END OF THE YEAR ASSESSMENT REPORT

2002–2003

AUGUST 2003

CITY COLLEGE OF SAN FRANCISCO BOARD OF TRUSTEES
Dr. Anita Grier, President • Lawrence Wong, Esq., Vice President • Dr. Natalie Berg
Johnnie L. Carter, Jr. • Milton Marks III • Julio J. Ramos, Esq. • Rodel E. Rodis
Gloriamarie Caluem, Student Trustee • Dr. Philip R. Day, Jr., Chancellor
After reviewing the reports from the Major Cost Centers and the Vice Chancellors I am most pleased by our achievements in 2002/3. Despite the significant reduction in the current year budget and the continuing uncertainty of funding from the state, our faculty, classified staff and administrators continue to progress and complete many of their objectives while serving more students than ever before in the history of this institution.

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 summarizing and reviewing the work of this last year. The second section contains a list of activities and accomplishments addressing the objectives in the Annual Plan. The third section contains the College Core Performance Indicators that update our performance trends in the key strategic areas of student access and student success. The fourth section contains the reports from the major cost centers on their progress in meeting the Annual Plan objectives.

The End-of-Year Assessment documents the exciting activities and hard work occurring throughout the institution. It is the only report that provides the reader with an in-depth and comprehensive picture of what is being accomplished throughout our college.

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

Dr. Philip R. Day, Jr. Chancellor
August 2003
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
A & R Dean’s Office – Credit
Outreach and Recruitment
Student Affairs Office
Matriculation Office
Dean of Counseling
Student Activities
Vice Chancellor of Finance and Administration
Administrative Services
Business Office
Human Resources
Information Technology Services
Buildings and Grounds

MANAGER
Dr. Philip R. Day Jr.,
Martha Lucey
Robert Lucey
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
Robert Balestreri
Elizabeth Brent
Frank Chong
Nichol Chang
Larry Klein
Don Griffin
Peter Goldstein
Stephen Herman
James Kendrix
Clara Starr
Doug Re
James Keenan
# TABLE OF CONTENTS

Chancellor’s Foreward                                                                 i  
List of Major Cost Centers and Managers                                               ii  
Progress Reviews—Major College Divisions                                            
  Office of the Chancellor                                                           1  
  Office of Vice Chancellor—Academic Affairs                                           7  
  Office of Vice Chancellor—Student Development                                     13  
  Office of Vice Chancellor—Finance/Administration                                   19  
Summary of Achievements—2002/3                                                       25  
College Core Performance Indicators—2002/3                                            63  
Major Cost Center Reports 2002/3                                                      75  

OFFICE OF THE CHANCELLOR
City College of San Francisco met its annual planning objectives this year while playing a leading role in Sacramento where the colleges were facing the most significant budget crisis in the state’s history. Advocating for community colleges throughout California, CCSF and our Governmental Relations team instigated a grassroots effort culminating in a statewide March on Sacramento, advocated for a revised budget, and contributed to public policy change that turned a $1 billion cut into a $3.4 million increase for the system (as of June 13, 2003). Locally, the College effectively navigated the fiscal crisis and negotiated no layoffs for staff, faculty and administrators alike.

Moreover, CCSF worked with others across the state to shift Master Plan strategies regarding noncredit adult education, generating 10,000 letters in one week protesting original recommendations. In turn, the College received a statewide award in recognition of these efforts. Additionally, CCSF has collaborated with the Secretary of State to establish an automatic voter registration system for community college students across California. These efforts combined have placed the College at the forefront of what Sacramento Bee journalist Dan Walters characterized as a “new day dawning” for the state’s community colleges.

Moving forward with the strategic planning process, CCSF held eight listening sessions in Fall 2002 for diverse constituencies both internal and external to the College. The Planning and Budgeting Council subsequently approved and the Board of Trustees adopted the Strategic Plan in February. As a result of extensive community participation, including that of the Board of Trustees, the Plan has become the embodiment of a College-wide consensus of the future directions of the institution in an era of constant change. We are now in the process of carrying out the plan and assessing our accomplishments; this June, we developed an implementation schedule for achieving the strategic priorities over the next five years as well as a set of core indicators relating to each of these priorities.

The Board also adopted by the Education Master Plan at its June meeting. The Plan contains revisions and modifications completed by the academic and student development units since the Education Plan was first drafted in February 2001. In addition, both the mid-year and end of year assessments of the progress toward achieving the college’s annual planning objectives has been completed and disseminated to the college community.

The Chancellor, consistent with the timetable and new emphasis on accreditation and student learning objectives, launched a college-wide initiative focused on identifying appropriate methods of responding to the new standards and strategies for the upcoming self-study. This effort will continue and will be expanded in the coming year with the full and active participation of the major stakeholders in the shared governance system at City College.

The College began early implementation of Proposition A including planning for facilities improvements at the Chinatown/North Beach, Mission and Downtown campuses. Plans for the Community Health and Wellness Complex are well underway. CCSF established a Citizens Oversight Committee which has held several well-attended meetings. We continue to engage the community in the Master Planning process, with an initial plan ready Summer 2003.
The computer roll-out project is almost complete with the installation of new work stations, applications, and appliances throughout the College in order to take full advantage of the college’s high-speed technology network infrastructure finished this year. We completed a feasibility study for constructing a fiber optic capability between campuses which we will continue to explore in 2003/2004. A video capacity has been built into the College’s network, including all classrooms and several conference rooms. Additionally, the College redesigned our homepage and activated an online admissions process, which will serve as a major recruiting vehicle, particularly for international students.

CCSF continued to address basic skills on a variety of fronts. With an award of more than $1.7 million in Title III funds from the Department of Education, CCSF made tremendous progress on our four objectives, leading to the development of a comprehensive student services network linked with the development of an integrated basic skills program. First, the project supported the development of a computerized assessment of new students, testing its first students in May. Second, the project created a plan for the creation of an Early Alert system to identify students most likely in need of interventions such as counseling or academic assistance. Third, we established an ESL Learning Lab located in the Rosenberg Library’s Media Center, which includes 29 computers available to students during the day, in the evenings, and on Saturdays. Fourth, we designed and implemented workshops for ESL faculty to increase their capacity to deliver integrated instruction based on linkages between classroom and lab activities.

The College made additional strides in addressing basic skills through a $143,105 grant from the Koret Foundation to pilot a variety of interventions to increase student achievement in basic skills mathematics and English classes. An initial evaluation of the project indicates significant potential for these interventions to better serve students in these courses. The College is in the process of pursuing additional funds from Koret to expand this pilot in 2003/2004. Moreover, the Office of Research, Planning and Grants is developing a Basic Skills Accountability Report which will be disseminated in Fall 2003.

Through the leadership of the Office of Development, the CCSF Foundation has now engaged 23 board members and is honing its list of fund development priorities. With support of the Finance and Investment Advisory Committee and significant increases in private giving, the Foundation has grown its endowment from just under $2 million in 1999 to more than $11 million in Spring 2003. The Board also drafted and accepted new by-laws and is in the process of completing a business plan to guide its long-term efforts.

Since July 2002, the Foundation has received the Orfalea Family Foundation’s $6.3M for child development centers; the Bernard Osher Foundation’s $1M for vocational scholarships and $50K for equipment at the Downtown Campus (in collaboration with the Office of Research, Planning and Grants); the William G. Irwin Charity Foundation’s $300K gift to complete the EOPS center; in addition to several other awards.

Moreover, the Office of Research, Planning and Grants and the Office of Development collaborated extensively throughout 2002/3 to work on a draft Institutional Advancement Plan which will be disseminated to the College and the Foundation in Fall 2003. Through this first
phase of development, the team has identified a mission statement, goals, funding priorities, special advancement funds, and strategies to promote institutional advancement. The next stage will include establishment of an implementation plan, complete with activities, roles, and responsibilities.

The Grants Office alone has submitted over 45 grants and secured funds totaling nearly $2.4 million. To highlight a few, in addition to the Title III and the Koret Foundation awards abovementioned, the Grants Office assisted the School of Business in obtaining TitleVIB funding for a Southeast Asia Business Center focused on building U.S. capacity to conduct business in or with Vietnam through education and information exchange—the first of its kind for the College. CCSF’s Recycling Program also accepted an award in April of over $40,000 from the San Francisco Department of the Environment to advance the College’s recycling programs toward compliance with a state mandate to recycle 50% of the institution’s waste by 2004.

The National Articulation and Transfer Network (NATN) initiative has also made significant strides, with an additional $250,000 awarded through a second Congressional Earmark and planning dollars allocated by The Ford Foundation for the specific development of alternate approaches to enhance transfer opportunities for students enrolled in vocational/technical programs. Over the past two years, representatives of the member institutions of NATN have collaborated through established work groups to develop a technology-based approach to providing access and support for students with the goal of increased access and graduation rates. These work groups have been engaged in the design and development of essential articulation agreements and transfer guides, academic and student support components, the fundamental web-based infrastructure, and a basic research paradigm to capture the outcomes of the overall program. As the result of this work, and with the help of the technology partner, The Rsmart Group, an initial version of the website has emerged and is called CollegeStepz 2.1. The technology incorporated into CollegeStepz enables students and professional staff to utilize the web to access higher education, to develop educational and career plans, to reinforce and monitor progress, to transfer to baccalaureate institutions, and to complete educational goals. As advanced functionality is developed for the various components of the site, the technology partner will be engaged in product development, enhancement, and deployment. Upon completion of CollegeStepz 2.2, the website will be field tested at 10 regional sites, including City College, throughout the country, which will serve as incubators to refine the system prior to expansion of the network to all participating colleges and universities.
VICE CHANCELLOR FOR ACADEMIC AFFAIRS
OFFICE OF THE VICE CHANCELLOR, ACADEMIC AFFAIRS

The Vice Chancellor of Academic Affairs has overall management responsibility for the following areas: the seven schools (School of Applied Science & Technology, School of Behavioral & Social Sciences, School of Business, School of Health & Physical Education, School of International Education & ESL, School of Liberal Arts, and School of Science & Mathematics); eight campuses (Alemany, Castro/Valencia, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast); Library and Learning Resources; Faculty Support Services; Curriculum, Faculty Evaluations and Tenure Review; Contract Education and Continuing Education. The Dean for Educational Technology also works closely with the Vice Chancellor on developing and expanding the use of technology at City College.

End-of-Year Assessment Reports of Annual Plan Objectives have been prepared by each major cost center manager in the Office of Academic Affairs. Again, we are happy to report that the cost center managers “made progress” or, in most areas, “made progress at levels greater than expected”. Copies of their reports are included in the appendix. This summary highlights the activities and accomplishments for the year.

First off, it should be mentioned that the campus deans and staff played an important role in encouraging and facilitating student involvement in the “March in March” and “Keep the Doors Open” rallies. The overwhelming student presence in Sacramento and City Hall clearly demonstrated to the lawmakers and the general public the detrimental effect cutbacks in education would engender.

Our continuing financial crisis forced everyone to work harder to come up with more innovative means of meeting the educational needs of our students. Course offerings and student enrollment figures were closely monitored to ensure the most efficient use of limited resources.

Addressing the issue of instituting an alternative calendar at City College, initial evaluation was concluded and some classes were piloted in spring and fall 2003. We will now evaluate the effectiveness of an alternative calendar. It is recognized that the implementation of an alternative calendar is more difficult on the noncredit side because of the faculty workload issue and limited availability of classroom space.

Much work has been done to try to make Banner more user-friendly and accessible to faculty. Efforts to present and educate department chairs and faculty to services now available on Banner, such as an on-line scheduling system to replace the old manual paper-based method is ongoing.

In our health career programs, enrollment has increased. We have seen an increase in student and industry needs but unfortunately, applicants have been turned away. Faculty have worked on developing new and updating courses in this area: Chinese Herbs and Nutrition, Terrorism and Health Issues, LVN, Paramedic Programs and AIDS: The Epidemic Course.
The Lesbian, Gay, Bisexual and Transgender Center continues to be well utilized. 25 sections of day and night courses, including journalism was taught at the Lesbian, Gay, Bisexual and Transgender Center as well as the Castro/Valencia. Career counseling and library services were initiated at James Lick (CEV Campus) with academic counseling offered at the LGBT Center.

We are continuing to work with San Francisco Unified School District. Some of the programs are: Introduction to Careers in Health class at John O’Connell High, Medical Terminology and EMT classes at Galileo High. In the School of Math and Science, the AP Chemistry at Galileo High showed an improved passing rate, from 20% to 38%. We have established AP Science lab projects at Galileo, ISA and Thurgood Marshall High Schools.

Departments have worked to expand course offerings at outlying campuses and developed modularized courses that incorporate “learner-friendly time frames” to include an astronomy class at Castro-Valencia, biotechnology classes at Southeast and Mission Campuses, computer networking classes at the Jewish Vocational Services and Glide Memorial Church. The Mission Campus has worked collaboratively with the Health Science Department to implement the Bilingual Health Interpreter Program.

Capital improvements: a new roof has been installed on the Science Building; the Science Building Users’ Group is working with Facilities and Planning on the installation of replacement windows. The detailed project program for the new Chinatown Campus was brought to the Board of Trustees and adopted. Handicapped access work has been completed at the Alemany Campus. Evans Campus also underwent retro-fit and remodeling to realize eight new lecture and/or shop classrooms on the second floor of the warehouse area. New exterior signs with digital information output were installed at the Downtown Campus which increases the visibility of that campus. Remodeling was also started at the Downtown Campus to allow for a better usage of the space where the bookstore will be moved to the basement level and the Educated Palate will occupy the street level. The dean of the Mission Campus is diligently working with SFUSD and the architectural firm to develop a viable plan for housing needed programs at the new Mission Campus building. The Creative Arts building was painted during the summer. When students return in the fall semester, the fresh colors will hopefully infuse them with greater enthusiasm as well as provide a more pleasant environment. Plans were finalized for the remodeling of the Visual Arts Building.

Koret funding has allowed for the expansion of much needed services to students in basic math and English skills. Also with funding from the 231 Grant, the ESL Department was able to provide release time for a webmistress to monitor and update their webpage and listerves.

Design Collaborative, composed of the Art, Photography, Graphic Communications and Architecture Departments have completed their mission and vision statement and are entering the exciting phase of offering two new courses in Spring’04. Another innovative development included the Film, Photography, Graphics and Multimedia Departments where a VTEA proposal was funded to add one new lab and upgrade four labs that will allow the departments to share equipment and facilities.
Nursing and other health care programs continue to partner with JVS, PIC, SEIU 250, SF General, Laguna Honda, UCSF, Kaiser, St. Luke’s, St. Francis, St. Mary’s, CPMC and Seton Hospitals.

The grant funded Teacher Prep Program, the Professional Development Program and the California Early Childhood Mentor Program continue to enjoy successful program outputs despite threats to their funding levels. The English and Foreign Language Departments also participated in a faculty intern program which allowed students at SFSU the opportunity to explore a career in teaching. Also, with funding from the Orfalea Center, the Child Development and Family Studies Department continues to provide assessment and help for young children.

We are proud to announce that the CCSF Library and Learning Resources Center received the 2003 Academic College and Research Library Excellence in Academic Award in the category for community colleges. An award ceremony is scheduled for September 25, 2003. The librarians and staff continue to work with various departments and groups to organize and produce exhibits on the Ocean Campus as well as traveling exhibits to the campuses. This year, 23 exhibitions were mounted from a 60’s poster exhibition to a full scale exhibition and lecture series featuring a visiting scholar from Mongolia.

The Curriculum Committee approved 41 new credit and noncredit courses. In an ongoing effort to keep our curriculum current, 4 courses were deleted and 74 courses were revised. Four new certificate programs were approved and five certificate programs were revised. Also, 6 new online courses and one telecourse were approved in Spanish, Broadcast Electronics Media Arts, computer networking and website construction.
ISSUES TO BE ADDRESSED IN 2003-4

- Continue to closely monitor our enrollment numbers to best maximize our limited funding.
- Prepare for and implement the new accreditation standards (WASC).
- Work with ITS and college users to facilitate the installation of the new phone system.
- Continue to work with the deans whose campuses or buildings are undergoing renovation or going through the development process for finalizing educational plans or architectural plans for new buildings, including the new arts center.
- Examine ways to increase partnerships with SFUSD to maximize both entities limited funding.
- Explore new ways to partnership with private enterprises and community-based organizations.
- Work with the Bipartite Graduation Requirement Committee to resolve the issues surrounding Math and English graduation requirements.
VICE CHANCELLOR FOR STUDENT DEVELOPMENT
During the 2002-2003 academic year, the faculty, staff, and administrators of the Student Development Division made great progress on many initiatives. The Division strove to increase the impact of programs and services on student access, retention, and success.

The Student Development Division consists of the following departments and units: Admissions and Records-Credit and Noncredit; African American Scholastic Programs; CalWORKs Education and Training; Career Development and Placement Center (CDPC); counseling—Continuing Student, International Student, New Student, and Transfer Student; Extended Opportunity Programs; Financial Aid; Latino Services Network; Learning Assistance Center; Matriculation and Assessment; Outreach and Recruitment Services; Scholarship; Student Activities; Student Advocacy, Rights, and Responsibilities; Student Affairs; Student Health Services; and Student Support Services.

Under the leadership of the Vice Chancellor, the Student Development Division has served a great number of students. More than 200,000 students received Admissions and Records services; students received 279,723 hours of academic support (tutoring) at the Learning Assistance Center; 18,131 students (13,847 credit and 4,284 noncredit) were assessed in Math, English, or ESL; 771 took the GED test (January 1, 2003-December 31, 2003); 18,157 new students (10,054 credit and 8,103 noncredit) received orientation and pre-enrollment counseling/advising (of these, 4,737 completed orientation online); and 9,953 students received Student Health medical nursing and psychological services.

College wide and Division specific technology enhancements have greatly improved the Student Development Division’s delivery of services. All Student Development units completed the requisite training and all other aspects of phase one of the Desktop Upgrade Initiative conducted by ITS. Further, through the collaborative efforts of ITS and the Admissions and Records Department, the College now has an interactive online admissions application with automatic upload into BANNER. In the past, staff downloaded the data for more than 200,000 applications and manually typed it into BANNER. The Division also implemented online orientation, matriculation exemption, and test result access for students. With the computerized assessment and online orientation, students are now able to complete the matriculation steps and receive a registration date within one day.

During its inaugural year, the new Title III project has made significant progress. The Title III team has evaluated electronic education planning and degree audit software. The construction of the Computerized Assessment Center at the Ocean campus was completed and the facility is now fully functional. The computerized English and mathematics assessments are operational. The team developed an Early Alert system that would identify students who are most likely to need support service interventions (such as extra counseling or academic assistance). Moreover, the team developed an ESL Learning Laboratory for student use during the day, evening, and Saturdays at the Ocean campus with additional labs at the Downtown and Mission campuses. A team of 15 faculty continued the development of lessons using WebCT, integrated a variety of commercial programs into their instructional program, and developed instructional protocols and learning strategies to connect classroom activities with lab instruction. The Title III team also
increased the capacity of ESL faculty to deliver integrated instruction by creating linkages between classroom activities and lab activities via workshops for ESL faculty. Although the Title III project has been in existence only a short time, considerable progress in reaching the first year’s goals has occurred with the promise of considerable impact on student success in the future.

Additionally, the first year of the restructured General Counseling department was quite successful. Clear delineation of each counseling department’s responsibilities is producing positive results in accessibility, service delivery, and morale. The reorganized departments are working with Academic Affairs, particularly campus deans, to improve coordination of student services and communication to meet the counseling needs of students at all campuses. Throughout the year, collaboration has been at an all time high, with all counseling departments assisting in the delivery of services, especially as they relate to the orientation of new students entering the institution. The International Student Counseling Department has coordinated its efforts with those of Admissions and Records in the new Student and Exchange Visitor Information System (SEVIS) environment, and the Transfer Department has expanded its efforts to serve students within its newly renovated facility.

In addition, the Student Development Division began the process of reengineering and reorganizing the Office of Admissions and Records’ work practices. The initial stages of the process included reviewing current work practices, identifying related problem areas, and identifying possible solutions and implementation strategies.

As a result of restructured student governance procedures, the Division has witnessed increased student participation. The Associated Student Executive Board meetings had a higher level of participation than last year with five campuses attending and many student participants also serving on the Chancellor's Student Governance Study Group. The Associated Student Executive Board reviewed and adopted the Student Trustee Election Guidelines. Each campus participated in the Student Trustee Elections and had record high numbers of ballots on the campus sites. Candidates represented four campuses and the elected student trustee is a student at the John Adams Campus. This was the first student trustee elected from a campus other than Ocean. The By-Laws for the Associated Student Executive Board were established. In collaboration with the Associated Students, the Division also developed scholarships for Campus Council's Presidents and Vice Presidents, included paid advisors to campus councils in the peer-mentoring program, and created a By-Laws template for use at campus councils.

The Student Development Division continues to work closely with the Academic Affairs Division on initiatives supporting student access, retention, and success. One such initiative is the Koret Basic Skills Project (KBSP). In February 2003, the Koret Foundation approved a proposal from City College to implement a series of interventions that would improve student outcomes in basic skills Math and English courses. Using Koret funds, the Student Development and Academic Affairs divisions implemented workshops, counseling services, extended lab assistance hours and professional development activities for 300 Basic Skills students. The project sought to increase student success rates in targeted Basic Skills Math and English courses. The KBSP support helped CCSF make significant progress in improving Basic Skills outcomes. Overall pass rates increased and outcomes improved in all but one category for
African American and Hispanic/Latino students. The student interviews and surveys revealed a high level of satisfaction with the Koret sponsored initiative and a majority of participants felt that the interventions had increased both their skills and confidence.

The Division’s retention programs, African American Scholastic Programs (AASP) and Latino Services Network (LSN), in collaboration with the Academic Affairs Division offered English, math, and other academic courses with counseling support to more than 400 students. AASP and LSN conducted outreach to campuses, local high schools, and numerous community-based organizations throughout San Francisco. A major focus for the Latino Services Network has been to increase student transfer rate. LSN mailed well over 1300 letters to the City College of San Francisco Latino student body, released Public Service Announcements on local radio stations, and held workshops and booths at community events. The successful African American Scholastic Programs had approximately 42 students complete AA/AS and/or transferred to colleges/universities. AASP initiated a Speakers Bureau- beginning with a member of the Tuskegee Airmen. The AASP Annual Historically Black Colleges/Universities Spring Tour had 59 students and faculty participate.

The Learning Assistance Center (LAC) worked intensively with the ESL, English, and Mathematics departments. The Learning Assistance Center (LAC) developed and led English grammar and Learning Strategy workshops and presented its services to students in ENGN 10A and LERN 50, while increasing presentations to NIH Scholars, international students, and high school counselors. The LAC’s Writing Success Project continued its efforts to improve the writing skills of the target population, completed the installation of a new wireless computer lab for Writing Success Project, and met all project objectives. LAC also created a Lern 50 telecourse and Learn T and 52 online courses. Additionally, the Teacher/Counselor Coalition at the Mission Campus provided in-classroom orientations to lower level ESL students, while the Transfer Counseling Department co-sponsored topical workshops with CDPC and the Re-Entry Program. Through these efforts, the Division continued to create new liaisons with instructional departments to exchange program on specific information. Other Departments participating in this effort include CDPC and Transfer Counseling.

Moreover, the Division implemented Enhanced Self Study recommendations, implemented direct deposit of financial aid, and administered GED testing at the San Francisco jail and noncredit ESL placement exams at the campuses. During the 2002-2003 academic year, the Division doubled the number of Concert and Lecture activities and increased Mentoring and Service Learning faculty participants by 21%, peer-mentors by 41%, mentees by 47%, and the number of service-learning coaches by 37%. The Division also increased EOPS and financial aid outreach and enrollment.

Finally, during this year of tight fiscal constraints, the administrative leadership of the Division successfully managed its reduced budget, programs, and personnel. The Dean of CalWORKs retired, the Dean of Student Affairs resigned to become President of Mission College in Santa Clara, and the Dean of Student Support Services (formerly the Dean of Counseling) position will continue to be vacant until spring 2004. The departments and programs under the administrators who resigned or retired were temporarily assigned to various administrators in the College.
mid year State budget cuts impeded the extent to which the Division could advance many
initiatives and replace these administrators.

**ISSUES TO BE ADDRESSED IN 2003-4**

During the 2003-2004 academic year, the Student Development Division will face the following
challenges:

- Continuing to provide high quality Student Development services in the face of budget
reductions;
- Implementing the Division’s technology plan, including document imaging, web portal,
and Title III initiatives: electronic educational planning, degree audit, and student
academic tracking system;
- Preparing for and implementing the new accreditation standards (WASC);
- Reengineering the Office of Admissions and Records’ work practices;
- Participating in Prop A Bond projects;
- Implementing the Division’s staff development plan; and
- Implementing the same level of services with decreased administrative and overall
staffing.
VICE CHANCELLOR FOR FINANCE & ADMINISTRATION
The Vice Chancellor for Finance and Administration has management responsibility for the following areas: Finance, Payroll, Purchasing, Administrative Services, Contract Compliance, Real Estate, Human Resources, Administrative Technology, Risk Management, Buildings and Grounds, Facilities Planning and Construction, and Public Safety.

Challenges during the past year have been significant primarily due to the enormous fiscal difficulties of the State of California. In addition efforts to move capital projects forward have been witness to both high hurdles and high hopes.

The College’s ability to manage its spending was tested throughout the past year. An unprecedented wave of mid-year reductions in state funding forced the College to reduce expenditures wherever possible. All parts of the College shared in the effort which included deferrals of wage increases, reductions in non-personnel spending, leaving vacant positions vacant, and trimming back the academic offering. In addition it was necessary to transfer $1.5 million from the Board’s designated reserve into the unrestricted general fund to prevent further program reductions. At the end of the year the amount remaining in the reserve was $4 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 during prior audits.

The accomplishments of the Human Resources Department (HR) included increased efforts to recruit a diverse pool of applicants for both certificated and classified positions. HR also continued its efforts to work with the City’s Health Services System (HSS) to provide better service for the College’s employees who depend on HSS for their health benefits. Unfortunately cooperation from HSS was at best limited. Finally, HR worked cooperatively with the classified union to ensure that bilingual language examinations are conducted in a timely manner.

The ITS department’s accomplishments were significant and varied. More than 1500 new and redeployed computers were installed and connected to the new districtwide network, thereby bringing information-sharing across the District to its highest level ever. On-line admission forms were fully implemented and web-based registration increased at an accelerating rate. A contract for a new districtwide telephone system was awarded and implementation was scheduled to begin in July 2003. Reflecting these accomplishments as well as achievements of the past few years, City College was ranked 5th in the country for community colleges in the use of administrative and educational technology.

The Administrative Services Department continued its efforts to support the critical business-related functions of the College. The department provided critical leadership in a number of real estate activities including leases with a variety of landlords. The
department revised contract forms and gave three standing-room-only “how to” workshops for district staff on the contracting process. Once again, the department successfully processed over 1000 contracts for a wide variety of activities. Finally, it should be noted that Administrative Services continues to oversee the College’s mail services within its existing staff resources.

The Office of Facilities Planning made significant progress in the implantation of projects funded by the 1997 bond issue, and should complete this work by the end of the 2003-04 fiscal year. Design teams for major projects funded by the 2000 bond such as the Community Health and Wellness Center, the new Chinatown/North Beach Campus, and the new Mission Campus made significant progress during the year as well. In the case of the Mission Campus, a new site was secured just one block away from the previously intended location. Other projects underway by the end of the 2002-03 fiscal year included renovation work in the Arts Buildings, a remodel of the lower floors of the Downtown Campus, and improvements in the Student Union Building and the Evans Campus.

Buildings and Grounds and Public Safety continued their efforts to provide a clean and safe environment for the College’s students and workforce. The installation of new leadership gave the custodial department a much needed boost in morale, while the College’s small but talented skilled crafts unit completed many small remodeling projects. Finally, the Public Safety Department continued its efforts to protect the safety of students and workers at all campuses.
ISSUES TO BE ADDRESSED IN 2003-4

- Maintain fiscal stability in the face of a state budget crisis
- Improve the efficiency of business processes within current resources
- Implementation of capital projects with minimal disruptions in other ongoing operations
- Maintain staff morale as workload remains high due to inadequate state support
- Full implementation of the new telephone system for all faculty and staff.
SUMMARY OF ACHIEVEMENTS
Operational

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, cultural enrichment, and lifelong learning.

Vice Chancellor Academic Affairs

- The Office of Instruction/Tenure Review has oversight of the college Curriculum Committee. This committee is involved in the development of new courses and programs of study. The committee was productive during the fall 2002 semester with 41 new credit and noncredit courses approved, 4 courses deleted and 74 courses revised. Four new certificate programs were approved and 5 certificate programs were revised. During the spring 2003 semester, 36 new credit and noncredit courses were approved. The Committee approved 34 course revisions and 7 new certificate programs. Four certificate programs were revised and 5 courses were deleted.

- The Curriculum Committee approved 6 new online courses and 1 telecourse during the fall 2002 semester. As for spring 2003, the Committee approved 7 new online courses and 2 new telecourses.

- The Office of Instruction/Tenure Review oversees production of the college catalog. During the fall 2002 semester, the Catalog Committee met to discuss strategies to improve the catalog. The Committee recommended many changes inclusive of new formatting, differentiating sections in the catalog via difference types of paper stock, extensive editing of key sections and many other changes. The 2003-04 catalog is made available to the public in May 2003. Informal feedback to date has been positive. Additionally, the office transitioned to completing the prepress work for the catalog in-house. This has provided the office more control over the production process and will allow the office to better serve the college community. These changes have reduced production costs for the catalog in the amount of $7,000.00.

Mission

- Increased the number of students in the Working Adults Degree Program (WADP).

- Worked with the Biology Dept. to implement the Bridge to Biotech Program.

- Worked with the Health Science Dept. to implement the Bilingual Health Interpreter Program.
SEC

- Our Business and CMT programs provided skills to our students who found good employment due to the skills they derived from their training at Southeast.

Math & Science

- Biotech continues to offer new modules to satisfy the demand. Oversubscribed classes: Biotech, Anatomy, Physiology, Networking and Microsoft. Capillary Electrophoresis is being integrated into Chem 32, 208, and 212. Creation of the Design Collaborative to enhance the quality of education in Architecture.

- Offered new courses on ELISA, PCR, cell culture, GLP & GMP, and wireless networking.

Liberal Arts

- 16 new courses proposed and adopted.

- Four new online courses developed.

- Broadcasting revised one certificate program and developed two new certificates.

- Foreign Language course awarded outstanding design award.

- Graphics student won national design award.

- Several departments have initiated the development of majors.

- Foreign Language awarded 23 certificates of completion, a new academic award.

- English and Foreign Language Depts. participated in faculty intern program.

- BMS has provided regular service with reduced staff and several staff changes.

- Several Departments have plans for reestablishing advisory committees.

- Older Adults Chair works with SF Aging Commission and State Chancellors’ Office Advisory Panel.

Business

- Continue to offer online courses and telecourses.

- Continue to offer classes at employer sites.

- Continue to offer classes to accommodate concurrently enrolled high school students.
JAD

- Enrollment in most health programs is at or above cap. The downside of this is that many applicants are being turned away.

- Curriculum Committee approved Terrorism and Health Issues Course and Chinese Herbs and Nutrition Course; revised provisions to LVN and Paramedic Programs and AIDS: The Epidemic Course.

- Non-credit classes in Business Tech, Transitional Studies, Consumer Ed and ESL continue to adapt their curriculum to the needs and interests of students. Enrollment in Consumer Ed is high, while Business Tech, Transitional Studies, and ESL have declined slightly which in part is due to changing demographics and the economy.

Evans

- Offered Bridges to Biotech and On Ramp at Southeast and Mission.

- Muni Career Ladder Program.

- CRC has facilitated DACUM’s for CCSF Departments and employers.

- Participate with Ability to Benefit Certificate workgroup.

- Begin to research articulation models with private education and training providers.

- Provide workshops and seminars in Photo Voltaic (PV – Solar) and Fashion Design and Production.

Behavioral Science

- Eight new courses were developed. Latin American Studies has changed the name of the department to include an ethnic studies component.

- African American Studies new course was successful. Latin American Studies had two new courses approved. All course sections were well enrolled.

- The seventh year of SCANS was supported by VTEA. The fourth and final year of Asian Infusion was supported by the general fund.

- Two new IDST “Isms” courses were offered for the first time, were well enrolled and included guest speakers as did instructors in three other departments.

- The grant funded Teacher Prep Program, the Professional Development Program and the California Early Childhood Mentor Program had successful years despite threatened decreases in funding.
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.

Student Development

- The Office of the Vice Chancellor of Student Development continually monitors the quality of services in the Division through reports, staff input, and student feedback.

- Enrollment services have improved dramatically with the implementation of a “real-time” “online” Application for Admissions and Web registration processes.

- Foreign Student Admissions, in compliance with the Department of State the Foreign Student Admissions Office has fully implemented the Interim Student and Exchange Visitor Information System (SEVIS) and is re-certified to issue I-20’s.

- Services at the Financial Aid Office (FAO) continue to improve. More than 8000 students visited the Financial Aid Office Resource Center (FAORC). FAO implemented a direct deposit process for financial aid checks. FAO provided financial aid workshops for parents and students. Installed the NASFAA encyclopedia of federal financial aid regulations on a shared electronic file for staff.

- FAO submitted over 100,000 grade point average notifications and over 50,000 enrollment verifications electronically to the California Student Aid Commission to help students qualify for Cal Grants.

- The Scholarship Office website has been updated to include a downloadable application form. Held three, well attended informational scholarship workshops during Fall and Spring semesters.

- The Office of Matriculation and Assessment has worked effectively with campus deans, faculty, and counselors to implement noncredit matriculation.

- The Student Health Center (SHC) provided students, faculty and staff with rapid response to urgent health problems and emergencies and provided surveillance and direct health services to prevent or attenuate the spread of communicable disease or infections in the campus community. SHC also collaborated with other agencies (such as Laguna Honda Hospital, SFSU, and Family Health Center) to obtain reduced cost vaccines to provide lower cost program for CCSF students while supporting Family PACT (a special program for medically uninsured for family planning), eye exam, eyeglasses program, podiatry, urgent care and essential care for uninsured students.
• New Student Counseling developed a peer support system for the Information Center as well as a new orientation format which uses a Power Point presentation to provide a framework for counselors to disseminate consistent information valuable to new students, interpret placement test results, counsel and develop a two-semester education plan, provide an overview of the registration process, and establish a student/counselor relationship to enhance student success; additionally, the unit implemented an early alert system allowing counselors to retain contact with new students.

• Continuing Student Counseling delivered probation workshops each semester in multi-media format, implemented workshops in educational planning, organized and sponsored a bilingual, informational workshop on AB540 for faculty and staff at the Mission Campus, and offered Re-Entry to Education support workshops.

• International Student Counseling continued to provide workshops for international students such as F-1 information, practical training, transfer information, CCSF programs, and activities for students, worked with A&R and the Vice Chancellor to implement new procedures in concert with SEVIS, and held graduation party for the international students who graduated in 2001-2002 from CCSF and completed the certificate program.

• The Learning Assistance Center (LAC) developed and led English grammar and Learning Strategy workshops and classroom presentations for students in ENGN 10A and LERN 50, while presentations for NIH Scholars, international students, and high school counselors were also increased. Additionally, the Teacher/Counselor Coalition at the Mission Campus provided in-classroom orientations to lower level ESL students, while the Transfer Counseling Department co-sponsored topical workshops with CDPC and the Re-Entry Program. Through these efforts, the Division continued to create new liaisons with instructional departments to exchange program on specific information.

Student Affairs
• The Office of the Dean of Student Advocacy Rights & Responsibilities and the Office of Student Activities provided high quality student friendly services to the college community. Administrators and staff welcomed and encouraged the college community to take advantage of their services. Information about available services was posted outside office doors.

• Of the 53 student complaints, 49 were resolved informally and 4 went through the formal process. There were 167 student incidents (including all 9 campuses and 4 satellite sites) investigated and processed. 27 resulted in interim suspension—the students opted for an alternative rather than an administrative hearing. Students filed 32 sexual harassment complaints—14 were referred to the Office of Affirmative Action.
• Of the recorded 1,054 overrides of A4/P4 dismissal, 780 students remained registered after the midterm. Processed 1,326 petitions for late course withdrawals and 372 petitions for course repetition.

• Mailed 2,045 Deans Honor Certificates; hosted 239 students at the Chancellor’s Award Ceremonies; and organized Graduation Ceremony at the Davies Symphony Hall for 504 students.

• The course outlines for SL 12, SL 12 A and SL 10 have been redesigned to allow for workshop presentations or short sessions for specific training in leadership skills. A workshop for AS student leaders was presented in August prior the start of Fall Semester to serve as an orientation. In October 10, students attended a statewide conference on leadership sponsored by the California Community College Student Affairs Association. Five attendees were from the Ocean Campus, one each from John Adams, Downtown, Mission and Southeast and the Student Trustee. Presentations for By-Law review were made on Downtown, Southeast and Chinatown Campus. Training for campuses will continue in the Fall 2003 Semester. Common goals have been established by the Associated Student Executive Board for this year. The goals have the support of the five schools that have attended and reflect common concerns and issues that they would like to work on for this year. Scholarships for campus officers, President and Vice-President have been put into place, along with stipends for Advisors. This appears to have provided a sense of support that has addressed some prior concerns.

Admission/Records
• Web for usage is increasing at an accelerated pace. Use of the web for Spring 2003 registration was about 60%.

• Fully implemented the on-line admission form.

• Developed FAO direct deposit.

• Implemented direct student payments via on-line checking.

Mission
• Worked with staff to develop an improved pre-registration process for continuing students.

Liberal Arts
• Career counseling added at CEV.

• Academic counseling added at LGBT Center.

• Library services offered at CEV.
• Foreign Language piloting online assessment & placement testing.

• BMS has provided regular service with reduced staff and several staff changes.

• Older Adults Chair works with SF Aging Commission and State Chancellors’ Office Advisory Panel.

Business
• Continue to provide job placement and direct support for all business students seeking employment.

• Continue to work with the campus Associated Students Council to improve support services for credit and noncredit students.

JAD
• JAD provides on-site career counseling, resume and interview preparation and job search workshops.

• In the health programs, opportunities for career and job development take place through clinical internships and job fairs.

Library
• Design and produced over 1,000 informational and educational graphics.

• Mounting and lamination of more than 100 pieces of instructional material.

• 5,069 slides produced.

• 54 VHS/DVD added to collection.

• 6,672 Multi-Media hours used.

• 960 video tapes/films circulated.

• Hosted a OCLC staff development workshop for library faculty and library technicians for the Western United States.

• The Library organized 23 exhibits on wide variety topics.

• 4,523 viewed the 60’s Poster Exhibition (August to December 13).

• 3,960 viewed the El Movimiento en la Minion: The Mission District in the 1960’s (September to December 13).
• 3,000 viewed the Mongolia: land of Blue Skies and Nov Fences –Collaborated with the CCSF Study Abroad Program and the Vice Chancellor Academic Affairs Office.

• 2,450 viewed the Listen With Your Eyes: Jazz Photographs (January to May 5th).

• 2,200 viewed Neighborhood Spotlight: Photo Album of the Ocean View Neighborhood.

• We also co-sponsored Iranian Cinema Understanding Diversity Through Film.

• CCSF Library was honored to received the 2003 Academic College and Research Library Excellence in Academic Award in the category for community colleges. The College will be honored in Toronto, Canada as well as a gala affair here on September 25, 2003.

• Approximately 1,238,900 people used the CCSF Library sites.
  o 845,736 people used the Rosenberg Library.
  o 109,362 used the Language Center.
  o 85,285 used the Media Center.
  o 79,569 used the Downtown Campus Library.
  o 71,331 used the John Adams Campus Library.
  o 33,971 used the Alice Statler Library.
  o 13,646 used the Southeast Campus Library.

• 7,350 Books were added to all library collections this is a slight decrease due to State of California budget cuts.

• 371 video recordings were added to the collection.

• Library continues to provide high quality reference services to our 90,000 student on all campuses.

• Over 70,000 reference questions were answered.

• 954,254 hits to the library web pages.

• 219,394 online database searches were completed.

• Cataloging staff continues to prepare and process materials for all five-campus
libraries, Media Center, Audiovisual Department and all special archive collection. Staff has begun to catalog the Telecourse Collection that will now be housed in our Reserve Book Room Collection. Staffs continue to clean up and maintain the online public catalog in order to provide a convenient, flexible, accurate, easy-to-use-catalog of materials in the library for use by students and faculty. 7,350 Books were added to all library collections.

Evans
• Secure work experience opportunities for biotech “On Ramp” students.

• Develop entry level ESL matriculation for non-credit custodial training students.

• Continue to promote Career Connection.

Office of Outreach and Recruitment
• Through expanded outreach and recruitment, increased student awareness of CCSF, which resulted in increased student enrollment, especially with the high school and community populations.

• Through the OORS Pre-college Information component, middle school students were provided services through an enhanced presentation/tour curriculum. A curriculum guide was also designed for OORS Student Ambassadors.

Student Support
• Student Success Courses offered for credit and non-credit students were augmented with the development and implementation of a LERN 50 College Success Telecourse and a LERN 52 Study Strategy Online course.

• Created a list serve to inform continuing students of workshops and events provided by the department including technology-based probation workshops offered through an interactive website that includes student assessment, a video available in the Media Center with an accompanying workbook, and in-person workshops that utilize presentation software to provide consistent delivery of information.

Also designed web pages for new counseling departments/units with plans to update the sites regularly with new information and links to counseling and career resources, expanded orientation and career advising on the web, and purchased a disability computer workstation for students in the LAC.

Participated in the collegewide upgrade and expanded access to computers in the Transfer Center by 15%.

• The LAC developed a new “Welcome Station” for the entry way, implemented a study behavior inventory on computers, completed its program review, participated fully in the implementation of the Title III project, and continued to
increase its services to students

- The Transfer Center, too, expanded its services by increasing Transfer Day college representation by 20% as well as the size and visibility of the 2003 college fair, remodeling Science 132 with a 40% increase in square footage, implementing the SARS Grid to expedite scheduling, and joining both the Transfer Admissions Guarantee (TAG) Program as well as the UC Davis Transfer Opportunity Program (TOPS) to receive intensive outreach and advising services and increase service to students.

- And CDPC Coordinated CALWorks/CDPC College to Career two-week intensive seminar and conference, participated in the first learning community, provided career and job-related resources through computer labs, and conducted Job and Career Fairs with increased access to a variety of online applications while continuing to expand its services to more students and planning the remodeling of the Center and participation in the Title III project in preparation for next year.

- The LAC organized the collection of positive attendance for workshops and computer usage for student support services departments, collaborated with a variety of departments on the integration of services into courses and workshops including CDPC and Transfer, and was integrally involved in the implementation of the Title III project working intensively with ESL, English and Mathematics.

- The Writing Success Project continued its efforts to improve the writing skills of the target population, completing the installation of a new wireless computer lab for Writing Success Project and meeting all project objectives.

- CDPC provided monthly career assessments through CareerLink; participated in CALWorks/CDPC conferences; presented workshops/seminars to the Learn to Earn programs; initiated a Career-mentoring program with the mentoring office; continued to teach with the Human Service Certificate program; created a learning community with the Business Department; initiated career counseling at EOPS and provided resource hours to the Transfer and International students, with 12,149 contacts recorded.

- International Student Counseling continued to provide workshops for international students such as F-1 information, practical training, transfer information, CCSF programs, and activities for students, worked with A&R and the Vice Chancellor to implement new procedures in concert with SEVIS, and held graduation party for the international students who graduated in 2001-2002 from CCSF and completed the certificate program.

- Transfer Counseling increased Transfer Day college representation, enhanced access to computers, improved access through increased staffing, remodeling, and the implementation of and expanded interaction with key transfer institutions.
• AASP provided orientations for all students in AASP programs, held a successful Annual Historically Black Colleges/Universities Transfer Day in October as a joint effort with United Negro College Fund and San Francisco Unified School District for 2,500 students, participated in Flex Day presentation on the National Articulation Transfer Network and served as an early adopter, maintained a computer lab serving 1002 students, conducted a successful tour of Historically Black Colleges and Universities, and expanded information on web site for students.

• LSN provided specialized bilingual/Spanish personal counseling to Latinos to help promote their academic and social success, targeting concurrent enrollment courses at CCSF for local high school students and providing counseling services to orient them to CCSF and promote success, activities which were featured in a presentation to the Board of Trustees.

• And all units in Student Support Services completed the Desktop Upgrade initiative phase one, facilitated the successful implementation of all reorganization procedures, conducted a professional development forum on the Disruptive Student, and participated in the implementation of the Title III project.

EOPS
• Provide services at the Financial Aid Office Resource Center. This is the place where students can complete their financial aid application on-line; they can also perform their loan entrance/exit interview as well as apply for the Selective Service system.

• Keep a library of financial aid resources for students and provide scholarship information. Over 4,000 students visit our The Financial Aid Office Information Center each semester. We continue disbursing financial aid once a week to expedite the disbursement process.

3. To provide high quality extra-classroom opportunities in areas of cultural, recreational and educational activities.

Liberal Arts
• Theatre Arts and Music presented full seasons.

• Art Gallery had high quality set of shows.

• Guardsman published regularly and was recognized with statewide awards.

• Student Film Festival and local filmmaker presentations.

• Active schedule by debate team and speech slam.

• Journalism Community Press exhibit at John Adams.
• Ethnic Press Day sponsored by Journalism Dept.

• Combined Graphics and Transitional Studies “CJ8” project, a poetry/graphics outreach activity to County Jail.

JAD
• The JAD library staff and student council, in conjunction with its academic departments, have excelled in the quality and quantify of multi-cultural, recreational and educational activities. Recent activities have focused on civic and political responsibilities such as student participation in Keep the Doors Open rallies and the election of a JAD/School of Health student as student trustee.

• Although there have been a couple of isolated problems between CCSF staff and the clinical institutions, general quality remains excellent.

Student Affairs
• Concert and Lecture Series events included the following: exhibits of student art and Rock Music Posters and featured artists; Latino Heritage Month presentations; filmmakers, directors, and authors discussions; various music, dance, puppeteer, and theater performances; social gatherings; Globalization conference; and many topical cultural and educational discussions featuring distinguished regional representatives (topics included sudden oak death, relationships, and more).

Student Development
• In conjunction, with the Associated Student Officers, the Student Activities Office scheduled events that include cultural, recreational and educational activities has shown a higher level of activity on the Ocean Campus. Southeast Campus promoted a very successful event for Latino awareness in the Fall Semester. The Downtown, John Adams, and Southeast Campuses sponsored joint activities with the Concert and Lecture Series in the Spring Semester. The events had a high level of participation. The events covered East Meets West and Black History month. Communication of the events at each campus was shared at the Associated Student Executive Board.

• AASP students attended the annual United Negro College Fund “A Dream Realized” The Frederick D. Patterson 14th Annual Awards Banquet while faculty and staff conducted the Annual Historically Black Colleges/Universities Spring Tour, established a Mentoring Program for students enrolled in Math Ex classes, participated in outreach to the high schools, community organizations and the CCSF Annual Outreach Conference sponsored by the Office of Outreach and Recruitment Services, conducted educational field trips to U.C. Berkeley, Silicon Valley, etc., provide workshops by Test Takers SAT Preparation for AASP students, conducted a Walk-A-Thon and Candy Sale fundraiser for the Spring
College/University Tour., and initiated a Speakers Bureau- beginning with a member of the Tuskegee Airmen.

- LSN developed a visitation program for CCSF students with tours to UC and CSU campuses, and participated in the National Chamber of Commerce BizFest.

4. **To provide high quality services in the areas of fiscal and administrative services, 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.**

**Office of the Chancellor**
- Continuing to respond to support needs of Board of Trustees individually and collectively; expanded role for committees and revised structure via monthly work sessions.

- Continue to provide leadership at various levels-national, state, and local, on matters related to institutional advocacy and community development; member of WIB Board, Chamber of Commerce, S.F. Higher Education Consortium.

- Planning and Budgeting System now fully operationalized framework of Strategic Planning ready to be implemented and grants activity and success on the rise.

- Through appropriate legal counsel support via staff and contract attorneys, continue to be provided in such a way as to minimize mistakes of litigation and other legal problems.

**Vice Chancellor of Finance**
- Much progress has been made on bond funded activity to improve physical space.

- Current relations with all employee groups are positive and cooperative.

- The FPC Office and its consultants are dealing with an unprecedented level of activity and making progress on multiple fronts simultaneously.

- The limited staff continues to provide prompt service fro critical items, and deals with other needs on a priority basis.

- All high savings areas have been addressed.

- Custodial overtime has been reduced substantially thanks to changes in schedules.

**Human Resources**
• Several databases have been designed & implemented to assist with data administration. The automation of the Classified Hiring Unit is in progress.

• Currently, the HR Department works closely with the academic departments to increase targeted advertising and recruiting. The HR department currently advertises via: discipline journals, trade magazines, local and national newspapers, ethnic newspapers, job/career websites. Additional advertising includes the Calif. Comm. College Registry and advertising with community-based agencies. Staff also attend job fairs, as funds permit. Moreover, staff is working on making the HR website more user friendly for prospective applicants.

• HR staff emphasize importance of diversifying applicant pools during the hiring committee orientations and throughout the hiring process.

Government Relations
• This year the Governmental Relations team has done an extraordinary job in terms of grass roots efforts, budget advocacy, and public policy development to turn a billion dollar cut into a $3.4 million increase (as of June 13, 2003).

• This year City College has led the way in changing the entire legislative landscape for community colleges. First, we led the California’s precedent setting statewide march to the State Capitol involving all constituent groups – historic as noted Dan Walters stated, “A new day dawning”. Second, we led a Northern California march just in time for the May Revise and we increased our budget by $304 million. Third, we now lead a statewide effort, in conjunction with the Secretary of State, to institute an automatic voter registration process for community college students.

Public Information
• Organized College’s participation in community events: Chinese New Year’s Parade, Dr. Martin Luther King, Jr. Walk, Cesar Chavez Walk, Carnaval, Juneteenth Parade, and Gay Pride Parade.

• Mailed to 327,000 S.F. households: Fall 02 Schedules, Spring 03 Schedules, and Postcards stating that State budget cuts precluded mailing Fall 03 Schedules. Plus Summer 03 Schedule.

• Provided Press Relations for Sacramento and S.F. marches and rallies vs. State budget cuts.

Administrative Services
• Revised contract forms with input from field.

• Gave three standing-room-only workshops with help from Contract Compliance Officer on how to use contracting procedures and forms.
• Provide leadership as President of the Bookstore Board of Directors and in concert with the Bookstore Manager, provide overall management and supervision of Bookstore Operations

ITS
• On-line grade entry via Web For continues to increase.

• Continue to provide Banner data for Student Health, LRC, Language Lab, and Facilities & Planning. By providing this electronic data, hundreds of hours of repetitive data entry have been eliminated.

• Assisted in the networking of the new electronic testing center in Conlon Hall.

General Counsel
• Provided legal advice concerning the Small Local Business Enterprise Program (SLBE) and concerning a Small Business Enterprise Program pursuant to AB1084 (P.C.C. 2002). Re Project Labor Agreement (PLA), worked with the Chancellor’s Office in setting up community meetings and attended such community meetings as well as meetings with labor union representatives. Wrote all the relevant resolutions for Board consideration re PLA. Authored 181 memos re legal advice/services.

• Reviewed the following contracts: Contract Ed, Vendor Contract, Nextira, Student Internship, Treadwell & Rollo City College Contract, Telephone System Contract, EHDD Architectural Agreement, Seton Medical Center, Chinatown/North Beach, Boiler Plate for Construction Related Services, Oracle, Child Development, Pacific Cultural Foundation, Construction Related Preference Services, Contra Costa Clinical, UCSF Willed Body Program, Employee Benefits Specialist, Grow Your Own Program, Small Business Development Center, MUNI, Facilities Planning Contract, I Tech Training, KMD, Community Care Licensing, RFP Optical Fibers, CDV Student Contract and Field Trip Form.

• Prepared a monthly agenda and a monthly synopsis of topics to be discussed at the Board’s Closed session. I prepared 8 Policy Manual resolutions for Board meetings.

• Was involved with District’s defense counsel in 12 cases. I was involved in 4 mediations.

• Handled 5 complaints re DFEH/EEOC/OCR.

• Reviewed all job announcements and provided guidance regarding compliance issues.

• Implementation of software program to tract adverse impact successful.

• Handled all complaints brought to Office of Affirmative Action in a timely
fashion with no findings overturned on review. Revised handout on Nondiscrimination Procedures and revised Office of Affirmative Action Website.

- Handled all ADA Accommodation requests effectively.

Research
- The office continues to produce a large volume of work related to college operations. This includes:
  - College plans including the strategic plan and the education master plan.
  - Research briefs (11).
  - Grant proposals (43).
- In addition, the office also provides regular services including:
  - Coordination of program review.
  - Coordination shared governance.
  - Grant information to college.
  - Reports to state and federal agencies.
  - Maintenance of college Decision Support Sys.

5. To continue to maintain a high level commitment to college participatory governance for faculty, classified staff, students and administrators.

Office of the Chancellor
- Have kept commitment to both support, engage, and be involved with shared governance entities from leadership standpoint and operationally.

Human Resources
- Fully utilizing database for salary increments for faculty.

ITS
- Developing plans for an intra-campus fiber network, allowing for improved data flow between campuses as well as voice and video transmissions.
- Continued to provide a stable connectivity environment.

Chinatown/North Beach
- Student Council at Campus has been active. Collaborative efforts of students, staff and faculty on march to Sacramento and City Hall. Focus groups with students conducted.

Mission
- The Coordinating Committee of the Mission Campus continues to serve as a vehicle to address and resolve Campus issues.
Vice Chancellor Academic Affairs

- The Office of Instruction/Tenure Review is involved in the following shared governance committees: the college Curriculum Committee, the Teaching and Learning Technology Roundtable, the Diversity Committee, the Staff Development Committee, the Bipartite Committee on Graduation Requirements, the Matriculation Advisory Committee, the Prerequisite Policies Committee, the Banner Committee and the Catalog Committee. The office also has a presence on the District Negotiating Committee.

Admissions and Records

- Conduct Credit Matriculation Advisory Subcomm. meetings (shared governance).
- Meet with Noncredit Matriculation Advisory Subcommittee (shared governance).

Developmental

1. Establish a systematic enrollment development and management planning effort.

Admissions and Records

- An effective enrollment management team has been established and has implemented, on an annual basis, an enrollment management plan that is based upon the review of registration priorities, Title V regulation parameters, class scheduling, class cancellation and state funding growth caps.

- The Office of Admissions and Records is a key player in assisting the Office of Outreach and Recruitment and the Public Information Office in College wide efforts of marketing, recruitment and outreach. The Dean of Outreach and Recruitment Services has been instrumental in developing excellent communication between her office and the Office of Admissions and Records. However, with the current State budget situation some recruitment efforts have to be curtailed.

2. Expand and improve recruitment efforts and linkages with schools, colleges, universities, and community-based organizations.

The Office of Outreach and Recruitment Services:

- Worked collaboratively with administrators from SFUSD, SFSU, UC Berkeley, UCSF, and USF, and OORS to expand outreach and recruitment services. Developed and designed a Reference Guide to Student Development and Academic Affairs and a Desk Reference (a binder containing programs and services offered by the College). These documents were distributed to CCSF Community, SFUSD and Jefferson School District personnel and community-based programs. Also, developed and implemented new admissions/transfer program with SFSU and the San Francisco College Access Center.
• Hosted its Annual Outreach Conference for public, private, community-based program high school counselors, which had an attendance of 91. Also, in November, hosted first-ever California College Information Day. 493 parents and students attended. A similar program for CBOs was held in Spring 2003 which had attendance of 95.

• Sponsored and hosted First Annual California College Information Day with SFSU, UC Santa Cruz, USF, and SFUSD – 493 attended; Annual Outreach Conference – 87 attended; Annual Spring Forum for Community-based Organizations – 95 attended; staffed a table at Annual Serramonte College fair – saw 455 people.

• Made outreach presentations to 2,551 people at various community based programs.

• Developed and implemented new Student Transfer Articulation Resource (STAR), a new program with SFSU and SFCAC with 39 students, who are guaranteed an admission slot at SFSU within 2 – 3 years if they complete 60 transferable units at CCSF.

• Made 13 presentations in the Chinese and/or Spanish languages and provided outreach services to 17 SFUSD High Schools (3, 991 contacts); San Francisco Private High Schools (315 contacts); high schools outside of San Francisco (530 contacts); 501 Middle School students; and with collaborators at SFUSD, CSU, UC, and Private collaborators (1,501 contacts).

• Developed and designed a guide to Student Development and Academic Affairs (600 distributed to CCSF Community, CBOs, SFUSD, and Jefferson Unified School District) and a CCSF Desk Reference – 600 distributed.

• Worked collaboratively with administrators from SFUSD, SFSU, UC Berkeley, UCSF, and USF, and OORS to expand outreach and recruitment services. Developed and designed a Reference Guide to Student Development and Academic Affairs and a Desk Reference (a binder containing programs and services offered by the College). These documents were distributed to CCSF Community, SFUSD and Jefferson School District personnel and community-based programs.

• Developed and implemented new admissions/transfer program with SFSU and the San Francisco College Access Center.

• Worked collaboratively with Dean of Public Information and campus and school deans to increase enrollment efforts.

• Worked with high school populations and community-based programs to increase
awareness of CCSF.

Public Information
- Created recruitment brochures for Southeast and Chinatown/North Beach campuses.
- Prepared “Annual Report to the Community 10/02” for distribution to 327,000 S.F. homes.
- Assisted in “Report to Our Neighbors” on Ocean Avenue Campus Prop A facilities projects.
- Implemented extensive Fall 02 ad campaign on Radio, TV, neighborhood and ethnic press.
- Implemented Spring 03 ad campaign just in ethnic and neighborhood newspapers, radio, TV.
- Produced Summer 03 informational campaign about class cuts and Fall 03 neighborhood ads.
- Collaborated with International Students Dean on producing new program brochure.
- Assisted with new CCSF web front page, a major international recruiting vehicle

Mission
- Worked with community organizations and the the media to promote class offerings.
- Have worked with the Dept. of Child Support to bring new services to the Mission Campus.

Math & Science
- All the students in the class of 2003 CCSF-UlSF Dental Outreach were admitted to a college; 67% were admitted to a UC Campus.
- Passing rate of Galileo AP Chem class improved from 20% to 38%. Galileo, ISA, and Thurgood Marshall are our partners in the AP Science lab project
- Many contacts have been made in the biotech area.
- Industry scientists are teaching labs in BTEC. Field trips to Genentech. Professors from other institutions and working professionals donate their time as guest lecturers in Architecture 48, Biotech and Chemistry. CS and CNIT had their annual industrial advisory meeting in October.
Liberal Arts

- Cooperative promotion developed with Harvey Milk Institute for GSLT and LGBT Center offerings.

- Developed partnerships with Earned Assets Resource Network (EARN) and San Francisco State University (Small Business Development Center).

JAD

- As part of the School-to-Career collaboration, CCSF offered the Introduction to Careers in Health class at John O’Connell High School, Medical Terminology and EMT classes at Galileo High School.

- Promoted CCSF programs through CCSF School of Health & PE speakers’ bureau.

- Presently partnering with JVS, PIC, SEIU 250, SF General, Laguna Honda, UCSF, Kaiser, St. Luke’s, St. Francis, St. May’s, CPMC and Seton Hospitals on building capacity in nursing and other health care programs.

- Continue to work with John O’Connell, Mission and Galileo High Schools to enhance health pathway that offer CCSF credit classes to high school students. Funding for CCSF classes remains uncertain.

Evans

- Continue to offer courses to Muni Employees in Transportation Academy career pathway program.

Student Support

- LSN and AASP have worked with numerous high schools through Outreach and Recruitment to provide orientations, information tours and workshops for students and parents in the schools and community.

- The LSN working group has established two scholarships to support transfer students as the LSN Director visited several UC and CSU campuses to become better acquainted with the services offered at UCLA, UCSB, UCSC, CSUS, CSUF, and CSUM.

- AASP faculty and students participated in the conferences and student work groups for technology development for the National Articulation and Transfer Network as the faculty continue to develop new Articulation Agreements and work with CCSF Articulation Officer, to develop course to course agreements with the Historically Black Colleges and Universities. AASO also expanded recruitment for HBCU Transfer program to high school students who were accepted to HBCUs but could not attend directly and developed workshops for parents on Associate degree and transfer requirements.
• Clear delineation of each counseling department’s responsibilities has aided in marketing services to students, in increasing the accessibility of counseling services, and in initiating increased coordination across multiple sites and campuses.

• Outreach activities were implemented by virtually every department in the unit. For example, beyond scheduled and drop-in appointments, several hundred additional student contacts were made through e-mail, telephone, answers to quick questions, and classroom presentations. Additionally, mailings were sent to new students for follow-up to on-line orientations and continued counseling on the development of the ed plan, etc., with outreach to students on probation to encourage participation in probationary workshops.

• Recruitment activities included the mailing of over 2400 letters to Latino and African American students describing LSN and AASP programs and services and inviting participation with the annual college tour drawing additional students to the AASP program.

**Matriculation & GED**
- GED outreach to community based organizations (e.g. Walden House, Job Corps, S.F. Sheriff’s Office, etc.).
- Implemented GED testing in County jails.
- Work with Campus Deans to conduct outreach to communities.
- Work with Office of Outreach and New Students Counseling to provide matriculation services for concurrent and graduating HS students.

**Alemany**
- Marketing and recruitment activities have been initiated.
- Managed enrollment processes have been attempted; registration priorities have been established.
- Have maintained enrollment targets despite budgetary restrictions.

**EOPS**
- Collaborations have been with Housing for Emancipated Youth, Mission dignity, Bay Area United Way, Positive Resources Center, Walden House, Milestones, Swords to Plowshares, Liberty House, California State Parole Department, and other community based agencies.
• Coordination activities have been with Office of Outreach and Recruitment Services, SFSU Back on Track, San Francisco College Access Center, Independent Living Skills Center, Treasure Island Job corps, African American Scholastic Programs, Latino Services Network, and CALWorks.

3. **Continue to implement and evaluate student success initiatives within the college.**

Research
- Developed comprehensive framework to conduct regular reports on student success in basic skills programs.

- Developed Koret proposal funded for Spring 2003.

Library
- 5,334 students took library workshops.

- Schedule two classroom sections of LIS 10 designed to help EOPS students and students that need extra help.

Student Affairs
- The Office of Mentoring and Service-Learning has an overall increase in its service to the CCSF community during 2002-2003. Compared to 2001-2002, the numbers for 2002-2003 show:
  - 21% increase in number of faculty involved in mentoring or service-learning.
  - 6% increase in number of departments involved in mentoring or service-learning.
  - 13% increase in number of projects in mentoring or service-learning.
  - 41% increase in number of peer-mentors.
  - 47% increase in numbers of mentees served.
  - 37% increase in number of coaches doing service-learning.

Matriculation & GED
- Early Alert plan is being implemented beginning Summer ’03.

Student Development
- Implemented the following student success initiatives:
  - Koret grant (comprehensive support services for students in two basic skills).
  - Title III grant (including computerized assessment, phase one of electronic educational planning, degree audit).
  - Restructured counseling departments.
  - Improved Financial Aid Office processes and services.
4. **Improve delivery of educational services**

Alemany
- ESL students are encouraged to attend Transitional Studies Program as an alternative to credit programs.

Liberal Arts
- 25 sections day and night at the LGBT Center.
- Journalism successfully scheduled at CEV and LGBT Center.
- Four new online courses approved.
- GLST courses have been added to Ocean Ave.

Business
- Continue to offer Weekend College in cooperation with Department of Human Services.

5. **Plan and implement a new Title III grant application to address and support student needs that are identified through the Enhanced Self-Study for each of the five study areas: Pre-Registration and Matriculation; Pre-College Learning; College-Level Learning; Student Outcomes; and Enrollment Management Tools.**

- Title III project successfully completed first year of activities.
- Established outcomes reporting system for Title III programs.

6. **Continue to develop the college initiative in workforce education and economic development.**

Business
- Continue to offer new online classes, e.g. Real Estate 181.
- Developed partnerships with Earned Assets Resource Network (EARN) and San Francisco State University (Small Business Development Center).
• Continue to work with Real Estate Education Center and the Small Business Development Center.

• Awarded Southeast Asia Business & International Education Center from U.S. Department of Education.

JAD
• Conducted DACUM for creation of 3 ESL classes designed for health care professionals.

• Revised Paramedic Program and undergoing accreditation.

• HCT and Consumer Ed Departments collaborated in offering the Skills for Home Care Providers Program.

Evans
• Fashion Department launched in Fall 2002.

• ESL for Muni Drivers courses offered.

• Career Connection used by more employers and students.

• Contract Education, Trade Skills Dept. and CACT provided training in solar installation.

• Continue to offer courses to Muni Employees in Transportation Academy career pathway program.

Student Support
• Information technology for student access was improved in CDPC through the expansion of access to career and job related resources such as Eureka, Choices, and Resume-Writer and the expansion of web-based online support and chat capability.

• Over 600 students attended the CDPC annual Career Fair and 200 attended the Job Fair with approximately 100 students participating in the Career Mentoring initiative and over 6000 logging onto MonsterTrak.

7. Plan/develop a comprehensive improved delivery system of student support services.

Student Development
• Student Development completed phase one of the Desktop Upgrade Initiative conducted by ITS.
• The Division continued its comprehensive improvement of the delivery of services in the overlapping areas of admissions, matriculation, financial aid, counseling, and retention.

• Clear delineation of each counseling department’s responsibilities has aided in marketing services to students, in increasing the accessibility of counseling services, and in initiating increased coordination across multiple sites and campuses; nonetheless, coverage requires continued attention, as does the coordination of services across multiple sites and campuses.

• “Off Campus” admissions and enrollment is increasingly completed through our technology based resources, e.g., online admissions and Web/Telephone registration.

• The Division added multiple orientation formats such as online and workshops to accommodate the diverse student needs, added workshops on how to register via telephone and online, developed multimedia material and a handbook on vocational and credit programs for noncredit students, identifying mechanism and method to establish a student e-portfolio and academic tracking system.

• Began identifying mechanism and method to establish a student e-portfolio and academic tracking system and planned for electronic educational planning system.

• Designed web pages for all departments/units within the Division with plans to update the sites regularly with new information and links to internal and external support services.

• Created a list serve to inform continuing students of workshops and events provided by the department including technology-based probation workshops offered through an interactive website that includes student assessment, a video available in the Media Center with an accompanying workbook, and in-person workshops that utilize presentation software to provide consistent delivery of information. Purchased a disability computer workstation for students in the LAC.

• Increased services included counseling, mentoring, and tutorial support for students in Math, English, and other basic skills classes; career workshops delivered to the Castro/Valencia campus and the GLBT Center with expanded access through the addition of an online newsletter, CareerTalk, and online advising, CareerChat; and virtually all departments were coordinated with the Title III grant on development of new systems and support services.

• Information technology for student access was improved in CDPC through the expansion of access to career and job related resources such as Eureka, Choices, and Resume-Writer and the expansion of web-based online support and chat.
Limited resources and high demand for services by current students have limited EOPS ability to implement this developmental objective.

Student Support
- New Student Counseling developed a comprehensive delivery of service system and Mission Statement with participation of the entire department, and continued to refine enrollment, recruitment, and referral methods for high school students.
- Continuing Student Counseling conducted a retreat to develop its mission, identify new initiatives, and begin the identification of student learning outcomes while refining service delivery.
- International Student Counseling worked with A&R and the Vice Chancellor to refine the delivery of counseling services in conjunction with the implementation of the SEVIS system and attended the NAFSA Regional conferences on INS rules.
- The Transfer Center collaborated with Research and Planning and CSCD counselors to design a project investigating why transfer ready and transfer prepared students do not transfer for completion next year, gained access to the national Student Clearinghouse tracking data of CCSF students with most (80%) of the colleges in the country, and AASP participated in the early adopter program of NATN.

Admissions and Records
- In coordination with the Office of Matriculation, Information Technology Services and the Office of Outreach and Recruitment the delivery of admissions services continues to improve. The implementation of on-line admissions application processing and the information provided on the Web of the College’s combined services have made the admissions process more convenient for students. On-line matriculation services have recently been the most significant improvement in delivering admissions services to students.
- The process for registering new CCSF students has improved with the implementation of on-line admission processing. Students can now apply for admissions via the Web and receive immediate confirmation of their admissions status. As a result matriculation processing registration appointments can be issued promptly. Programming has been completed so that Matriculation Exempt Students will now receive a registration appointment mailer allowing for earlier registration appointments.
- As a result of on-line admissions application processing, phone registration and Web registration the College has addressed the special needs of students with
disabilities in these vital areas. In coordination with DSPS, the Office facilitates the needs of these students upon recommendation of the faculty and staff within that department. Improvements can be made in our technology efforts with students who are visually disabled and require assistance with admissions and registration.

- The development and implementation of Internet-based Student Services Delivery system in admitting and registering new CCSF students have contributed to increased student satisfaction. Actual on-line admissions programming has been competed and is in production, thus enhancing the admissions and enrollment processes.

- Web access has dramatically changed the manner by which we conduct business. While students view Web to be an effective tool in accessing admissions, registration, academic history and grades, faculty are starting to trust the technology as evidenced by the number of faculty that submitted their mid-term and final grades via the Web. Web based processing of required faculty documentation, e.g., Census Sheets, and Instructor Initiated Withdrawal Sheets will be the manner by which Admissions and Records would like to conduct business in the future.

Matriculation & GED

- Added multiple orientation formats such as online and workshops to accommodate the diverse student needs.

- Implemented online matriculation exemption and test result access for students.

- English and Math computerized testing began on May 1, 2003 in the new Computerized Assessment Center.

- Work with campus administration, faculty and staff to improve consistency of matriculation services.

- Implemented new ESL and Basic Skills placement tests at campuses.

- Developed multimedia material and handbook on vocational and credit programs for noncredit students.

- Continue with credit testing, orientation and counseling for noncredit students.

- Added workshops on how to register via telephone and online.

- Conduct regular meetings with all stake holders at campuses to coordinate and improve matriculation services. Making progress through the efforts of the Noncredit Matriculation Coordinator who coordinates noncredit matriculation activities at the campuses.
• Implemented online matriculation exemption, orientation, and student access to test results.

8. Continue the development of college-wide information technology services.

Office of the Chancellor
• The College has embarked upon the installation of new work stations, applications, and appliances in order to take full advantage of the high-speed technology network infrastructure now complete. Feasibility study completed for constructing/providing fiber optic capability between campus sites. CCSF homepage redesigned and online admissions form activated. Video capability now built into network, including all classrooms and some conference rooms.

Alemany
• The ABE Grant has provided fiscal support for new technology in noncredit ESL Programs.

ITS
• PC deployment is well underway – over 1548 new and redeployed computers installed.

• Intercampus connectivity plan has been developed and an RFP developed.

• Contract for a new telephone system awarded and an implementation plan has been developed.

• New e-mail system continues to be deployed and performance improvements made.

• Implemented a district-wide active directory structure.

• Refined plan for wireless internet access in common areas. Developed timeline and budget.

• Provided more then 75 training sessions on the use of the new desktop/laptop computers.

• Web based registration averaged 30% during Spring 2002, Summer 2002 averaged 40 %, Fall 2002 averaged 50%, during Spring 2003 that number rose to 60%. The numbers continue to show a steady growth pattern.

• On-line grade entry via Web For continues to grow.
• Internet Native Banner has gone into production.

• SEVIS phase I and Phase II have been implemented.

• The International Institute has been brought into the Banner system.

• The technology plan has been refined and prioritized.

• Continuing to work with the DSP&S department to provide accommodations in computer labs for students with disabilities.

• Provided area in the Batmale Hall computer lab for student laptop access.

• Ordered wireless equipment for student access at the Ocean and other Campuses. Wireless access will be provided at selected areas.

• Image server funded and implementation of project initiated for Art and Graphics.

• Photography, Film, Graphics, and Multimedia collaborated on a successful VTEA grant that creates new or upgrades 5 computer labs.

• Several departments upgraded software and equipment.

• Upgraded 23 computer labs and created one new lab with funding from Bond, VATEA and 231 Grant Funds (for ESL/ABE).

Library
• Digital imaging of over 250 transparencies and visual materials into digital files for use college instructional presentations.

• Produced 4,608 35mm slides for instructional used.

• Designed and installed more that100 presentation materials for the Rosenberg LLRC exhibition display cases.

• Design and production for the Media Services Website.

9. Continue to promote multi-cultural diversity through college programs and services.

Student Support
• Additionally, LSN and AASP have both initiated outreach and recruitment efforts through the high schools and community based organizations.
Student Affairs

- The ICC Vice President of Cultural Affairs has supported club and college wide events. Southeast Campus promoted a very successful event for Latino awareness in the Fall Semester.

Admissions and Records

- Promote multi-cultural diversity by providing application and enrollment forms in different languages as well as the general information printed on student identification cards. Furthermore staff members are compensated for their bilingual services.

Student Development

- Promoted multi-cultural diversity by providing various documents and services in different languages. Furthermore staff members are compensated for their bilingual services.

General Counsel

- As the only District Affirmative Action Officer to install an Affirmative Action software tracking system, have presented experiences in implementing the software system to Affirmative Action Division and Equity Consortium members. Provided guidance as to job announcement wording and compliance with EEO laws. Provided ongoing training on illegal harassment prevention. Distributed flyers on harassment in 12 languages.

10. Initiate construction of new facilities and remodeling of current facilities using Proposition A funds.

Liberal Arts

- Plans finalized and work to be completed on Visual Arts in summer 2003.

- Painting work to be completed in Creative Arts.

- New grid in theatre to be installed summer ’03.

- Fort Mason remodel/upgrades complete.

- Initial planning for performing arts center completed.

Business

- Continue to work with students, faculty and staff in the remodeling of the campus.

- Installed digital part of exterior sign.

- Retro-fit and remodel to be complete by July 2003.
• Eight new lecture and/or shop classrooms installed in warehouse area on 2nd floor.

Evans
• Retro-fit and remodel to be complete by July 2003.
• Eight new lecture and/or shop classrooms installed in warehouse area on 2nd floor.

11. **Continue to develop a supportive working environment for all CCSF employees.**

ITS
• $200,000 from the 2001 bond has been allocated to address ergonomic issues.

Vice Chancellor Academic Affairs
• Recently, the Office of Instruction/Tenure Review and the Office of Instruction/Scheduling underwent a program review. During this review, the staff for both units was surveyed in order to better understand the perspectives of those working in each unit. Results from this survey were very encouraging and indicated the staff felt supported and integral to unit operations. As an extension of this survey, users of each unit will be surveyed in order to provide each unit with feedback regarding services provided.

Student Support
• Attendance at regular staff meetings and social events, a shared responsibility for staff development, and a deep appreciation for the support staff and student workers has contributed to the high morale and professional collegiality across the unit.

• CSCD counselors provided Banner and Sars/Grid training for all counselors and staff in the Division and took the lead in defining and advocating for changes in Banner baseline that resulted in increased accuracy of student records and transcripts.

Admissions and Records
• Established an environment where staff can present plans and ideas that affect their daily responsibilities.

• Provide office events that boost morale; e.g., staff luncheons, holiday parties.

• Staff developed training, for the most part, has been devoted to BANNER issues. While an effort has been made at creating an overall staff development plan, timing and other College required activities have hampered this planning process. The College is in the process of assessing staff development for the Division of Student Development.
Student Development

- All offices in the Division have an open door policy that encourages employees to speak directly to the Vice Chancellor, Deans, and Department Chairpersons regarding issues/problems and can present plans and ideas that affect their daily responsibilities.

- Departmental retreats, biweekly Deans meetings, and at least monthly departmental meetings have focused on the working environment and resulted in improvements. Most units provided office events that boost morale (e.g., staff luncheons, holiday parties).

- In conjunction with EDFUND, FAO conducted a series of staff development workshops including customer service skills and team building. FAO conducted weekly tanning sessions for all staff.

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

Office of the Chancellor


Governmental Relations

- We have been actively involved with all constituency groups in our advocacy efforts.

- This year, CCSF’s efforts changed the amount of fiscal revenues directed to the community colleges.

- City College has been the lead district in the State on all advocacy efforts.

**13. Continue to develop a plan to build a joint use facility with San Francisco State University on the Phelan Campus that will help eliminate college bungalows and provide access to Two Plus Two (AA/Baccalaureate) programs in the areas of Teacher Preparation; Early Childhood Education; and Health Education/Health Science.**
14. Develop a college-wide visual arts exhibition program to show student, faculty, staff and traveling art exhibits.

Liberal Arts
- Formal work on Outlook on hold due to lack of grant funding.
- Several collaborative art displays developed through the Art Dept. and Library including g displays at other sites (e.g., 60s in Posters).

15. Continue to improve the college planning and budgeting system.

Office of the Chancellor
- For the second year in a row, a Mid-Year Assessment of Institutional Progress of all major units of the College was prepared and there is already encouraging feedback on the End-of-Year Report, especially considering many fiscal challenges. For details on progress of operational and developmental objectives for Annual Plan 2002-03, please consult my End-of-Year Evaluation.

Research
- Office provides data on productivity through DSS, regular reports on student satisfaction, and publishes core performance indicators annually
- All evaluation components including mid and end of year assessments and a Year Ahead report are all operational.

Evans
- Continue to work with the Office of Research and Planning, all Vocational Departments and ITS to improve reporting of performance outcomes.

16. Complete the process for developing a new Strategic Plan for the college.

Office of the Chancellor
- A final draft of the Strategic Plan 2003-08 was approved by the Board in February, 2003. Listening sessions were held throughout the community (external and internal). As a result of extensive participation, including the Board of Trustees, the Plan has become the embodiment of a college-wide consensus on future directions in an era of constant change.

17. Expand alternative revenue sources and advancement opportunities for the college.
18. Increase the level of resources secured through fund-raising, philanthropic activities and grants.

Office of the Chancellor

- On-going. The Foundation’s endowment, under the guidance of the Finance and Investment Advisory Committee and Dr. Alioto, has grown from $2.3M to $10.9M as of March 31, 2003. The Grants Office submitted approximately 40 grants this year and secured funding in excess of $2.4M, including the prestigious Title III award. Another Congressional Earmark was awarded to the College in the amount of $250K. Federal and State Financial Aid awards increased by $3.4M and $1.1M respectively.

Student Development

- The Division’s consultant in conjunction with Research, Planning, and Grants and the Development Office has successfully pursued several grants (Upward Bound and Fund for the Improvement of Postsecondary Education (FIPSE)) and the Division plans to pursue others. The Division is also very involved in a basic skills grant (Koret).

Office of Development

- We now have 23 members on the Foundation. There is interest within the foundation board membership to modify the bylaws and a committee of board members is being set up to accomplish this.

- A pro bono team of consultants has been created by one of the directors to enlarge the scope and ability of the two person office of development. They will prepare recommendations.

Research

- Draft of advancement plan completed and as of June 2003 is being revised prior to dissemination and review by college and foundation.

19. Assess the effective use of new college technology systems to improve administrative services and operations in major college areas including human resources, personnel and payroll, budget preparation, finance and accounting, and registration and records.

Admissions and Records

- The Office of Admissions and Records has evaluated other BANNER modules and has determined that presently all necessary modules have been implemented in order to facilitate the needs of the College. The Office of Admissions and Records is currently exploring the possibility of implementing Degree Audit (CAP). Web based technology is where we will be putting our energy in the future.
Student Development

- Reengineering of the Admissions and Records department began this year with data collection and evaluation and meeting with various groups within the department.

- The Office of Admissions and Records is currently exploring the possibility of implementing Degree Audit (CAP). Web based technology is where we will be putting our energy in the future.

20. Implement appropriate recommendations from Enhanced Self Study process.

Vice Chancellor Academic Affairs

- The Office of Instruction/Tenure Review has implemented majors for those departments interested in offering a major to students. (Please refer to the 2003-04 College Catalog).


- Mid-term status report completed and submitted.

22. Expand college institutional effectiveness reporting.

Research

- Helped to prepare Chancellor’s paper on the WASC standards and the college processes to address the WASC standards. February 2003.

- Completed a draft of core indicators for new college strategic plan.

- Developed a basic skills accountability report framework for dissemination in Fall 2003.


ITS

- ITS and Student Services have established a working group to investigate, evaluate, and implement education planning / degree audit software.
COLLEGE CORE PERFORMANCE INDICATORS
COLLEGE CORE PERFORMANCE INDICATORS

The College Core Performance indicators provide both direct and indirect methods for assessing the overall progress of the College in promoting student access to programs and student success at the course, program and degree levels. The sources of data for this report include the State Chancellor’s Office Partnership for Excellence database and the CCSF Banner database. Most of the performance data is limited to last academic year (2002/3), and in some instances the data only goes to 2002. The reader can use this report to view general trends in the key strategic areas of College activities.

The thirteen indicators used in this report will be integrated into a new College Performance Report containing a total of 32 indicators assessing progress in the eight strategic priorities called for in the Strategic Plan adopted in March 2003. The new core performance indicators will be presented in the College Management Plan for 2003/4 to be published in September 2003. This report below contains old core performance indicators associated with the college’s strategic plan 1997-2002.

I. Access to City College Courses and Programs

Three measures provide the college with an indication of how well CCSF is achieving its goal of promoting access to the college and its courses and programs. They are:

1. Percentage of adult population served in the City/County of San Francisco
2. Enrollments in credit programs
3. Enrollments in non-credit programs

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>
<tr>
<td>2001</td>
<td>8.7%</td>
</tr>
<tr>
<td>2002</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

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%.

Discussion: The College continues to provide a wide array of courses and programs currently attracting the highest enrollments in CCSF’s history.
FTES Enrollments in Credit and Non-Credit Programs

<table>
<thead>
<tr>
<th>FTES</th>
<th>CREDIT Residents (CA)</th>
<th>CREDIT Nonresidents</th>
<th>NON-CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>21617</td>
<td>1714</td>
<td>12984</td>
</tr>
<tr>
<td>2000-2001</td>
<td>21843</td>
<td>1853</td>
<td>12888</td>
</tr>
<tr>
<td>2001-2002</td>
<td>21498</td>
<td>1975</td>
<td>13938</td>
</tr>
<tr>
<td>2002-2003 Estimated</td>
<td>23168</td>
<td>2006</td>
<td>13073</td>
</tr>
<tr>
<td>Percent Growth 01/02 to 02/03</td>
<td>7.8%</td>
<td>1.6 %</td>
<td>-6.3%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Apportionment Attendance Reports CCSF. 2002/2003 FTES includes unfunded FTES. Funded FTES is 22,855. Note: FTES figures are factored per state requirements.

Performance Objective: To increase the College’s FTES enrollment levels by 1.5%.

Discussion: While enrollments declined slightly in non-credit programs, the overall FTES growth for the college remained above the College’s performance objective.
II. **Student Success in Courses and Programs**

Seven measures of student success are reported organized by three categories. They are:

1. Course success including transfer, vocational and basic skills levels
2. Program completion of certificates and degrees;
3. Transfer, including transfer ready and transfer to UC and CSU.

### Successful Course Completion – All Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>CCSF</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>69.0%</td>
<td>68.1%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>68.8%</td>
<td>67.9%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>69.4%</td>
<td>68.1%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>68.3%</td>
<td>68.4%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>68.8%</td>
<td>67.9%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>69.3%</td>
<td>68.6%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>70.6%</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

### Successful Course Completion – Transferable Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>CCSF</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>70.0%</td>
<td>68.3%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>69.8%</td>
<td>68.3%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>70.5%</td>
<td>68.7%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>69.4%</td>
<td>69.1%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>69.9%</td>
<td>68.7%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>70.5%</td>
<td>69.2%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>71.8%</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

### 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>77.2%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>75.2%</td>
<td>76.4%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>71.5%</td>
<td>77.2%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>71.0%</td>
<td>78.8%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>66.2%</td>
<td>78.7%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>71.2%</td>
<td>80.2%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>71.2%</td>
<td>82.2%</td>
</tr>
</tbody>
</table>
### Numbers of Students Successfully Completing 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>
<tr>
<td>2000-2001</td>
<td>9,883</td>
<td>17,410</td>
</tr>
<tr>
<td>2001-2002</td>
<td>11,353</td>
<td>18,362</td>
</tr>
</tbody>
</table>

Percentage Increase from 00/01 to 01/02: 14.9% for Advanced Vocational, 5.5% for Introductory Vocational.

Source: District Performance on Partnership for Excellence Goals, Chancellor’s Office California Community Colleges, April 2003.

### 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>60.3%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>55.7%</td>
<td>59.5%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>56.1%</td>
<td>59.0%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>55.3%</td>
<td>58.7%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>55.4%</td>
<td>58.2%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>51.8%</td>
<td>58.4%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>50.6%</td>
<td>59.2%</td>
</tr>
</tbody>
</table>

Source: District Performance on Partnership for Excellence Goals, Chancellor’s Office California Community Colleges, April 2003.

**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%.

To increase the total number of students successfully completing vocational courses in SAM Code B and C by 5% each year.

**Discussion:**

The overall course success and transfer course success rates for the college continue to be higher than the state average.
Discussion:
(cont.)

Vocational course success rates remain stable and above the overall course success rates but below the state average for vocational course success. Total number of vocational students successfully completing introductory vocational courses has continued to increase annually.

The completion rate for basic skills credit classes continues to decrease. The new College Strategic Plan makes basic skills a strategic priority and a major focus for College activities during the next three to five years.

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>2000-2001</td>
<td>939</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1043</td>
</tr>
</tbody>
</table>

Percentage Increase from 00/01 to 01/02

11.1%

*Data problem recognized by both the State Chancellor’s Office and City College of San Francisco.
**Previously reported in PFE as1,069.
Source: District Performance on Partnership for Excellence Goals, Chancellor’s Office California Community Colleges, April 2003. Data updated since previous management plan printed in bold.

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

Discussions: The College continues to increase the number of degrees awarded and substantially exceeds its performance objectives.
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>2000-2001</td>
<td>918</td>
</tr>
<tr>
<td>2001-2002</td>
<td>838</td>
</tr>
</tbody>
</table>

Percentage Increase from 00/01 to 01/02: -8.8%

*Data problem recognized by both the State Chancellor’s Office and City College of San Francisco.
Source: District Performance on Partnership for Excellence Goals, Chancellor’s Office California Community Colleges, April 2003.
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.

Performance Objective: To increase the total number of students achieving certificates by at least 5%.

Discussion: The College is reviewing data entry procedures related to certificates since the state’s figures appear to be lower than actual certificates awarded annually.

Transfers to UC, CSU

<table>
<thead>
<tr>
<th>Year</th>
<th>UC</th>
<th>CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>251</td>
<td>1,302</td>
</tr>
<tr>
<td>1996-1997</td>
<td>239</td>
<td>1,231</td>
</tr>
<tr>
<td>1997-1998</td>
<td>241</td>
<td>996</td>
</tr>
<tr>
<td>1998-1999</td>
<td>246</td>
<td>1,056</td>
</tr>
<tr>
<td>1999-2000</td>
<td>279</td>
<td>1,092</td>
</tr>
<tr>
<td>2000-2001</td>
<td>264</td>
<td>1,090</td>
</tr>
<tr>
<td>2001-2002</td>
<td>255</td>
<td>1248</td>
</tr>
</tbody>
</table>

Percentage Increase from 00/01 to 01/02: -3.5% 14.5%

*Reporting on transfers to Independents is in the beginning stages; numbers are subject to change.
Source: District Performance on Partnership for Excellence Goals, Chancellor’s Office California Community Colleges, April 2003.

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

Discussion: While the student transfers to UC continue to vary by small amounts, the overall transfer trend for the CSU campuses continued to increase over the last five years exceeding the performance objective.
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>
<tr>
<td>2000-2001</td>
<td>2166</td>
</tr>
<tr>
<td>2001-2002</td>
<td>2021</td>
</tr>
</tbody>
</table>

Percentage Increase from 00/01 to 01/02: -6.7%

Source: District Performance on Partnership for Excellence Goals, Chancellor’s Office California Community Colleges, April 2003.

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.

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

**Discussion:** The pool of CCSF transfer prepared students is decreasing due in part to increases in numbers of transfer prepared students transferring to CSU campuses.
### GED Certificates

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>Completed</th>
<th>Number Qualified for Certificate</th>
<th>Percent Qualified for Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>1,202</td>
<td>818</td>
<td>679</td>
<td>83%</td>
</tr>
<tr>
<td>1999</td>
<td>1,139</td>
<td>855</td>
<td>673</td>
<td>79%</td>
</tr>
<tr>
<td>2000</td>
<td>1,234</td>
<td>882</td>
<td>650</td>
<td>74%</td>
</tr>
<tr>
<td>2001</td>
<td>1,468</td>
<td>1,173</td>
<td>854</td>
<td>73%</td>
</tr>
<tr>
<td>2002 (new testing procedure)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Source: State of California GED Statistical Report. Because of a test, test score calculation, and test score reporting change at the state level, numbers for 2002 are many fewer than the prior year.

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

**Discussion:** This report has not been updated because the State is changing the reporting methodology for GED certificates. The current reports drastically understate the number of GED testers and completers. Further work by the State needs to be done before a new report is disseminated.