing or manicuring or courses which lead to licensing re-certification.

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<th>5.</th>
<th><strong>To modify existing credit program options and courses.</strong></th>
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<tbody>
<tr>
<td>5.1.</td>
<td><strong>List the credit programs and/or courses that need to be modified and how plan to reduce or modify (List from schedules)...</strong></td>
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<th>6.</th>
<th><strong>To modify existing non-credit program options and courses</strong></th>
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<tbody>
<tr>
<td>6.1.</td>
<td><strong>List the non-credit programs and/or courses that each department plans to modify and how this will take place</strong></td>
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</table>
7. To improve and provide coordination for student development services, including the areas of admissions, placement testing, counseling, advising, and other student support activities.

7.1 List the services needed to improve and provide coordination for new, modified, and expanded programs within the campus.

- (List the collaborations needed with other educational agencies, CBO’s and industry).
- Southeast would seek collaborations with the following agencies or educational institutions: San Francisco Unified School District, CSU San Francisco State or U.S.F., or another four-year institution providing an accelerated B.A. degree program, Housing Authority, a number of community based agencies which include the Young community Developers, Network for Elders, Bayview Senior Multipurpose Center, Senior Central, SLUG, A.T.T. or Pac Bell, Community in Schools (CIS), and various private industry partners.

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

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

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

Section IV Resource Implications

| Comments/Status |

1. Student Development Resources

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

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

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

- Peer Mentoring/Tutorial expansion. More Student Government sponsored classes and activities.

2. Technological Resources

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

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

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

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

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

### 3. Facilities

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

- Depending on the A.T.T./PacBell Lab, perhaps a wall would need to be knocked down to make a classroom larger.

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

- N/A – unless there is an opportunity for a new building in Visitacion Valley.

### 4. Faculty and Classified Staff

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

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

#### 4.2. List the number and description of faculty needed for new, modified, and expanded courses/programs within the campus
## Faculty would be needed to teach new credit courses which were implemented.

### 5. Organizational Structure

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

- None
PLANNING FOR THE FUTURE:
SOUTHEAST AND EVANS CAMPUSES

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

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

Second, City College, as part of its long-term commitment to the southeastern neighborhoods, has entered into a partnership with the Department of Human Services (DHS) and the Employment Development Department (EDD) for purposes of establishing the Southeast Career Link, modeled after the highly successful Mission Career Link. The Southeast Career Link provides a broad array of career development and training opportunities for the unemployed and underemployed, as well as for those area residents who are in career-transition. The center represents a potential model for replication in other parts of the city.

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

This planning effort is intended to underscore the long-term commitment City College has and will continue to have in regard to extending access to an ever-expanding array of courses, programs, and services at both the Southeast and Evans campuses.

Following is an outline of plans specific to the Southeast and Evans campuses, highlighting areas where the two campuses compliment each other in positive ways in
terms of maximizing opportunities and benefits/resources that can be brought to bear on the needs of the community and its residents.

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

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

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

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

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

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

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

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

Early Childhood Education
- Child Development and Family Studies

Hospitality Training
- Hotel Front Office Operations
SEC Expansion Plans
The Southeast Campus plans to initiate and/or expand a cluster of educational offerings that will be coordinated with the Evans Campus. These include:
1. Expand the Working Adults Degree program in collaboration with CSU SF and/or Hayward for students interested in attaining a baccalaureate. This may include delivery of upper division classes from CSU-Hayward and/or SFSU at SEC.
2. Establish a SEC Career Link program in collaboration with the Department of Human Services and Employment Development Department. The Career Link program will serve 900 to 1000 residents.
3. Establish a distance learning program as part of the CCSF district-wide education technology Plan. This program will use state-of-the-art technology applications to deliver instruction and student services, including a capacity to offer upper division courses from California State University and the Historically Black Colleges and Universities and “smart classrooms” to link SEC students with courses and programs at other CCSF campuses.
4. Establish information technology programs leading to certification in a number of key technology fields.
5. Expand the biotechnology courses to serve the Mission Bay biotechnology complex. *(Entry level biotech programs in place/Fall 2002)*
6. Initiate an entrepreneurship program for potential small business owners in the community.
7. Expand the GED/Invest lab courses for pre-collegiate students needing to improve basic skills before enrolling in transfer and/or occupational programs. *(In place/Fall 2002)*
8. Offer short-term job readiness classes.

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

Current programs at Evans include:
*Transportation*
  - Automotive Technology – Credit; Automotive Technology – Non-Credit;
  - Advanced Transportation Technology.
*Construction Trades*
  - Construction Trades; VESL for Construction;
*Custodial*
  - Custodial Training; VESL for Custodial;
*Apparel Manufacturing*
  - Garment 2000; apparel production; customized training.
*Other Occupational programs*
  - Hazardous Material/Lead Abatement; Micro Business Application; Fire Science
Upholstery; TV/VCR Repair; Refrigeration/Air Conditioning;

The Evans Campus is the home of the CCSF Labor Studies program; the apprenticeship program; cooperative work experience; Career Connection; and the CalWORKS program.

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

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

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

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

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

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

Community Enrichment Activities
SEC will continue to offer education courses and activities related to community enrichment.

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