Section I
Unit Progress Review

Section II
Institutional Progress Review

Section III
College Core Performance Indicators

Section IV
Cost Center Progress Reviews
YEAR-END ASSESSMENT

FOREWORD

With the submission of this report, we have finished the first complete cycle of our planning and evaluation process under the current Strategic Plan, including the end-of-year assessment component. As I review the progress made during the 2000-2001 fiscal year by the various cost center managers, I am extremely pleased.

The Planning, Budgeting, and Evaluation system consists of five integrated components that comprise a comprehensive process for institutional effectiveness. The components are: 1) strategic planning; 2) annual planning; 3) unit planning; 4) budget planning; and 5) evaluation/assessment. The Strategic Plan is a five-year, long-range plan, focused on growth or change. The Annual Plan consists of one-year objectives for the institution that are expected to be achieved in order to realize the priorities of the Strategic Plan. The Unit Plans are prepared by each unit of the college detailing their one-year objectives and activities needed to be achieved if the Annual Plan is to be accomplished. The Budget Plan is integrated with the Unit Plan and reflects the requested resource requirements necessary for the unit objectives to be achieved. Finally, there is the evaluation/assessment component, which will become a twice a year process (mid-year and end-of-year), whereby a thorough review is conducted on the Unit Plans and the Annual Plan.

An additional component assessing institutional effectiveness has also been developed. This component is designed to assess overall institutional effectiveness through establishing measurable outcomes, identifying the indicators of achievement, collecting and analyzing performance data, and using the information to judge institutional effectiveness in terms of overall educational quality.

This report contains an assessment of the college's work in meeting the objectives of the college's Annual Plan. Four sections comprise this report: the first is a series of reports from the Vice Chancellors and myself on reviewing the work of this last year. The second section contains a list of activities and accomplishments addressing the 25 objectives in the Annual Plan. The third section contains the College Core Performance Indicators. The fourth section contains the reports from the major cost center managers on their units activities and progress in meeting the Annual Plan objectives. Given the scope and level of detail, this section is being treated as a separate documents and is available upon request.

The End-of-Year Assessment is an arduous process involving hard work on behalf of managers and the Office of Research, Planning and Grants. It gives us all a better sense of the exciting activities occurring throughout the institution and the enthusiasm associated with those projects. We heard how much is being accomplished and witnessed the dedication of faculty and staff.

Please circulate this document so that everyone can know how well their community college is doing.

Dr. Philip R. Day, Jr. Chancellor
September 1, 2001
MAJOR COST CENTER

Chancellor's Office/Group
- Public Information
- Research and Planning
- Government Relations
- College Development
- General Counsel Office
- Affirmative Action

Vice Chancellor of Academic Affairs
- Scheduling
- Tenure Review
- Contract/Continuing Ed
- School of Applied Science & Evans Campus
- School of Science and Math
- School of Behavior and Social Science
- School of Business and Downtown Campus
- School of Liberal Arts and Castro Valencia Campus
- School of International Ed/ESL and C/NB Campus
- School of Health & PE and John Adams Campus
- Alemany Campus
- Southeast Campus
- Mission Campus
- Library and Learning Resources

Vice Chancellor of Student Development
- Financial Aid/EOPS
- Financial Aid Office
- A & R – NonCredit
- A & R Dean's Office - Credit
- Outreach and Recruitment
- Student Affairs Office
- Matriculation Office
- Dean's Office
- Dean of Counseling
- Student Activities
- Cal Works/TANF

Vice Chancellor of Finance and Administration
- Administrative Services
- Business Office
- Human Resources
- Information Technology Services
- Academic Computing
- Buildings and Grounds

MANAGER

Dr. Philip R. Day Jr.,
- Martha Lucey
- Robert Gabriner
- Leslie Smith
- Kathleen Alioto
- Ronald Lee
- Linda Jackson

Frances Lee
- Terry Hall
- Brian Ellison
- Judy Teng
- Phyllis McGuire
- Wing Tsao
- Sandra Handler
- Steven Glick
- Bruce Smith
- Joanne Low
- Linda Grohe
- Gary Tom
- Veronica Hunnicutt
- Carlota del Portillo
- Rita Jones

Don Griffin
- Alvin Jenkins
- Jorge Bell
- Mary Lou Leyba
- Balestreri, Robert
- Elizabeth Brent
- Frank Chong
- Nicholar Chang
- Rod Santos
- Larry Klein
- Skip Fotch
- Bernice Brown

Peter Goldstein
- Stephen Herman
- James Kendrix
- Clara Starr
- Doug Re/Mamie How
- Mamie How
SECTION I
UNITS PROGRESS REVIEWS

Section I highlights the overall activities of the major College units during 2000-2001. Each division submitted written reports in advance of the assessment. These reports describe both the division’s accomplishments and any problem areas. The complete reports prepared by the unit administrators are contained in this report in Section IV.
OFFICE OF THE CHANCELLOR

The Chancellor and staff, with the approval of the Board of Trustees, established an Annual Plan for 2000-2001. The five operational objectives and 15 developmental objectives to implement this plan are all tied to the priorities of the Strategic Plan. Specific activities that show college-wide progress toward achievement of these goals are listed in Section II of this document. Performance indices are submitted in Section III, and copies of the individual cost center reports are located in Section IV.

The Chancellor has submitted his activity reports to the Board on a monthly basis. Generally, activities are divided into two areas: providing leadership and guidance at the college level for activities relating to the Strategic and Annual Plans and serving in a leadership position locally and at the state, national, and international levels for activities related to the future of not only City College, but also for the California Community College system and postsecondary education national legislation.

At the institutional level, the Chancellor has provided leadership for the initial phase of a new cycle of strategic planning, including the complete design and adoption of the strategic planning conceptual approach and the initiation of a participatory planning process, leading to a new five-year strategic plan to be completed by January, 2003, and no later than June, 2003. It is in the interest of the Chancellor to develop a draft of a new strategic “Vision Statement,” which will guide the development of the strategic plan with appropriate participation from key shared governance groups.

The Chancellor has also provided leadership for three enhancements to the CCSF comprehensive planning system. For the first time in the history of the College, an Educational Master Plan has been completed in “Draft Form.” It is our plan to present this document to the Board of Trustees for adoption by the end of the term, December, 2001. In addition, the Chancellor has provided leadership toward the completion of an updated Technology Plan, with two major components (i.e., the Educational/Academic Technology Plan and the Administrative/Information Services Plan). The draft of the “EdTech” Plan has been completed and will be reviewed this fall by the College’s Information Technology Policy Council. It has already been reviewed and approved by the Teaching and Learning Technology Roundtable. A preliminary draft of the administrative component of the Technology Plan has been developed and is in the process of being “fine tuned” under the leadership of the Information Services Division and the Policy Council. Both plans and some key components of each are obviously related to and dependent on the success of the upcoming bond initiative.

The Institutional Enhanced Self-Study (ESS) Process has been a cornerstone of the Chancellor’s agenda for 2000-2001. With over 170 faculty, staff, and students involved in the analysis of issues relating to student success and the development of 32 recommendations to improve programs and services, the ESS initiative is positioned to produce major improvements in virtually all areas of the educational process.
The Chancellor continues to be committed to providing leadership in maintaining the highest levels of commitment to diversity and equity as it relates to our college faculty, staff, students, and the community served by CCSF. This effort has required supervision of our faculty and staff hiring procedures in order to achieve appropriate levels of diversity among our staff. In addition, the Chancellor has made a commitment to serving underrepresented students, namely African Americans and Latinos. The approaches to better serving these populations is imbedded in two major strategies: *early intervention* and *staff and curriculum development* that reflects the diversity of these students and their communities. The concurrently enrolled high school student programs provide an opportunity for students to experience College while still in high school. The **Latino Services Network** and the **African American Scholastic Program** have developed programs to address the unique needs of their respective communities.

The Chancellor personally spearheaded a new national initiative for the development of a formal articulation network, entitled the **National Articulation and Transfer Network (NATN)**, between urban high schools and community colleges, as well as Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities. The project was recently awarded an $865,000 grant from the Fund for the Improvement of Secondary Education (FIPSE) to be administered by the Chancellor’s Office over a three-year period.

The Chancellor placed special emphasis on providing leadership for expanded development of the college in selected areas of priority, including the **increase of technology implementation**. During the past year, the Chancellor supervised the following activities:

- Reestablished Education Technology Office (ETO), remodeled offices and lab in Batmale Hall, 3rd floor, and training lab in Rosenberg Library and Learning Resource Center;
- Converted successfully from Banner 3 to 4 during Winter break;
- Replaced four aging HP enterprise-wide servers with latest technology, N-class servers;
- Prepared for process to implement Banner Web For to provide online services to students and employees;
- Installed over 150 desktop PCs for faculty throughout the District;
- Completed network wiring for all of Phelan/Ocean Campus except Science Building, which is in progress. Completed wiring at Downtown Campus and began at Evans, Southeast, and Alemany Campuses;
- Made substantial progress in filling vacant positions and reclassifying staff to appropriate classes.
In addition, the Chancellor led the continued refinement of the organizational structure, streamlining the Facilities and Planning, Maintenance, and Building and Grounds functions into one unit under the leadership of an Associate Vice Chancellor to insure management effectiveness. The same can be said about the area of Workforce and Economic Development. This change has already yielded positive results for us and is positioning the College within the “workplace” community to be a major force on the workforce development agenda. The newly approved structure for Information and Education Technology also offers us a new range of opportunities as we move from a centralized mainframe/operational mindset to a distributive network that emphasizes end-users.

The Chancellor also realized expansion in the area of **fund-raising and institutional advancement**. Under the direction of Dr. Kathleen Sullivan Alioto, the reestablished Office of Development has far exceeded the expected 10 percent fund-raising increase over the previous year. The Chancellor has been working directly with Dr. Alioto to reorganize the City College Foundation and identify new members of the Board of Directors for same. Once in place, this new 24-member board promises to further enhance and develop new opportunities for greater funding resources.

Effective and responsive **communication** internal and external to the College continue to be major priorities for the Chancellor. In 2000-01, the Chancellor put an extraordinary amount of time into meeting directly with members of the key internal constituencies, meeting regularly with the Academic Senate, AFT 2121, SEIU 790, and the Classified Senate. In addition, he meets at least once a month with the Executive Committee of the Administrators’ Council. The Chancellor has continued to maintain and enhance effective relationships with the public schools’ new administration and will continue to encourage joint meetings of the SFUSD/CCSF Boards of Trustees (Educational Roundtable). In terms of City Government, relations have never been better. The College is increasingly viewed as the “Trainer of First Choice.” In the same vein, joint staff meetings have been held with SFSU to discuss a variety of matters related to articulation, transfer, and joint projects of interest. It was these discussions that led to the idea of collaborating on a **Joint-use Facility** and working together in the areas of health, child development, and teacher preparation. The Chancellor also met on a regular basis with the CEOs of all of the colleges and universities in San Francisco to continue to explore opportunities for collaboration and joint program development. One such project, with City College taking the lead, involves SFSU, UCSF, and SFUSD. It is a **Magnet School/College Initiative** in the Mission Bay focussing on Biotechnology, Bio-Environmental Engineering, and related areas. A concept paper has been developed with help from our **BioLink** Project Director, Dr. Elaine Johnson, and we are hopeful that a meeting between all parties will take place soon.

The Chancellor also has management oversight of the **Office of Governmental Relations** and, as such, he is heavily involved in state and national legislative issues, both substantive and budgetary. The Chancellor met and worked with both state and federal legislators and staff regarding higher education issues and has invested a huge amount of time in putting City College in a strong position to receive more funding from the state.
Specifically, the Chancellor took a statewide leadership role on the **Non-Credit Funding issue**, serving on both the 2001-02 Budget and the Funding Formula Task Forces, leading to full endorsement by the Board of Governors for increased funding. The Chancellor has been re-appointed to both the **2002-03 Budget and Funding Formula Task Forces**. As a result he is in the best possible position to insure that the educational priorities of City College become statewide priorities.

At the federal level, the Chancellor served as an active member of the board of the American Council on Education (ACE), the National Council for Assessment of Vocational Education (NAVE), Community Colleges for International Development (CCID), and the Federation of Community College Systems Serving Urban Cities (RC-2000).

The Chancellor also provides direct supervision for the Offices of Senior Legal Counsel, Marketing and Public Relations, Government Relations, Research, Planning & Grants, and, of course, the three Vice Chancellors. Each of these areas have provided an end-of-year assessment reflecting their progress in moving the institution forward in achieving its Annual Planning Objectives for 2000-01. These reports are included herein.

**VICE CHANCELLOR, ACADEMIC AFFAIRS**

**HIGHLIGHTS OF ACCOMPLISHMENTS, 2000/2001**

Following the Annual Plan of 2000/2001 approved by the Board of Trustees, the College continues to provide high quality programs and courses to students to meet their educational needs. And, following the mission of the College to serve the workforce and training needs of the community, CCSF continues to expand its collaborations with public and private employers, community based organizations, churches, and unions.

Partnerships with SFUSD continue to be an important focus. Through a variety of partnerships, we help K-12 students meet their educational needs while they are still studying at SFUSD. We also have programs in place which encourage students to continue their college education either at CCSF or other higher institutions. A booklet updating the various partnerships and activities between the two institutions is now available in the Articulation Office.

We continue to offer a large numbers of classes through the credit and non-credit mode as well as contract education classes for employers. Continuing Education offers workshops and short-term classes to students interested in self-enrichment. For the year, we offered 3,810 sections of non-credit classes, 7,292 credit, 82 contract education and 584 continuing education.
We recognize that flexibility in scheduling is crucial for our students who work, have family commitments and other responsibilities. To meet this need, all campuses are now open on Saturdays with the exception of Alemany. More Saturday and evening classes have been added. To make it convenient for all residents to enroll in classes, we have offerings throughout all the neighborhoods of San Francisco. Distance education classes such as telecourses and online courses are available for students who cannot regularly come on campus. We have increased the number of short-term classes, including piloting a quite successful 4-week credit summer session. Decision Support Services (DSS) is a useful tool enabling departments to develop their class schedules to reflect the course demands of the students.

To keep pace with new demands and different modes of delivery, faculty continue to develop new courses and programs, and revise and update current courses and programs. We approved 136 new courses, 14 new certificates and 2 new degree programs. Technology-mediated courses were approved and piloted for the first time this past year. We will continue to add more online courses, but we will also make the necessary adjustments as we gain more experience in delivery of these courses via the web.

We were fortunate to have received grants from different sources that allowed us to supplement our programs and services and gave us the opportunity to pilot new program ideas. An example is the $2.1 million from the California Endowment to establish the Welcome Back Center to assist foreign-trained health professionals to re-enter the health field.

Support for our educational programs and courses continue to increase. With funding from Partnership for Excellence, we have been able to expand the services of the Library and Learning Resource Center, as well as their hours of operation. State Instructional Block Grant Funds have enabled us to purchase new materials and equipment for the libraries. Block Grant and VTEA monies were also used to create new computer labs as well as to replace old computer labs and instructional equipment to keep up with industry standards. Block Grant was also used to lease computers to allow faculty to develop and prepare instructional materials.

The generosity of the Orfala Family Foundation, other private donors and various grant sources have allowed the Child Development/Family Studies Department to expand its childcare services to now include infants and toddlers at the John Adams Campus.

To keep pace with changes and to stay current, we continue to provide professional development opportunities for faculty and staff. Through sabbaticals, participating in programs such as Asian Infusion Project, SCANS Project, Summer Internship Placements, or attending computer workshops offered by the Education Technology Office, Flex Day activities and conferences, faculty can continue to develop and grow professionally.

Regular evaluations provide the faculty with student and peer feedback. This year, 587 faculty were evaluated either under the tenure review process or regular faculty evaluation process.
Lastly, and the most important accomplishment of the year is the continual hiring of new faculty. With the large number of faculty retiring and funding from the State, we had another record year of new hires. Twenty-eight academic departments/units were involved in hiring over 60 tenure track, LTS and categorical positions. These new positions provided opportunities for part-timers to move into full-time positions. Approximately 80% of the new full-time hires came from the part-time ranks.

It is always exciting to have new faculty (full-time or part-time) join CCSF. They bring with them new levels of energy, enthusiasm, passion, skills and knowledge to continue the tradition of providing teaching excellence to our students and serving the community.

**ISSUES TO BE ADDRESSED IN 2001-2002**

Following the Board’s Adopted Annual Plan for 2001/2002, the following issues will be addressed:

1. Increasing enrollment, meeting student demand in impacted courses and maintaining efficiency will continue to be addressed. We need to develop a systematic enrollment development plan with input from all segments of the College. We will investigate the feasibility of the 16-week calendar. Since the Time Schedule is our main marketing tool in reaching the community, we need to examine how it can be improved to attract more people to take our classes.
2. The School of Math and Sciences will be offering classes at the various high schools. We need to assess and determine if additional classes can be offered by the other Schools.
3. We need to establish contacts with the new leadership of SFUSD high schools to discuss issues of mutual interest and future collaborations.
4. We need to continue our efforts to work with CBO’s and city agencies to deliver classes to their clients. Shared costs formula would address their need for smaller class size and our need to maintain a minimum class size and to cover our costs.
5. As a member of Community College for International Development (CCID), we have the opportunity to be involved in more global and internationally-related activities for faculty and students. We need to step up our involvement in this area.
6. As instructors retire and as state money becomes available, we need to maintain our focus of recruiting and hiring a diverse faculty. We need to expand internship opportunities and support internships in the English Department.
7. Develop a systematic approach to orient and train new faculty with special focus on providing training on instructional strategies.
8. Following-up and work with the Academic Senate on the Math requirement for graduation as recommended by the Accreditation Report.
9. Complete the School and Campus Education Master Plan.
10. We need to continue working with the Office of Research to address the issue of retention for low performing courses.
VICE CHANCELLOR OF STUDENT DEVELOPMENT

Under the leadership of the Vice Chancellor, the Student Development Division has assessed, evaluated, refined, and expanded student services; resulting in significant improvement of operations, services, and student outcomes.

During the 2000-2001 school year, the Student Development Division had many successes in the following areas: Admissions and Records-Credit and Noncredit; African American Scholastic Program; Counseling; CalWORKs Education and Training; Career Development and Placement Center (CDPC); Extended Opportunity Programs and Financial Aid Services; Financial Aid Office; Latino Services Network; Learning Assistance Center; Matriculation/Assessment Testing; Outreach and Recruitment Services; Student Activities; Student Advocacy Rights and Responsibilities Student Affairs; Student Health Services, and Transfer Center.

The Student Development Division continues to provide student services in impressive numbers. More than 90,000 students received Admissions and Records services; students received 221,000 hours of tutoring at the Learning Assistance Center; 21,000 were assessed in Math, English, ESL, or Basis Skills; 1,234 took the GED test; 16,000 new students received orientation and pre-enrollment counseling/advising; 5,000 received Student Health services; 12,018 obtained Transfer center services; and 7,800 attended high school and community Outreach and Recruitment activities sponsored or supported by CCSF.

Student Development continues to work closely with Academic Affairs on initiatives supporting success in educational programs. Some initiatives whose success have depended on this collaboration are: validation and enforcement of pre-requisites, co-requisites, and advisories; review and revision of registration priorities; developing and supporting Puente, African American Scholastic program, Summer Bridge, Latino Services Network, as well as other special programs for underrepresented populations; the Learning Assistance Center, and Peer Mentoring and Service Learning.

The College’s Enrollment Management work group met throughout the semester and made recommendations regarding: outreach and recruitment; targeted advertisement; scheduling patterns of classes; an enhanced Summer Session; an alternate calendar for the regular Fall and Spring terms; improved procedures for tracking positive attendance; and revision of registration priorities. Enrollment trends, particularly in Math, English, ESL, CIS, and Business, were monitored closely. Although, Fall and Spring enrollment decreased slightly in Credit and Noncredit programs, Summer enrollment continued its year-to-year increase.
Collegewide technology enhancements have greatly improved the Student Development Division’s ability to implement state-of-the-art technology. End-users and technology specialists in student services offices collaborated with ITS and SIG to ensure Banner conversion from 3X to 4X and installed compatible hardware, software and network upgrades. Web for Student has been completed and now enables students to register and enroll for classes on-line. Strategically placed computer workstations in student services offices and labs provide students with free access to on-line services. Matriculation and the Transfer Center implemented new web sites, and Learning Assistance Center established a new on-line College Success course.

The Spring 2001, student elections raised many questions regarding the structure and procedures of student governance at City College of San Francisco. The Chancellor has called for a Student Governance Study Group to address three issues: the Student Trustee election process; a Student Representative Fee; and the Structure of Student Governance. Associated Students, the Student Trustee, and administration have begun to analyze and discuss ways to establish a more inclusive student governance.

The Vice Chancellor of Student Development instituted several organizational advancements this year. One significant accomplishment was the development of the Student Development Education Plan. The division is now working to acculturate students, classified staff, faculty, and administrators into the Plan’s philosophy of Students First – Striving for Excellence. Financial advancements include budgeting resources for objectives, and developing efficient teams to achieve objectives within specified timelines. Personnel advancements include filling essential administrative openings: Outreach and Recruitment Services; EOP and Financial Aid Services; Counseling; while two interim positions were filled with permanent appointments.

Overall, considerable progress has been made in Student Development to expand and improve student services and facilities. A number of facilities have been remodeled: Transfer Center (S120), the African American Scholastic Program (Bungalow 500), Outreach and Recruitment Office (S121), Counseling Clusters (Cloud 207 and Arts 201), Peer Mentoring Office (S134), Faculty-staff Training Lab in the Learning Assistance Center, and the Latino Services Network Office (Cloud 364 -365) which is scheduled to be completed August, 2001. Each remodeled facility has been upgraded to full network capability and has had new or upgraded hardware and software installed.

ISSUES TO BE ADDRESSED IN 2001-2002

The major goals for Student Development 2001-2002 are focused on three major components: Access, Retention, and Student Success. The overarching objective is to enhance the student’s ability to attain their education goals by providing the student streamlined user-friendly processes and personnel. The adopted motto “Students First” will continue to guide the Student Development Division’s goals and objectives.
Access:

- Develop a comprehensive outreach and recruitment plan through college-wide consultation and collaboration. Expand outreach to targeted schools and community-based organizations.

- Collaborate with the English, ESL, and Math Departments to identify, field test, and validate computerized placement tests.

- Continue to develop, enhance, and improve the African American Retention Program (AARP) and the Latino Services Network (LSN).

Retention:

- Restructure Counseling services to improve student access and student satisfaction. In concert with the Matriculation Office, expand on-line advising to include an interactive web-based format.

- Continue to develop an integrated database in Banner that contains students’ records in academic career, financial aid, and special programs to facilitate the delivery of student services and tracking of student progress.

- Continue to offer a variety of student services classes, develop new courses, and increase enrollment.

Student Success:

- Support the Enhanced Self-Study (ESS) process and shared governance committees to develop and implement ESS recommendations.

- Implement smart cards or bar coded student IDs to increase efficiency in student attendance and service contact accounting.

- Further develop, improve, and expand Transfer Center’s programs and services, facilities, and staffing.

VICE CHANCELLOR, FINANCE AND ADMINISTRATION

The Vice Chancellor for Finance and Administration has management responsibility for the following areas: Finance, Payroll, Purchasing, Contract Administration, Real Estate, Human Resources, Administrative Technology, Risk Management, Buildings and Grounds, Facilities Planning and Construction, and Public Safety.
Challenges during the past year have included efforts to comply with audit recommendations; the need to hire a substantial number of new certificated and classified staff, implementation of bond-funded capital projects, and the processing of a growing number of contracts.

The College managed its spending during the past year in a manner that allowed an additional $400,000 to be transferred into the Board’s designated reserve, bringing the total reserve to $4.6 million. The College’s annual independent audit was completed in a timely manner and progress was made on key areas highlighted by the independent auditors. Specifically the College has implemented the use of timesheets for faculty when such documentation is needed for compliance with federal grants. The College also completed a comprehensive inventory of fixed assets for the first time in more than ten years. Finally, the College contracted for a special audit of its General Obligation Bond Fund, which concluded that all bond projects were properly accounted for.

With great effort, the Human Resources department completed a major review of salary placement for current faculty as required by the College’s contract with AFT. The department also completed and distributed handbooks for both faculty and classified staff. The department processed 190 new classified hires as well as 57 full time and 210 part time faculty hires. A program to track the driving records of employees who drive district vehicles was also implemented. Finally, 50% of the College’s “temporary” classified staff was given permanent status as agreed to in the College’s contract with SEIU 790.

Much progress was made with respect to information technology. The construction of the College-wide computer network progressed, with all of the Ocean Campus completed except for Science Hall, which is currently underway. The College successfully migrated to the newest edition of SCT’s Banner software during the winter break, and the College installed web-based student services for admission, registration and financial aid.

The Administrative Services Department processed more than 3000 contracts for a wide variety of College functions. The department also managed the College’s lab aide program, which provides assistance to more than 100 different areas, and provided fiscal oversight for both the Bookstore Auxiliary and the Foundation.

The Office of Facilities Planning continued its efforts to implement projects funded under the 1997 local bond issue. Projects either in progress or completed include the Cloud Hall windows replacement, a new EOPS facility, and improvements in the College’s physical education facilities. In addition, preliminary planning for the design of the Mission Campus proceeded.
Buildings and Grounds and Public Safety continued their efforts to provide a clean and safe environment for the College’s students and workforce. The department added a new focus this past year – energy conservation. Energy saving time clocks to regulate heating were installed in bungalows, thermostats were lowered in all buildings, and the use of lighting was reduced. Significant reductions in the consumption of gas and electricity have been achieved as a result of these measures. Finally, Public Safety made substantial progress in its effort to become a “POST certified” unit.

ISSUES TO BE ADDRESSED IN 2001-2002

Challenges for the new year include:
- maintaining the stability of the College’s overall finances
- a continued high level of both classified and certificated hiring
- migrating to the next edition of Banner, and
- moving from the design phase to the construction phase for additional projects funded by the 1997 local bond issue.
SECTION II

INSTITUTIONAL PROGRESS REVIEW

The Institutional Progress Review is an assessment of progress in fulfilling the objectives stated in the college’s Annual Plan 2000-01. Information for this assessment comes from the Vice Chancellors, and the managers of the college’s major cost centers. The annual plan contains 25 objectives and under each objective is a list of accomplishments assembled from the major cost center reports.
OPERATIONAL OBJECTIVES

1. To provide high quality educational programs and courses for associate degrees, transfer to baccalaureate institutions, career education and workforce training, English as a Second Language, adult high school diploma, non-credit, and cultural enrichment, lifelong learning.
   - Have pursued increased funding via the budget, legislation, and regulatory changes to increase resources to improve programs.
   - Provided support for Education Master Plan activities with schools and campuses
   - Provided support for Education Technology Plan activities with Teaching and Learning Technology Roundtable
   - Worked with Chancellor on development of processes for strategic planning for college in 2001-02
   - Published, circulated, analyzed and disseminated three student satisfaction surveys and one employee survey
   - Developed and disseminated end of year assessment to all major cost center managers
   - Provided coordination and oversight for program review reporting system within the college.
   - Published Management Plan 2000-01
   - Developed draft Annual Plan
   - Completed three additional modules to the Decision Support System and provided training to all department chairs and school/campus deans
   - Published report on recent high school graduates progress and success at City College
   - Conducted placement test development with Matriculation and ESL offices
   - Coordinated data collection for Topspro of ESL and Transitional Studies Departments in collaboration with 231 Grant office.
   - Produced 40 grant proposals
     CCSF awarded $15.7 million grant dollars during 2000-01
   - For 2000/2001, the following number of classes were offered:
     - Summer 2000 Non-credit Session II 327 classes
     - Fall 2000 Non-credit 1,492 classes
     - Fall 2000 Credit 3,285 classes
     - Fall 2000 Contract Education 23 classes
     - Fall 2000 Continuing Education 210 classes/workshops
     - Spring 2001 Non-credit 1,575 classes
     - Spring 2001 Credit 3,355 classes
     - Spring 2001 Contract Education 44 classes
     - Spring 2001 Continuing Education 262 classes/workshops
     - Summer 2001 Non-credit 416 classes
     - Summer 2001 Credit 652 classes
     - Summer 2001 Contract Education 15 classes
     - Summer 2001 Continuing Education 112 classes/workshops
The College approved 136 new courses, revised 39 courses, deactivated 21 courses, created 14 new certificates, and revised 5 certificates. The College also approved two new degree programs and revised two existing degree programs this year.

Of particular note is the technology-mediated courses the College has approved. On-line courses represent a significant step for CCSF. The College approved a total of 16 new online courses during the 2000-2001 academic year.

In an effort to continually improve educational programs, Health Science revised its HIV/STD Peer Education and Drug & Alcohol curriculum, PE opened the Fitness Center and added new dance classes, Health Care Technology revised the Medical Office Assisting certificate curriculum, Consumer Education added the Child Nutrition class, Drug & Alcohol program received CAADE accreditation.

Revised Phlebotomy Technician class to meet new State legislative requirements.

Offering Skills for Home Care Providers class for incumbent and new workers as a part of the Caregivers Initiative.

The high school program at John Adams was redesigned.

Child Development/Family Studies worked closely with SFSU to create a seamless curricular path for students pursuing careers in education.

Behavioral Sciences provided courses leading to a certificate program designed for employees of the Department of Human Services at DHS.

The Southeast Campus and Mission Campus provided credit/transfer classes through the Working Adults (AA) Degree Program (W.A.D.P.). The program started in the summer of 1999 with PFE funding.


Continued funding from NIH to run the NIH Scholars Program to enhance the transfer rate of impacted populations to four-year colleges.

Expanded the CISCO certificate program.

Revision of the credit ESL curriculum, creation of new VESL courses, addition of Saturday classes, addition of study abroad opportunities.

Offered at Seton Hospital a C.N.A. program for hospital employees.

Established partnerships with business, industry, unions, social service agencies and community based organizations. Partner in SF IT Consortium to provide training with community based organizations for at risk populations. Established working partnerships with MUNI, Amtrak, On Lok, Emergency Communications/911, Local 2 HERE and SF Multi Employer Group to research and develop education and training programs from entry level and incumbent workers.

Aeronautics Department worked with the FAA to update curriculum manuals and maintain FAA Standards.

H&R Department began to offer a three-track program for Culinary, Restaurant Management and Hotel Management.

Worked with John O’Connell High School and Skilled Trades to develop articulation agreements.

Administration of Justice Department working with Tech Prep and Balboa High School.

Continue to work with John O’Connell High School to develop linkages between career education programs.
• Departments met with Advisory Committees to review, update and develop curriculum for occupational programs.
• Continue to maintain affiliations with San Francisco Police Department and Fire Department Training Academies.
• Developed curriculum and implemented Financial Aid Guidance classes (Lern 52A and 52B) to teach students the rules and regulations governing financial aid programs including: The application process, CCSF, Satisfactory Academic Progress policy, Student’s Rights and Responsibilities, etc.
• Provided Student Leadership classes and other high quality student services classes.
• Worked in collaboration with 11 academic programs to obtain joint approval for training for CalWORKs participants.
• Facilitated the development of intensive immersion ESL program in collaboration with San Francisco Department of Human Services.
• Incorporated 1 FTE Math faculty into the Learning Assistance Center to provide Math 840 and Math 860 students with academic support services from math faculty.
• Collaborated with academic departments to provide classes and support services for students in Puente, AAAP, Summer Bridge, and Peer Mentoring programs.
• Developed new On-line College Success course. Advertised through high schools and community organizations for new students who are appropriate for on-line courses and who can use the school or organization computer facility for this purpose. Over 40 students enrolled during first semester.

2. To provide high quality student development and educational services in areas of financial aid, student information, admissions and records, matriculation, advisement, counseling, career and job placement, childcare, academic support, and library and learning resources.
• Provided counseling and training to DSPS on 10 new ADA issues for students with disabilities.
• Drafted and finalized Service Animal Administrative Regulation for District use, and trained DSP&S staff on implementation during Spring, 2001 Flex Day.
• Provided counseling and training on 10 new ADA Applicant, Faculty, and Staff Requests for Accommodation referred to Affirmative Action Office.
• Provided ongoing assistance with respect to 76 existing ADA inquiries and requests for accommodation.
• Have pursued increased funding and regulatory changes to improve CCSF’s share of state funds and better reflect CCSF’s program priorities.
• Undertaken a new internet informational project entitled “Faculty in Review,” designed to better serve students in identifying and communicating with their instructors. The project was cited in the Enhanced Study recommendations as being of considerable usefulness to students.
• The Office also collaborates with the Office of Instruction on the tri-annual schedule of classes and the College catalog.
• Castro/Valencia provides foreign language class tape duplication.
• Review of services and programs takes place each semester and at the end of each major event such as new student orientation. Suggested changes are reviewed and incorporated where appropriate.
• The Library and Learning Resource Center has continued subscriptions to over 2,000 full text periodicals so students can access information from home and college with library bar code, added 11 new periodical and newspaper subscriptions to support student research, added 291 audio recordings to the collection, 15 new videos titles, 142 compact disks to the collection to enhance access to materials not available in book form, 683 videos to aid students with diverse learning styles, 377 microfilm reels to the periodical collection.
• 1,058,524 people used the Rosenberg Library and 72,738 used the Media Center this fiscal year.
• Increased Audiovisual contact hours of operation 2 hours per day and 6 hours on Saturday 9AM to 3 PM.
• Expanded the Rosenberg Library Saturday hours of operation by 2 hours.
• PFE funded summer hours for John Adams, Southeast, Downtown, and the Alice Statler Campus Libraries.
• Added Ethnic NewsWatch Database that includes over 200 magazines and periodicals and over 630 full text articles.
• 6,975 students participated in Library orientations and lectures and 1,578 had Media Center orientations.
• Began SeniorNet at the Southeast Campus, a series of classes to attract senior citizens to the benefits of using e-mail and the use of the internet.
• Developed a new Library web page that includes information for web library instruction tutorials.
• Revised reference web page and now list 380 web sites selected by librarians.
• Began e-circulation to provide distance learners, telecourse students, and students not on campus database access from home.
• Had over 90,000 hits on the LLRC Web page per month.
• Provide 72 Library Skills workshops (A, B, & C) at the Rosenberg Library per semester.
• The Orfala Family Gift, acquired in collaboration with the Office of College Development began to provide infant/toddler care at the John Adams Campus through the Child Development/Family Studies Department.
• Child Development/Family Studies was granted over $3,000,000 from various grant sources, began to provide partday and fullday preschool funding, foster parent education, and other child development related programs and services throughout CCSF Campuses.
• BMS provided 30,000 hours of classroom support this year.
• DSP&S services have been scheduled at 6 campuses.
• Berkeley Biology Transfer Consortium: Three students received summer research fellowships in Berkeley.
• Secured internships and summer fellowships from DOE Lawrence Berkeley Lab, UC Berkeley, and from biotech and high tech industry.
• Block grants and VTEA provided funding to upgrade and purchase new equipment in all departments and campuses.
• Students graduating from CCSF health care programs have very little, if any, trouble finding jobs in part due to internship and clinical experiences and the demand for healthcare workers.
• Promoted, maintained, and improved Career Connection, CCSF’s on-line student and employer service listing jobs and internships.
• Continue to promote use of CCSF’s On-line Occupational Interest Survey as a tool for students to identify occupational training programs that match their interests.
• Continue to update, produce and distribute CCSF’s Career and Technical Education Program Guide. Guide provides information on programs, services, career advising, personal counseling and tutoring for Occupational Degree and Certificate Programs.
• Began e-reference service to distance learners, telecourse students, and student needing reference services at home.
• Added 9,760 books to the library collection, added CD-ROM burner and new high-quality digital camera to graphic production inventory, produced over 3,500 slides for faculty classroom use, duplicated over 500 high-speed audio cassette copies, produced over 1000 overhead transparencies for faculty and administration, added 72 compact disks, and added 21 software individual programs.
• Matriculation office assisted all instructional departments in validating their pre-requisites, co-requisites, advisories, and limitation on enrollment. Maintained a Pre-requisite help Desk and telephone.
• Validated and enforced academic pre-requisites. Continued to improve and expand on educational assessment instruments.
• Special credit Matriculation services were provided at each campus to noncredit ESL and Transitional Studies students wishing to transition into credit programs.
• Approximately 11,000 credit students were assessed in English/ESL and Math, and another 10,000 noncredit students in ESL or Basic Skills.
• CCSF GED Testing Center tested 1,234 persons. 1,062 took the English version of the GED test, 170 took the Spanish version, and 2 took adaptive versions (audio and large print). Out of the total (1,234) who took the test, 882 completed the whole battery of five subtests, and 650 of those qualified for the GED certificate – a qualification rate of 74%.
• Developed orientation handbook for noncredit ESL students.
• Noncredit counselors worked with ESL faculty to create supplementary “orientation to college” presentations to ESL classes after the semester has begun.
• Almost 8,000 new credit students and another 8,000 new noncredit students received orientation and pre-enrollment counseling/advising.
• Learning Assistance Center staff tutored 7,260 students, an average of 15.2 hours per student each semester.
• Served the health and mental health needs of 5,000 students at the Student Health Center.
• Coordinated with the Dean of School of International Education and ESL to provide adequate student services and counseling opportunities to increased number of international students.
• Supported CCSF-Counseling staff activities at San Francisco City and County Department of Human Services.
• Reviewed the student complaint procedures.
• Streamlined services to students in the areas of probation, course repetitions, retroactive withdrawals, course repeats and student discipline.
• Substantially decreased the waiting period during peak periods for students seeking various services.
• Increased mailings informing students of their registration dates, hold warnings, academic standing, etc.
• Instituted student identification cards for noncredit matriculated students.
• Improved production of Official Academic Transcripts.
• Implemented revision of the Transcript Request Form to include a request for IGETC certification.
• Implemented college wide IGETC evaluation/in-progress working form.
• EOPS provided transportation assistance and meal program for students at highest risk for dropping and $250 per semester book voucher to all eligible students.
• Worked closely with DSPS to ensure that students with disabilities received adequate student services.
• Served 60 students in the Transfer Articulation Bridge (TAB) program, a collaboration between CCSF EOPS and San Francisco State University. TAB students enrolled in 3-unit course at SFSU and 12 units at CCSF. TAB program benefits include free enrollment in one 3-unit course at SFSU, smooth transition from community college to state university, and free tutorial assistance provided by SFSU for all courses that the student is enrolled in at CCSF.
• Expanded off-campus work study opportunities for CalWORKs participants.
• The following activities were undertaken to research the feasibility of implementing a SMARTCARD at CCSF:
  a) Met with SMARTCARD vendors to assess the potential uses of the card at CCSF
  b) Accompanied Associated Students to visit College of San Mateo to assess how their SMARTCARD worked
  c) Presented reports to the Chancellors cabinet, Student Development, Associated Students, and ITP

3. To provide high quality extra-classroom opportunities in areas of cultural, recreational and educational activities.
• Have pursued both legislative and budgetary changes to enhance community service opportunities.
• The Office has assumed the district-wide responsibility for intercultural activities in the community including:
  a. working on a series of community events in connection with the College’s 65th anniversary
  b. arranging the community celebration 2001 at which newly elected Board members were sworn-in by Mayor Willie L. Brown, Jr.
  c. organizing College participation at community events such as Cinco de Mayo, Chinese New Year, Columbus Day Parade, Martin Luther King, Jr. and Cesar Chavez Walks, Juneteenth Festival and Parade, OMI Health Fair, and the S.F. Gay Pride.
• Faculty, staff and students actively participate on campus cultural committees and projects (e.g. The Diego Rivera Mural Project, Works of Art Committee, 65th Anniversary celebration, Concert and Lecture Series, Black History Month, Asian/Pacific Islander Month, Cinco de Mayo, etc.).
• The International Student Program and the Institute for International Students provide opportunities for students to participate in activities such as movie nights, ethnic dinner nights, trips to places like Marine World and Great America, shows such as Phantom of the Opera, the International Student Fair, walking tours of San Francisco, volunteer experiences, language and culture partner program, etc.
• Sponsored JAD Community Health Fair (75 health care providers participated and served 1000 attendees).
• Sponsored JAD Holiday Food Drive.
• Campuses sponsored Open Houses as part of the 65th Anniversary Celebration.
• Biology Department managed the Center for Habitat Restoration.
• Operates the Mission Science Workshop under an NSF grant.
• In addition to cross-cultural materials presented in the classrooms, there have been annual International Festivals in which each classroom was devoted to a particular culture or nationality. Food, traditional customs, cultural displays and musical entertainment were part of this festive occasion.
• Supports the Speech and Debate Team activities.
• Continued practice of holding two international Student Fairs each year with joint sponsorship from the credit and non-credit international student programs.
• Sponsored International Week activities in Fall 2000. In addition to an open house in the international student center, there was an international film showing.
• Many departments sponsored co-curricular activities and clubs.
• Fine and performing arts departments collaborated with San Francisco arts organizations to provide students the opportunity to use the City’s arts resources as part of their educational experience at the College.
• Held all-day open house at the Downtown Campus featuring a panel discussion on the skills, knowledge, and experience needed to work in the Information Technology industry. Panel was attended by more than 100 students, with panelists representing Intel, Docent, Maxtor, and Macromedia corporations.
• School of Applied Science and Technology Departments participated in a variety of extra-classroom activities, including participation in Bouquets to Art at the Palace of the Legion of Honor, the San Francisco Home and Garden Show, field trips to local businesses, and use of industry experts as guest speakers.
• Concert Lecture Series produced more than 40 cultural, political and artistic events that served 950 members of the college community.
• The Interclub Council of CCSF sponsors 61 student clubs that served 900 students.
• The college supports 13 intercollegiate men’s and women’s athletic teams that serve over 350 student athletes.
• The CCSF National Championship Football team participated in Habitat for Humanity project in El Salvador.
• The Associated Students sponsored an Ethnic Studies Conference for High School students (600 students attended).
4. To provide high quality services in the areas of fiscal affairs, facilities management, data processing, enrollment management, public information, comprehensive planning, research, institutional effectiveness and assessment, fund raising and grants, personnel management, academic management, faculty/staff development, and executive leadership.

- Participated in approximately 7,000 individual transactions defined as separate contact and/or discussion with persons on one or more legal issues, legal research, telephone calls made/messages left, review of specific documents, attendance at meetings and review of legal matters affecting higher education.
- Supervised and communicated with outside counsel on 13 lawsuits.
- Participated in 3 mediations (2 successful, 1 pending).
- Drafted or reviewed 9 settlement agreements.
- Prepared 11 closed session agenda, 11 closed session confidential memoranda to Board members regarding closed session items, and 11 closed session confidential synopses re closed session proceedings. Also advised Board and Chancellor regarding State Supreme Court decision and possible implications for District.
- Prepared and/or assisted in preparation of 11 B, F, P & S Resolutions (which includes policy changes and adoption of specific programs for the College).
- Attended 3 conferences regarding Intellectual Property
- Chaired Diversity Issues Committee of the Barrister’s Club of the Bar Association of San Francisco and named Outstanding Barrister for Year 2000
- Have pursued both capital outlay project dollars and operational dollars to improve funding in these arenas.
- Hired a Media Relations Officer who has increased monthly output of press releases, etc., by 75%.
- Produced a 65th Anniversary Celebration eight-page (FREE) insert for the Independent/Examiner which was distributed to over a quarter of a million residents in San Francisco.
- Completed a High School recruitment CD, which was produced by CCSF Multimedia students for SFUSD students.
- Began work on “Faculty in Review,” which provides students with an online introduction to CCSF faculty.
- Assumed responsibility for a Statewide “Promoting Diversity” initiative funded by the California Board of Governors.
- Participated in the Enhanced Self-Study group which made the largest number of recommendations for student success.
- Completed two campus brochures, one for the Downtown Campus, the other for the Mission Campus.
- Produced the Media Guide and Speakers Bureau online and printed versions which was distributed to media and businesses in San Francisco.
- Continued to publicize on campus events and employment opportunities to the OMI neighborhood via the Electronic Sign at Ocean/Phelan Avenues.
- Produced the official poster for the OMI Health Fair which had major CCSF participation including Dr. Anita Grier.
• Prepared certificates and proclamations for recognition of individuals at monthly Board Meetings.
• Produced the first ever Fast Track Working Adults Degree Program Brochure.
• Re-established and reorganized the Office of College Development.
• One member of support staff in place.
• Optimal operation necessitates additional staff.
• Reviewed, updated and created additional informational databases for the College's use.
• Explored options for alumni development with and without software support
• Reviewed Banner software package to create and support alumni program development.
• Optimal operation necessitates software support.
• During the 2000-2001 academic year, 587 faculty evaluations were completed. Of these, 112 faculty were evaluated under the tenure review process during the Fall and 14 underwent tenure review during the Spring. Three faculty were awarded early tenure during Fall 2000. Lastly, eight management initiated (Article 9 B.2) evaluations occurred during the academic year.
• The catalog is perhaps one of the most important publications produced and serves as a legal agreement between the student and the College. The catalog represents the interests of approximately 70 campus entities. It is designed to attract and hold the interest of CCSF students and serve as a reference source for CCSF employees. The most recent publication of the catalog includes 378 pages reflecting the course offerings of over 58 departments. This Fall, a subcommittee under the aegis of the Communications Committee will review the format and content of the catalog and make recommendations for improvement.
• For the Fall 2001-Spring 2002 academic year, 33 sabbaticals were granted. These sabbaticals are in addition to that previously approved (13), which also occur during the 2001-2002 timeframe. While sabbaticals may only involve study, travel, or research, sabbaticals recently approved by the Committee significantly vary from one another and reflect the diversity of the faculty.
• New faculty orientation occurs each year. This orientation is intended to provide new tenure track faculty information and an opportunity to discuss issues ranging from the tenure review process to innovation in the classroom. The orientation provided new faculty last year was a success based on a survey of those who attended. This year’s orientation represents a departure from previous orientations and will focus on providing new faculty with an overview of the organization via a bus tour of each campus and an opportunity to engage in team building.
• International Education Programs and ESL provided opportunities for staff to attend CASAS, CATESOL, TESOL, and NAFSA conferences and staff development workshops.
• Received $2.1M from California Endowment for Welcome Back Center located at JAD Campus.
• 30 instructors participated in the SCANS Project this year. This project focuses on the development of a variety of teaching strategies connecting classroom teaching and learning to life after college.
• 20 instructors participated in the second year of the Asian Infusion Project originally sponsored by the State Chancellor’s Office. These instructors have revised their syllabi to include “an Asian Perspective”.
• Child Development/Family Studies received $237,250 from the Haas Fund for Professional Development and $150,000 from the Mayor’s Office (Family Child Care Institute). This is new funding beginning January 2001.
• All departments and campuses have been actively involved in the BUG planning process and subsequent consultations on improvements in facilities related to the bond funds.
• The Child Development/Family Studies Department also participated in the planning of a joint use facility (SFSU and CCSF) to be located on the Ocean Avenue Campus.
• Work with the Public Information Office in the planning, publication and distribution of the class schedules.
• Increasingly, instructors use web pages and email to supplement class presentations.
• Develop Education Plans for all Campuses and Schools.
• Data on the achievement of student goals have been collected as a major part of the Adult Basic Education Grant requirement.
• Office of Vocational Education has conducted a number of workshops to introduce the Core Indicators being used by the State Chancellor’s Office. Core Indicators measure student outcomes of course completion, certificate completion, employment placement and retention.
• Provided various staff development opportunities to vocational and academic faculty, including support for participation at professional conferences, workshops, Summer Internship Placements, and the SCANS Project. Over 100 academic and vocational faculty have participated in the SCANS Project.
• Working with departments and community partners to provide flexible delivery of programs and services. Currently offering programs in partnership with YCD, VVJET, Glide, and San Francisco Police and Fire Departments.
• Supported hardware, software, and networking needs for all Student Development offices.
• Coordinated and supported On-line Advising and New Students Admissions web site.
• Provided for the upgrade of four Computer Lab Managers in the Learning Resource Center.
• Implemented a new process workflow for the data entry of admissions.
• Enhanced the noncredit admissions process and included the noncredit admissions application in the Time Schedule.
• Refined Counseling department’s scheduling methodology using the Student Accountability Reporting System (SARS) to better meet students’ needs.
• Coordinated and implemented procedures for the processing of late adds.
• Tested the feasibility of third party billing for private industry customers, such as Police Academy and Fire Science, to eliminate the billing of individual students.
• Developed and implemented admissions and enrollment policies for concurrently enrolled high school students.
• Collaborated with the Office of Marketing and Public Information to publicize information directed to new students.
• Implemented and improved on the process for the evaluation and issuance of Awards of Achievement and Certificates of Completion, resulting in improved MIS State reporting.
• Maintained balanced budget and increased Board of Trustees Designated Reserve
• Progress was made on key areas highlighted by the College’s independent auditors.
• Human Resources department completed a major review of salary placement for current faculty as required by the College’s contract with AFT.
• Human Resources department completed and distributed handbooks for both faculty and classified staff.
• Human Resources department processed 190 new classified hires as well as 57 full time and 210 part time faculty hires.
• The Information Technology Services Department successfully migrated to the newest edition of SCT’s Banner software during the winter break.
• The Administrative Services Department processed more than 3000 contracts for a wide variety of College functions.
• Buildings and Grounds and Public Safety continued their efforts to provide a clean and safe environment for the College’s students and workforce.
• Energy conservation measures led to significant reductions in the consumption of gas and electricity.

5. To continue to maintain a high level commitment to college participatory governance for faculty, classified staff, students and administrators.
   • Have involved faculty, staff, and students, as appropriate, at both the state and local level.
   • Employees of the Office of Marketing and Public Information are active in the following shared governance committees: Communications; College Advisory Council (Director is Resource Person); Concert and Lectures; Contract Education; Graduation Ceremony Subcommittee; Transfer Issues; and Professional Staff Development. The Director also serves on the Chancellor’s Cabinet and the Public Relations Officer was the Treasurer of the Classified Senate.
   • Faculty, students and staff served on department wide committees and/or collegewide committees.
   • Administrators, faculty, classified staff and students participated in the Enhanced Self Study.
   • Established a Student Governance Study Group. The goal of the committee is to complete its work by the end Fall 2001. The recent Spring 2001 student election raised many questions about the structure of Student Governance at CCSF. The Chancellor has called for the establishment of a Student Governance Study Group that will analyze, discuss and bring forward recommendations to address the following issues:
     a) Trustee Election Process
     b) Student Representation Fee
     c) Structure of Associated Students
   • Participated in numerous college committees.
   • In collaboration with Associated Students (AS), developed focus groups and student panels for new faculty orientation, and the Enhanced Self-Study committees.
   • Worked with the Chancellors Office to pass a resolution to enact a student trustee election.
- Worked with Associated Students to ensure greater student participation on shared governance committees.
- All units reporting to the Vice Chancellor, Financial and Administration continued a high level of participation in the shared governance system.
DEVELOPMENTAL OBJECTIVES

1. Establish a systematic enrollment development and management planning effort.
   - The Director is a member of the College Enrollment Management Committee, which holds meetings to plan and implement ongoing enrollment development and management planning efforts.
   - Administrative group meets regularly to discuss status of enrollment and to strategize to maximize enrollment.
   - In Fall 2001, a task force will meet to investigate and access alternative calendars.
   - Participated in the Enrollment Management work group that.
     a) Recommended and implemented quantitative and qualitative enhancements to Summer Session to better serve both credit and noncredit students, including a 4-week Summer credit session to maximize enrollment.
     b) Recommended increase in evening and Saturday classes to meet student needs.
     c) Advocated for an increase in “late-start” and “short-term” classes to provide greater access to instructional programs.
     d) Investigated the feasibility of adopting an alternate calendar for the regular Fall and Spring terms, e.g., a 16-week term.
   - Analyzed enrollment data and prepared District’s 320 Apportionment Report to the State to capture maximum FTES due to the College.
   - Developed noncredit “Estimated Attendance Hours Report” by campus to inform campus deans biweekly of enrollment trends and project FTES for the Fiscal Year.
   - Developed and implemented procedures for the tracking of late Positive Attendance sheets, resulting in more accurate attendance accounting.
   - Assisted in the review and revision of registration priorities and received Academic Policies Committee and Academic Senate approval for the revised plan.
   - Added new sections to LERN 52, our new ½ unit Specific Study Strategies course. Collected positive attendance for financial aid and career development students through this vehicle.

2. Expand recruitment and outreach to residents of San Francisco.
   - Have pursued increased funding for growth and outreach activities.
   - Over a quarter of a million free inserts distributed by the S.F. Independent/Examiner during April 2001 in celebration of the college’s 65th Anniversary described our many programs for potential students, and heralded the contributions made to the community over 6-1/2 decades.
   - Future Plans Fact Sheet in the centerfold of the Fall 2001 Schedule of Classes brought our accomplishments and needs to the attention of the greater San Francisco public.
   - The October 2000 Annual Report was another excellent outreach tool to the community, which will continue to be prepared and distributed annually.
• The Marketing Office’s collaboration with the Office of Instruction on the production of both the Schedule of Classes and College Catalog, which include all campus maps, represents the most widespread and effective outreach to community. This coupled with the massive advertising campaigns for Fall and Spring Semesters as well as the Summer Session ensures that the College is always visible and recruiting students. These campaigns include movie theatre slides, transit advertising, neighborhood newspapers, ethnic press, radio and television commercials. Special emphasis is placed on showcasing new and at risk class offerings, both credit and noncredit.

• The new Media Guide and Speakers Bureau, available in print and online, is yet another outreach to the community targeting especially the media as well as business and industry. By providing experts/speakers, the College inspires an increased awareness of the many subjects offered at various campuses.

• In collaboration with Jewish Vocational Services, recruited low income/high risk students from Vistacion Valley, Hunters Point, Treasure Island and Ingleside for HealthTech Gateway program.

• Made numerous presentations before community based organizations to inform them of the educational programs and services that will be offered at the New Mission Campus.

• Outreach and recruitment activities have included participation in street fairs, co-sponsorship in health education events, distribution of school information at community based organizations, and placement of press releases to local newspapers.

• The Admissions Office has streamlined its intake process and the staff has gone as a team to off-campus locations to accommodate students living in far away neighborhoods.

• More testing has been conducted than before and upper level ESL students have had career counseling in their own classrooms.

• Class schedules are mailed to every home each semester.

• Asian American Studies began a student retention and recruitment project.

• Sponsored a two-month series of “Technology, the Internet and Beyond” workshops designed for small businesses (as host of the San Francisco Small Business Development Center).

• Conducted multilingual mailing to zip codes in San Francisco in an effort to increase enrollments in the ESL program.

• Established the Office of Outreach and Recruitment.

• Completed the testing of Web for Student, implemented Fall 2001. This enhanced technology provides an excellent vehicle for reaching out to the San Francisco Community, encouraging applying for admissions on-line, registration on-line, and access to student information on-line.

• Assigned counselors to assist in outreach activities undertaken by Student Development offices.

• Provided “Orientation to College workshops” in San Francisco Sheriff’s Department pre-release program, resulting in referral of eligible students to CCSF.

• Targeted direct marketing by campus and to specific communities.
• Initiated a variety of activities for middle school students: in cooperation with SFSU, UC Berkeley, USF, AACE, LULAC, PACT, and SFUSD, CCSF. Gave two (2) workshops for 110 middle school students. Coordinated with SFSU and SFUSD to provide special presentations entitled Gear Up: I’m Going to College for 235 students from James Lick and Luther Burbank Middle Schools; and participated in the SFUSD Latino Honor Roll for 475 middle school students.

• In an effort to reach out to prospective adult students, held outreach and recruitment activities at a variety of community events, including a College Fair at the Serramonte Center: A Family Affair (400 families); College Fair at USF; the Employee College Fair at East Bay Municipal Utility District (177 participants); the Gateway High School College Fair (60 parents and students); and Glide Church’s A+ Orientation Computer Program (25 students).

• Sent Outreach and Recruitment mailings to 587 persons who requested enrollment information.

3. **Expand and improve linkages with high schools**.

• With the assistance of the faculty and students of the CCSF Multimedia Program, Marketing has completed a CD, which was designed as a new vehicle for recruiting high school students. This adds to existing tools such as a brochure and a video created especially for High School students.

• Support joint curriculum development and professional development efforts between instructors at SFUSD and CCSF.

• Coordinate dual enrollment of 150-200 SFUSD students in career pathway courses at CCSF: Health & Biotechnology, Business, Information Tech/Multimedia, and Law.

• Support the development and implementation of career pathway internships for School To Career students.

• Participate in city-wide Pathway Advisory Boards that include representatives from CCSF, SFUSD, SFSU, UCSF, industry, and community based organizations.

• Facilitate implementation of/serve as CCSF liaison for UC Berkeley’s Early Academic Outreach Program to enroll over 25 SFUSD students into CCSF courses.

• Collaborated with SFUSD School-to-Career Health/Science Pathway program and conducted a High School Teachers Networking Day at Ocean Campus (28 HS teachers attended).

• Offered a EMT class for seniors at Thurgood Marshall High School.

• Registered nursing students do a rotation at 5 elementary and 2 middle schools.

• Enrolled more than seventy-five high school students in existing Business Department courses during regular semester and summer.

• Class schedules delivered directly to San Francisco high schools.

• All partnership programs and activities are updated and compiled in a booklet by the Articulation Officer annually.

• Provided full matriculation services to high school students on and off campus. An estimated (1,200 students and 15 high schools).

• Developed and implemented admissions and enrollment policies and procedures for concurrently enrolled high school students including students that are home schooled.
• Compiled student demographic data to enable tracking of prospective high school students.
• Participated with the San Francisco Unified School District in providing Financial Aid Workshops to assist students and parents in applying for and understanding the financial aid programs.
• Planned and implemented the first annual Counselors’ Conference for public and private high schools and community-based educational programs (96 counselors attended).
• Produced newsletter for counselors who work with high school and community-based educational programs.
• Participated in SFUSD Parent Summit. Provided information about CCSF and services to 600 parents and guardians.
• Participated and made presentations at: Second Annual Post Secondary Admissions Workshop for San Francisco and San Mateo counselors; the Young Women’s Health Fair (425 female high school students) sponsored by Senator Jackie Spier’s office; the Pac Bell High School Fair; the SFUSD Latino Honor Roll (500 high school students); and gave outreach presentations at 18 San Francisco public high schools (1390 students) and 4 private high schools (150 students).
• Developed and implemented Special One-Stop Matriculation Services for graduating high school seniors (served 510) and a comprehensive Orientation program for concurrently enrolled high school students (667 attended).
• Developed a database listing 801 high school students, 350 professional staff who work with high school students; and 50 community-based educational programs.
• Coordinated with the Dean of Instruction for scheduling to deliver 4,500 Summer and Fall 2001 class schedules to San Francisco high schools.
• The John O’Connell Middle College High School grant is intended to provide high school students with a school-to-career pathway to higher education. The newly opened high school is located in the Mission district has a current enrollment of approximately 600 students and will eventually enroll up to 800 students. All students will select one of five career pathways: Hospitality, Health/BioTech, Multi-Media, Computer Information Systems, and Construction/Engineering. The Faculty of the high school and the City College faculty are working collaboratively to develop courses that will articulate with the respective programs at CCSF.
• Over 20 O’Connell students are concurrently enrolled at CCSF, this coming semester and the goal is to have 100 by the end of 2002. Assigned a CCSF counselor to work with all John O’Connell students.

4. Implement and evaluate Partnership for Excellence-funded initiatives.
   • Have pursued gaining a COLA for PFE dollars.
   • MATH: PFE funded faculty working in LAC, and Math Lab Manager being hired.
   • CHEM: Peer mentors and tutors funded.
   • ESL: LAC staff have increased the number of students served and continue to re-evaluate and make changes to improve services.
   • WADP: started in 1999 is now serving 4 cohorts: 2 students have received AA Degree.
Implemented and improved the process for the evaluation and issuance of Awards of Achievement and Certificates of Completion, resulting in accurate and consistent evaluation of course work and increased the accountability of MIS State reporting.

Enhanced and improved the Office of Mentoring and Service Learning and doubled its program from 13 to 26 (served 850 students).

Served 550 students in the student-run Peer Mentoring program.

5. Improve delivery of educational services.

- Education Master Plan draft is circulating to college community with draft plans from all campuses, schools and Student Development division. It also includes a set of collegewide initiatives. Final approval of Plan scheduled for Fall 2001.

- Access to the English composition sequence is greatly improved. In Spring 2001, almost all students were able to get into an Engl. 94 section (except the morning sections that are limited by room availability). There is still significant unmet demand for Engl. 96 and 1A. The demand for those courses has increased due to the increased number of Engl. 94 sections. It will take some time to establish even demand across the sequence since improving access at each level creates a higher demand for subsequent courses. The Department is initiating an intern program to increase faculty pool.

- The number of courses offered at the Castro/Valencia Campus, now located at James Lick Middle School, has substantially increased; a Saturday program has been initiated, and summer school classes have been added. Most of these additional courses are School of Liberal Arts classes.

- Departments are using student enrollment data to develop schedules that provide maximum access to day and evening students.

- In preparation for offering classes at the new Lesbian, Gay, Bisexual, Transgender Center, the College assisted in the development of a grant that will pay for the equipment (including a state-of-the-art computer lab and supplemental multimedia lab) and furnishing of the two classrooms that will be used by the College.

- Increased offerings on Saturdays at all campuses except Alemany, which currently is not open on Saturdays.

- After review of the consortium model of delivery for study abroad programs, it has been decided not to pursue this model of delivery for CCSF at this time. Credit for coursework/units is difficult to obtain in California as experienced by Santa Monica College.

- At the ESL Department level, there are now more weekend and short term classes exploring the use of an enrollment management model to better serve the students. The credit International Student Program has explored the possibility of providing services later in the day to reach students not available for early morning appointments.

- The Graphics Communication Department consolidated all the print manufacturing courses at the Mission Campus to improve the classroom environment. With a VTEA Grant this department added computers and a binding system that facilitated the revision of Graphics 69 to incorporate the latest digital transmission software.

- Services are evaluated regularly through the use of student and staff evaluations/feedback, and focus groups in order to provide improved delivery of services.

- Offered CPR and First Aid in Spanish and Chinese.

- Offered Skills for Home Care Providers in Russian and Chinese.
• Several departments have offered “late start” classes to provide students the opportunity to pick up classes later in the semester and to provide access to students who cannot participate in classes at the start of the semester.
• Photography, Multimedia (IDST), Graphic Communications, and Art have established course equivalencies to allow students to use similar courses in other departments to meet prerequisites and, in some cases, departmental requirements.
• Departmental participation in learning communities has promoted collaborations among faculty and departments.
• Older Adults collaborated with UCSF for a health class, SFSU on a research grant, assisted Community Bridges in the recruitment of tutors.
• The availability of photocopy equipment has been stabilized at all campuses.
• A focus group meeting of international students who work in the program and are also current students was conducted at the end of the year. They made several concrete suggestions that have been presented to the staff for review and hopefully implementation.
• CCSF faculty trained in first Phase of DACUM in June 2000. Phase I DACUM for Construction Training and Welding completed.
• CCSF’S California Resource Center providing DACUM Facilitation established in September 2000.
• Second cadre of CCSF faculty trained in Phase I DACUM Facilitation in June 2001.
• Phase II & III DACUM Training scheduled for August 2001.
• Development of curriculum and programs in partnership with Emergency Communications/911, MUNI, and Amtrak.
• Developed and implemented the Learn to Earn More (LEM) Project. LEM integrates job related Math and Language Skills, including vocational ESL into established Career Education Programs. Construction, Graphic Communications – Digital Printing and Publishing, Offset Printing, and Hospitality’s Food Service Program participated in the LEM Project in 2000/01. Activities included curriculum development, recruitment, and team teaching.
• Developed and began offering courses in Advanced Officer Training for the San Francisco Police Department.
• Instructors have continually developed and refined ESL materials that are appropriate to students’ needs. The statewide ESL model standards have been applied to curriculum and course objectives. Efforts have been made to include a civics component to each ESL level.
• Completed the Educational Plan for Student Development.
• GED Testing Center has improved test administration security per State GED requests pertaining to separating registration process from the testing activities and remodeling the testing area to provide line of sight monitoring of examinees. The Center has also increased the number of testing sessions for both days and evenings and implemented an appointment system to accommodate examinees’ busy schedules.
• Developed plan to improve the recruitment, retention, and transfer rates of Latino and other underrepresented populations. Baseline data on Latino student attending CCSF was gathered for planning purposes. A mentoring program targeted at underrepresented students, particularly Latinos, began Fall 2000. Spring 2001, in consultation with a working group of Latino faculty, staff, and administrators, a budget was developed and ultimately approved by PBC.
• The African American Scholars Program worked collaboratively with the Latino Services Network and expanded its enrollment from 45 to 75 students.
• Assigned additional counselors to work at the Transfer Center.
• 12,018 students utilized Transfer Center services. The distribution was: Drop-in advising and counseling appointments – 7,369; Transfer Day College Fair – 2,500; Workshop attendance – 607; University representative appointments – 594; San Francisco State Day at CCSF – 500; College Tour Program (Bay Area, San Diego area) – 177; Transfer Admissions Agreement processed – 161; and staff development attendees – 110.
• Increased the operating hours of Student Development offices.

6. **Complete Title III projects and begin preparation for new grant application.**
   • Both Title III activities completed in 2000/01. The Decision Support System has four operating modules for deans and department chairs. The Education Technology Office, the Office of Technology Mediated Instruction and the Technology Learning Center are using staff and ideas developed from the Title III technology projects.

7. **Review and develop the College’s organizational capacity to develop a comprehensive workforce education and economic development effort.**
   • Have held statewide hearings on issue and CCSF and have actively participated in development of statewide initiative.
   • Surveys conducted of graduating/leaving students and students dropping out prior to Census Week 1. Results published and disseminated in Spring 2001.
   • Disseminated Community Health Workers Certificate program to 10 community colleges nationally.
   • Consultation with industry professionals has been a part of the program process in each department with vocational programs. These programs also have regular advisory meetings.
   • Established an Office of Workforce and Economic Development under the Associate Vice Chancellor. Key activities include:
     - Participating in San Francisco’s Workforce Development System.
     - Developing and establishing flexible education and training to a variety of partners.
     - Developing curricula, standards, and staff development activities based upon workplace principles.
     - Establishing working partnerships with employers, unions, business, industry, community service agencies, and community based organizations.
     - Serving on key local, and state committees.
8. **Hire replacement faculty for college educational programs.**
   - Re-elected Chair of Affirmative Action Diversity and Equity Consortium – Northern Region for 2001-2002.
   - Provided 757 hours of monitoring with hiring committees, 122 hours of which were carried out by Affirmative Action Office trained Administrator and Department Chair volunteers.
   - Reviewed all applicant and candidate pools (approximately 300) for adverse impact.
   - Reviewed all draft job announcements (approximately 100) for legal compliance.
   - Hired replacement faculty in offices of CDPC, Counseling, EOPS, Financial Aid, and Student Health.

9. **Plan and develop a comprehensive and improved delivery system of student support services.**
   - A student survey done during each Fall Semester provides research data on improving future CCSF marketing efforts.
   - Participated in the development of Enhanced Self-Study recommendations.
   - Continued to use internet-based technology to extend outreach to potential new CCSF students.
   - A new student “portal” with all admissions and enrollment information, links to key information, and downloadable forms was established. Students will be able to apply online by October 2001.
   - The Office of Matriculation and Assessment is continuing to work with the English, ESL and Math Departments on identifying, piloting, and validating computerized placement assessment tools. It is also working with higher administration to identify a facility for administering this test. This Office is also working with the Foreign Language Department to pilot and validate an online Spanish assessment administered by Brigham Young University.
   - Online registration via the internet using Banner Web technology began in late June and was available for students registering for Fall 2001 classes.
   - Online Advising ([advisor@ccsf.org](mailto:advisor@ccsf.org)) continues to be an active arena for students and potential students to get timely quick answers to all their questions. Plans for the coming year call for the addition of complementing the email system with a web online advising site with common Qs & As and helpful links. Will also investigate online chatroom with advisors.
   - Implemented new IGETC Certification.
   - Reviewed, revised and implemented the policies and procedures for certifying enrollment certifications, which has resulted in a 24 hour turn around period.
   - Implemented policies and procedures for verifying GPA for students applying for Cal Grants.
   - Collaborated with the Campus Deans to implement Pre-registration for noncredit students.
   - Developed and implemented an improved financial aid delivery system to assist students in applying and receiving financial aid.
   - Financial Aid checks made readily available to students day and evening through flexible disbursement systems including mail or direct deposit up to ten days before classes begin.
• Successfully implemented a Financial Aid Banner Reporting of Pell Grant recipients and amounts in order to expedite the collection of funds from the Federal Government to refund CCSF.
• Use BANNER loan processing for lending, especially with the completion for direct loans.
• Implemented an on-line Financial Aid Application process and related workshops to assist students with filing their applications electronically.
• Actively participated with Associated Students and Students Supporting Students at CCSF to support their efforts to provide Financial Aid workshops to different clubs and/or activities.
• Assisted CCSF’s Students Supporting Students to develop user-friendly flyers to advertise Financial Aid services and workshops.
• Scheduled Financial Aid workshops, in different languages, to assist students in applying and understanding the Financial Aid process and how to apply on-line for financial aid.
• In compliance with NASFAA recommendations, financial aid checks mailed to students.
• Worked with Associated Students to implement a series of workshops to assist students with applying for the Cal Grant and other financial aid programs.
• Clear information provided to students regarding job commitments, e.g., number of hours and dollar amounts for work-study.
• Developed and improved communication between scholarship, veterans, EOPS, rehabilitation, and financial aid offices to avoid over-awards.
• Provided outreach services to all CCSF campuses to assist students with applying for financial aid.
• Assisted disqualified Financial Aid students with writing their appeals to continue receiving financial aid.
• Completed policies and procedures for awards of Pell, SEOG, and Perkins.
• Developed a Committee for the review of Satisfactory Progress Appeals.
• Increased communication between Financial Aid and other offices regularly through a Financial Aid Committee.
• Decentralized counseling services to CalWORKs participants to better serve students at all CCSF campuses.
• Provided support for greater access to Financial Aid counseling for CalWORKs participants.

10. Continue the installation of a collegewide technology infrastructure and increase opportunities to use technology by faculty, staff and students.
• Have pursued increased funding and resources for CCSF technological needs.
• Computer lab for the Institute for International Students has been installed in C247. Support staffing for the lab is in place.
• Conducted training program for department chairs and staff on how to access student BANNER information and reports.
• Participation in reviewing and implementing BANNER for Web student registration.
• Allocated instructional block grant to upgrade and create computer labs for faculty and students. Purchased computers for faculty for instructional preparation.
• Faculty participating in online and technology-mediated instruction have been provided specialized training needed to develop their projects.
• Completed a technology plan for Student Development.
• With the assistance of SIG and ITS, tested BANNER 4x functionality, and where appropriate implemented new functionality to enhance services and reporting requirements.
• Participated in the Banner conversion from 3x to 4x.
• Reviewed the placement of computer hardware for student usage at all the campuses to ensure capability for Web based student services.
• Replaced computers as needed to meet the requirements of Banner 4x.
  a. Initiated Web based admissions and registration services.
  b. Implemented a new student’s admissions (matriculation) web site.
• Expanded on-line services to students, which includes on-line advising.
• Developed the Transfer Center web site.
• Installed computer workstations strategically in Student Development offices and labs to provide students free access to on-line services.
• Established a computer lab for the African American Scholastic Programs.
• Refined collaborative computer data information system used jointly by DHS, CCSF, and CalWORKs offices.
• Expanded computer loan program for CalWORKs participants and CalWORKs counselors.
• Collaborated with SCT Banner to implement the Alternative Pell Grant table to assist the California Community Colleges in calculating financial aid awards for students.
• Participated in the CCSF Banner Implementation Committee, ITPC, and TLRC.
• Provided support for staff to attend Technology Learning Center Workshops.
• Construction of the College-wide computer network progressed, with all of the Phelan Campus completed except for Science Hall, which is currently underway.
• Web-based student services for admission, registration and financial aid were installed

11. Remodel college facilities
• Have pursued increased funds for capital outlay.
• Assisted in the completion of Cloud Hall remodel.
• Remodeled B305 for CIS classes and B305A & S311 as general classrooms.
• Monitor EOPS project.
• Major facilities modifications are taking place at the Ocean Avenue and Fort Mason Art Department sites to improve safety and provide an appropriate teaching and learning environment.
• Facilities and Planning conducting multiple assessments of facility use need for upgrades and improvements at Evans Campus. Campus purchased in January 2001.
• Approved architectural drawings for new Downtown Campus signage; projected completion date is this fall.
• Planned construction for an elevator at Alemany Campus to accommodate students with disabilities.
• The International Student Program moved into Cloud 212 about 18 months ago. This has resulted in improved services and an improved physical environment for students and staff.
• Remodeled and expanded the Transfer Center. Has full network capability and new computer hardware and software. Additional remodeling prior to Spring 2002.
• Moved African American Retention programs and other African American special programs into an extensively remodeled Bungalow 500. The facility houses four Counselors, the Director and his/her staff, and a lab/conference room. Programs include African American Achievement, African American Scholars Program, HBCU transfer/articulation program, and the Summer Bridge Program.
• Identified a facility for the Latino Services Network (LSN). Remodeled space will house three Counselors, the Director of LSN and his/her staff, a designated classroom, and a lab/conference room. Scheduled to open August 20, 2001.
• Implemented a Financial Aid Information Center to assist students with financial aid applications, and answering basic questions regarding financial aid, and transmitting applications electronically.
• Incorporated the new Faculty-Staff Training Lab in R210 into the Learning Assistance Center.
• Established temporary Peer Mentoring program office in the student union.
• Redesigned noncredit Admissions and Records office to improve communication and retain privacy.
• Created new, large group study room from vacated Title III offices.
• Developed preliminary plans to remodel Registration Center, Smith Hall 118.
• Capital projects either in progress or completed included the Cloud Hall windows replacement, a new EOPS facility, and improvements in the College’s physical education facilities.

12. Continue to develop supportive working environment for all CCSF employees
• City Currents, the weekly internal communication link to some 3,000 City College employees and retirees, has expanded its publication into the summer months. There is also now an Online Extra version for fast breaking news between printed issues. With the help of the Electronic Broadcasting Arts Department, Marketing is exploring web casting, an innovative news format to students, faculty and staff. These promote a positive work environment.
• Held customer service training workshop, “Maximizing Customer/Student Satisfaction Through Effective Communication and Teamwork”, for all staff who interact with students, including front desk, A&E, counseling, library, and business/administrative offices at Downtown Campus.
• Staff development for classified staff had included workshops on computer use and customer relations at Alemany Campus.
• Met with Executive Council of DCC in May 2000 to discuss ways to improve college operations. Most of the department chair suggestions were implemented.
• Established annual staff development plan.
• Implemented training of staff in Student Development offices to enhance the efficiency and friendliness of services.
a) Established monthly staff development training for Student Health department.
b) Implemented weekly training workshops for Financial Aid staff.
c) Initiated the process of writing a Financial Aid Office Procedures Manual.
d) Implemented an annual Staff Development Retreat for credit and noncredit Admissions and Records staff.

- Coordinated continuous staff development training in the area of BANNER student.
- Increased staff input into recommending and adopting internal policies and procedures.
- Involved staff in policy development.
- Installed new computer equipment computer hardware and software across the division to enable staff to perform their duties and responsibilities more efficiently.
- Buildings and Grounds and Public Safety continued their efforts to provide a clean and safe environment for the College’s students and workforce.
- Fifty per cent of the College’s “temporary” classified staff was given permanent status as agreed to in the College’s contract with SEIU 790.
- Public Safety made substantial progress in its effort to become a “POST certified” unit.

13. **Continue to pursue state funding for college projects**

- Assisted in initiating State funding for the Joint-Use Facility through Senator Jackie Speier's Senate Bill 611.
- The Director of Marketing and Public Information is part of a team, which is funded for a statewide “Promoting Diversity and Student Equity” initiative for a two-year period. The total grant amount is $131,914 (Year One), and $162,944 (Year Two). This project will assist the College in its hiring of diversified faculty and staff as well as its promotion of the value of diversity to the San Francisco Bay Area. In so doing, CCSF is creating marketing and public awareness strategies and materials that can be used and adapted by all California community colleges.
- Have pursued increased funding through budgetary, legislative, and regulatory processes.
- Provided counseling and training on 69 illegal discrimination/harassment issues referred to Affirmative Action Office.
- Investigated and responded to 21 illegal discrimination/harassment complaints and charges brought to Affirmative Action Office.
- Developed new general harassment flyer for distribution with sexual harassment brochures and flyers.
- Both administration and faculty have participated in the development of grant applications to the State.
- Received funds for Special Project Collaborative for Mass Transportation - $100,000 for 2001/02.
- Regional Center for Advanced Transportation Technology - $178,875 for 2001/02 in collaboration with Skyline College and College of Alameda.
- LEM – Learn to Earn More - $166,667 for 2001/02.
- Secured Vocational Education Equipment Grant for CIS Department - $85,000 for 2001/02.
- Tech Prep - $71,000 for 2001/02.
- Obtained argumentation of $57,000 to support childcare for CalWORKs.
14. Continue to improve the college planning and budgeting system
   • Adjusted budgets in case of over awards.
   • College completed a comprehensive inventory of fixed assets for the first time in more than ten years.

15. Introduce a process for developing a new strategic plan for the college.
   • End of Year Assessment is being conducted in Spring 2001 and will be reported out to the college in Fall 2001.

16. Continue to increase the college's productivity levels while maintaining customer satisfaction levels.
   • Strategic Planning process introduced and approved by the Planning and Budget Council in Spring 2001.
   • Continued providing staff development activities and lead the efforts to computerize several of the financial aid processes in order to improve productivity levels and student satisfaction.

17. Expand alternative revenue sources and institutional advancement opportunities for the college.
   • Marketing and Public Information partners with the Office of Development by providing informational support (press conferences, news releases, fact sheets, etc.) in connection with noteworthy donations to the College.
   • The Office of Marketing and Public Information is organizing a Media Advisory Group to support institutional advancement opportunities for the college. Acceptances to date include Belva Davis (KQED-TV), Joyce Aldana (S.F. Independent/Examiner/Asian Week), Sonny Chong (Sing Tao Daily), Glenn Gullmes (S.F. West Portal Magazine).
   • Have pursued increased budgetary resources through state budgetary, legislative, and regulatory processes.
   • In conjunction with the Board of Directors of the Foundation
     a. Reviewed the current status of all Foundation investments.
     b. Reassessed, revised and reinvested Foundation investment portfolio.
     c.Reviewed, revised and drafted new by-laws for the Foundation.
     d. Board approved five new board members.
     e. Recruiting ten new board members.
     f. Developing strategies to increase Annual, Planned and Outright Giving to the Foundation for College projects.

18. Revitalize the college's institutional advancement office and increase the level of resources secured through fund-raising and philanthropic activities.
   • Additional grants funded in 2000/01 totaling over $4 million. Also grants office is working closely with development office coordinating proposals and activities.
   • Initiated meetings to introduce the Chancellor and the College to leaders of the political and philanthropic community, including Deborah Alvarez-Rodriguez, Eunice Azanni, Lewis Coleman, Don Fisher, Suzanne and Lou Giraudo, Richard Goldman, Michael Graves, Warren Hellman, Sandra Hernandez, Larry Mazzola, Shailesh Mehta, Gordon
Moore, Paul and Natalie Orfalea, Barbro and Bernard Osher, Louise and Claude Rosenberg, Charles Schwab, Jackie Speier, Tad Taube, Will Weinstein and Dede Wilsey.

- Ongoing meetings and cultivation of political and philanthropic leaders.
- Participated in the coordination of the 65th Anniversary/Orfalea Gift Announcement Celebration at City Hall
- Grants and Gifts Won:
  a. Orfalea Family Friendly Foundation $8.5M
  b. San Francisco Foundation $50,000.
- Submitted proposals
  a. Irwin Foundation $700,000
  b. Morgan Family Foundation
  c. Osher Foundation $2M
  d. Kirkwood Foundation $50,000.
- Drafted proposals
  a. Mission Bay
  b. Koret Foundation - undetermined amount
  c. Performing Arts Center
  d. Gymnasiums
  e. Football field/Scoreboard
- Draft brochure for Office of College Development and the Foundation

19. Initiate and complete the college enhanced self-study on teaching, learning and student success.
   - The Marketing Director is a member of the Enhanced Self-Study.
   - Participated in the college Enhanced Self-Study groups.
   - Successfully implemented Financial Aid Guidance Classes (Lern 52A and 52B) to assist the Financial Aid Office in achieving our goals of improving students’ access and success.

20. Expand college institutional effectiveness reporting.
   - College effectiveness reporting expanded through the establishment of the Decision Support System providing data on student success by program, department and campus. Investigation of Web for Executives conducted in 2000/01. Student Development Division continuing to work on plan to build an electronic tracking system.
   - Surveys conducted of graduating/leaving students and students dropping out prior to Census Week 1. Results published and disseminated in Spring 2001.
   - Both the “Report to Our Neighbors” and the October Annual Report enhance the College’s accountability to the San Francisco community. The continuous updating of “fact sheets” relating to new board members and reflecting significant developments, i.e. new campuses, keeps our community current.
SECTION III

COLLEGE CORE PERFORMANCE INDICATORS

The core institutional indicators measure college performance and foster institutional commitment to accountable results. These indicators pertain primarily to achieving educational results for the students in such areas as access, retention, skills development, graduation, job placement. Other measures, such as fiscal performance, asset management, personnel productivity, and societal impact are not yet considered core performance indicators. However, the system may be modified in future years to embrace these areas.
As defined by the CCSF Mission and the CCSF Strategic Plan, the College has three core performance indicators. Each indicator contains a number of measures.

1. **Access to City College Programs**
   1.1. Percentage of Adult Population Served
   1.2. Enrollments in Credit programs
   1.3. Enrollments in Non-credit programs

2. **Student Success**
   2.1. Overall Successful Course Completion (%)
   2.2. Transfer Course Completion (%)
   2.3. Vocational Course Completion (%)
   2.4. Basic Skills Course Completion (%)
   2.5. Successful Completion of Vocational Courses (#)
   2.6. Achievement of Degrees
   2.7. Achievement of Certificates
   2.8. Transfers to UC, CSU and Independents
   2.9. Transfer Prepared
   2.10. GED Certificates

3. **Student and Employee Satisfaction**
   3.1. Student Satisfaction
   3.2. Employee Satisfaction

**Other Performance Indicators Identified and Currently Being Reviewed by Planning and Budgeting Council**

1. Basic Skills Improvement
2. Businesses Benefiting Through Contract Education Training
3. Employees Benefiting from Contract Education Training
4. Numbers of Individuals Receiving Fee-Based Job Training
5. Licensure Pass Rate
6. Numbers and Amounts of Grants and Donations Received Annually

Specific indicators and performance targets are on the following pages:
1. **Access to City College Programs**

There are three main measures to assess how well the college is doing in providing access to college programs. They are:

1.1 Percentage of adult population served in the City and County of San Francisco
1.2 Enrollments in credit programs
1.3 Enrollments in non-credit programs

### 1.1 Percentage of Adult Population Served

<table>
<thead>
<tr>
<th>Year</th>
<th>CCSF Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>7.9%</td>
</tr>
<tr>
<td>1995</td>
<td>8.2%</td>
</tr>
<tr>
<td>1996</td>
<td>8.4%</td>
</tr>
<tr>
<td>1997</td>
<td>8.4%</td>
</tr>
<tr>
<td>1998</td>
<td>8.3%</td>
</tr>
<tr>
<td>1999</td>
<td>8.2%</td>
</tr>
<tr>
<td>2000</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

Source: CCSF Office of Research, Planning & Grants, July 2001. Note: All figures have been revised to reflect more currently reported San Francisco population estimates and refinements in the collection of student zip code data.

**Performance Objective:** To maintain a CCSF participation rate of at least 8.0%.

### 1.2 Credit Enrollment FTES (CA Resident)

### 1.3 Non-Credit Enrollment FTES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDIT Residents (CA)***</td>
<td>21,614.75</td>
<td>21,842.96</td>
<td>1.06%</td>
</tr>
<tr>
<td>NON-CREDIT</td>
<td>12,965.10</td>
<td>12,887.5</td>
<td>-0.60%</td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>34,579.85</td>
<td>34,730.48</td>
<td>0.44%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Apportionment Attendance Reports (320) CCSF, 11/17/99 & 11/30/00. *1999-2000 figures have been finalized since the previous Management Plan. Also, figures reflect a difference of 20.66 FTES between the 320 submitted to the state and the FTES recognized and funded by the state. **2000-2001 figures reflect an additional 75 FTES which is anticipated to be included in the final 320 report. ***Credit Nonresident FTES increased from 1,713.61 (1999-2000) to 1,853.20 (2000-2001); however, these figures are not included in the above table since this FTES is not funded by the state but rather is supported directly by nonresident student tuition. Note: FTES figures are factored per state requirements. Additional growth earnings will be earned by the college due Maintenance and Operations (M&O) enrollment-related “FTES.” This figure is anticipated to be $420,500.

**Performance Objective:** To increase the College’s FTES enrollment levels by 1.5%.
2. **Student Success**
There are seven measures of student success. They are:

2.1 Successful course completion (Transfer; Vocational; Basic Skills)
   2.1.1 All Courses
   2.1.2 Transferable Courses
   2.1.3 Vocational Courses
   2.1.4 Basic Skills Courses

2.2 Successful course completion in vocational courses

2.3 Achievement of an associate degree

2.4 Achievement of a certificate

2.5 Transfer to UC, CSF, and Independents

2.6 Transfer prepared

2.7 Achievement of a GED certificate

### 2.1.1 Successful Course Completion – All Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>CCSF</th>
<th>California</th>
</tr>
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<tbody>
<tr>
<td>1995-1996</td>
<td>69.0%</td>
<td>68.05%</td>
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<tr>
<td>1996-1997</td>
<td>68.8%</td>
<td>67.89%</td>
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<td>1997-1998</td>
<td>69.4%</td>
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<td>1998-1999</td>
<td>68.3%</td>
<td>68.40%</td>
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<tr>
<td>1999-2000</td>
<td>68.8%</td>
<td>67.90%</td>
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### 2.1.2 Successful Course Completion – Transferable Courses

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<th>Year</th>
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<th>California</th>
</tr>
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<tbody>
<tr>
<td>1995-1996</td>
<td>70.0%</td>
<td>68.33%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>69.8%</td>
<td>68.31%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>70.5%</td>
<td>68.69%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>69.4%</td>
<td>69.10%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>69.9%</td>
<td>68.70%</td>
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</table>

### 2.1.3 Successful Course Completion – Vocational Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>CCSF</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>76.5%</td>
<td>77.21%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>75.2%</td>
<td>76.43%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>71.5%</td>
<td>77.15%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>71.0%</td>
<td>78.80%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>66.2%</td>
<td>78.70%</td>
</tr>
</tbody>
</table>
2.1.4 Successful Course Completion – Basic Skills Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>CCSF</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>58.7%</td>
<td>60.28%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>55.7%</td>
<td>59.48%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>56.1%</td>
<td>58.98%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>55.3%</td>
<td>58.70%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>55.4%</td>
<td>58.20%</td>
</tr>
</tbody>
</table>

Data updated since previous management plan printed in bold.

Performance Objective: To increase overall success course completion rates to 69%, transferable completion rates to 70%, vocational completion rates to within the range of 70% to 75%, and basic skills completion rates to 56.5%.

2.2 Successful Completion of Vocational Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Advanced Vocational (SAM code B)</th>
<th>Introductory Vocational (SAM code C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>11,128</td>
<td>11,235</td>
</tr>
<tr>
<td>1996-1997</td>
<td>10,293</td>
<td>12,648</td>
</tr>
<tr>
<td>1997-1998</td>
<td>12,684</td>
<td>14,893</td>
</tr>
<tr>
<td>1998-1999</td>
<td>9,088</td>
<td>16,580</td>
</tr>
<tr>
<td>1999-2000</td>
<td>10,048</td>
<td>16,748</td>
</tr>
</tbody>
</table>

Percentage Increase from 98/99 to 99/00  

<table>
<thead>
<tr>
<th></th>
<th>Advanced Vocational (SAM code B)</th>
<th>Introductory Vocational (SAM code C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10.56%</td>
<td>1.01%</td>
</tr>
</tbody>
</table>

Data updated since previous management plan printed in bold.

Performance Objective: To increase the total number of students successfully completing vocational courses in SAM Code B, and C by 5% each year.
2.3 Achievement of Degrees

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>1,070</td>
</tr>
<tr>
<td>1996-1997</td>
<td>1,047</td>
</tr>
<tr>
<td>1997-1998</td>
<td>263*</td>
</tr>
<tr>
<td>1998-1999</td>
<td>1,053**</td>
</tr>
<tr>
<td>1999-2000</td>
<td>994</td>
</tr>
<tr>
<td><strong>Percentage Increase from 98/99 to 99/00</strong></td>
<td><strong>-5.60%</strong></td>
</tr>
</tbody>
</table>

*Data problem recognized by both the State Chancellor’s Office and City College of San Francisco.
**Previously reported in PFE as 1,069.
Data updated since previous management plan printed in bold.

Performance Objective: To increase the total number of associate degree graduates by at least 5%.

2.4 Achievement of Certificates

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-1997</td>
<td>728</td>
</tr>
<tr>
<td>1997-1998</td>
<td>311*</td>
</tr>
<tr>
<td>1998-1999</td>
<td>676</td>
</tr>
<tr>
<td>1999-2000</td>
<td>857</td>
</tr>
<tr>
<td><strong>Percentage Increase from 98/99 to 99/00</strong></td>
<td><strong>26.78%</strong></td>
</tr>
</tbody>
</table>

*Data problem recognized by both the State Chancellor’s Office and City College of San Francisco.
**Previously reported in PFE as 688.
Note: All figures have been revised to reflect figures reported in PFE. CCSF continues evaluate the accuracy of this reporting with regard to Certificates for 18 units or more.

Previous
Performance Objective: To increase the total number of students achieving certificates by at least 5%.
### 2.5 Transfers to UC, CSU and Independents

<table>
<thead>
<tr>
<th>Year</th>
<th>UC</th>
<th>CSU</th>
<th>Independents/Out of State (Fall term only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>251</td>
<td>1,302</td>
<td>Unknown</td>
</tr>
<tr>
<td>1996-1997</td>
<td>239</td>
<td>1,231</td>
<td>Unknown</td>
</tr>
<tr>
<td>1997-1998</td>
<td>241</td>
<td>996</td>
<td>Unknown</td>
</tr>
<tr>
<td>1998-1999</td>
<td>246</td>
<td>1,056</td>
<td>56*</td>
</tr>
<tr>
<td>1999-2000</td>
<td>279</td>
<td>1,092</td>
<td>100*</td>
</tr>
</tbody>
</table>

Percentage Increase from 98/99 to 99/00:
- UC: 13.41%
- CSU: 3.41%
- Independents/Out of State: 78.57%

*Reporting on transfers to Independents is in the beginning stages; numbers are subject to change.


Data updated since previous management plan printed in bold.

**Performance Objective:** To increase the total number of transfers by at least 5%.

### 2.6 Transfer Prepared

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfer Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>2,231</td>
</tr>
<tr>
<td>1998-1999</td>
<td>2,222</td>
</tr>
<tr>
<td>1999-2000</td>
<td>1,985</td>
</tr>
</tbody>
</table>

Percentage Increase from 98/99 to 99/00: -10.67%


Data updated since previous management plan printed in bold.

Note: Transfer prepared is the number of students who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00.

**Previous Performance Objective:** To increase the number of transfer prepared students by at least 5%.
2.7 GED Certificates

<table>
<thead>
<tr>
<th>Year</th>
<th>GED Examinees</th>
<th>GED Certificates Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>1,489</td>
<td>N/A</td>
</tr>
<tr>
<td>1994</td>
<td>1,528</td>
<td>N/A</td>
</tr>
<tr>
<td>1995</td>
<td>1,482</td>
<td>835</td>
</tr>
<tr>
<td>1996</td>
<td>1,260</td>
<td>N/A</td>
</tr>
<tr>
<td>1997</td>
<td>1,266</td>
<td>717</td>
</tr>
<tr>
<td>1998</td>
<td>1,202</td>
<td>679</td>
</tr>
<tr>
<td>1999</td>
<td>1,139</td>
<td>673</td>
</tr>
<tr>
<td>2000</td>
<td>1,234</td>
<td>650</td>
</tr>
<tr>
<td></td>
<td><strong>Percentage Increase from</strong></td>
<td><strong>8.34%</strong></td>
</tr>
</tbody>
</table>


Data updated since previous management plan printed in bold.

Performance Objective: To increase the number of GED examinees prepared and certificates awarded by a factor of 5% annually.
3. Student and Employee Satisfaction

There are two areas of satisfaction. They are:

3.1 Student Survey Results 2000
3.2 Employee Survey Results 2000

3.1 Student Survey Results 2000*
3.2 Employee Survey Results 2000

<table>
<thead>
<tr>
<th>STUDENT RATINGS</th>
<th>Scale**</th>
<th>Left before census</th>
<th>Petitioned for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you recommend CCSF to a friend?</td>
<td>Yes</td>
<td>85.4</td>
<td>93.5</td>
</tr>
<tr>
<td>Do you plan to attend CCSF in future?</td>
<td>Yes</td>
<td>77.7</td>
<td>57.4</td>
</tr>
<tr>
<td>I felt a sense of belonging at campus I attended.</td>
<td>Yes</td>
<td>61.1</td>
<td>81.8</td>
</tr>
<tr>
<td>Students at CCSF showed respect for one another.</td>
<td>Yes</td>
<td>88.2</td>
<td>88.7</td>
</tr>
<tr>
<td>Faculty and staff at CCSF were supportive of me.</td>
<td>Yes</td>
<td>77.7</td>
<td>89.1</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>1.0-4.0</td>
<td>2.9</td>
<td>3.1</td>
</tr>
<tr>
<td>College Services***</td>
<td>1.0-4.0</td>
<td>2.7</td>
<td>2.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMPLOYEE RATINGS</th>
<th>Scale**</th>
<th>Left before census</th>
<th>Petitioned for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Services****</td>
<td>1.0-4.0</td>
<td>2.9</td>
<td>2.9</td>
</tr>
</tbody>
</table>

* A new “Student Survey Series” seeks to periodically survey different cohorts of CCSF students to evaluate their satisfaction with CCSF instruction and services. Cohorts surveyed so far include credit “students leaving before census” (surveyed in Spring 2000) and “students who petitioned for graduation” (Fall 2000). An Employee survey seeks ratings regarding a similar list of college services.

**Yes is the percentage of respondents who answered “yes” to the question or statement.

A rating of 3.0 equals “Good” on a 1.0-4.0 scale where 4.0 is the highest possible rating.

***Overall average of forty services; no service received “Excellent” (4.0) or “Poor” (1.0) as its average rating.

****Overall average of sixty-four services; no service received “Excellent” (4.0) or “Poor” (1.0) as its ave. rating.

http://www.ccsf.org/Services/Planning/planning/grad.pdf
http://www.ccsf.org/Services/Planning/planning/beforece.pdf
http://www.ccsf.org/Services/Planning/planning/ccsfemp.pdf

Performance Objective: To achieve a 90% consensus for the college-wide average
To achieve at least a 3.5 in each measure*

*Previously referred to as a 7.0 on an 8 point scale, which corresponds with a 3.5 on a four point scale.