Over the past two years the College has completed several major initiatives to improve the quality of service provided to students. First, the Student Development Division was established to provide the vehicle for improved service delivery. Second, an assessment of the student services system was completed to identify key strategies to increase accessibility and utility. Third, the Division created an educational plan to serve as the blueprint for development. And most recently the Division realigned its organizational structure, particularly counseling, to increase the effectiveness of service delivery.

Four principles provided the foundation for the reorganization:

- put the student first across the Division, supporting credit and non-credit, new and continuing students;
- increase access and support drawing on the talents of all faculty and staff with the support of robust technological systems;
- maximize the timely and effective deployment of services as students need them and where they need them; and
- contribute to increased student success, as well as the satisfaction of both students and staff.

Anticipating students' needs as they navigate the institution, it was critical that the new structure realign services to ensure a functional student support system.

Prospective students need basic information on the programs and services offered, the means of access, and the potential future, on-site and off-site.

Once they decide to enroll, they expect the process to be simple and painless, with as few hassles as possible, ensuring access to the classes that have been recommended to them.

During their first few weeks on campus, they hope to feel welcomed with access to help and support as they begin to negotiate this foreign land.

Thereafter, as they pursue their studies they want to feel a part of the College community through their classes, their activities, and their relationships.

Throughout their tenure with the College, they need assistance to clarify their options regarding programs and careers, employment and continued study given personal circumstances.
And ultimately, they want help in making the transition to the next stage, the workforce or baccalaureate study, taking with them the feeling that the faculty and staff of City College cared about them and contributed to their success.

Thus the new organization was designed to deliver the services students need, anticipating their expectations and supporting their personal journey.

The CCSF Student Development Model

The CCSF Model focuses on the development of the student by providing access to specific services when they are most needed to sustain individual student success.

From the start, the model seeks to engage students, welcoming them into the collegiate environment through the creation of a personalized learning plan that is based upon a comprehensive assessment of basic skills and abilities, career interests and educational goals, personal and work schedules, and course availability.

Acknowledging the difficulty in acclimating to the collegiate environment, the model subsequently seeks to provide a strong base of support during the first year of study, ensuring the development of a sense of stability, achievement, and progress toward the educational goal.

As the students mature in their relationships with academe, the model seeks to increase the sense of accomplishment by anticipating questions essential to their success, providing validations of program and career choice, assisting with the identification of and preparation for subsequent opportunities for study and employment, and supporting the transition beyond the institution.

Throughout the journey, the model monitors students’ progress, providing guidance and counsel as necessary to ensure their success.

And finally, prior to goal completion, the model seeks to garner the students’ assessment of the journey and the quality of services provided to ensure their success.

Thus the CCSF model systematically aligns the organization and delivery of services with the needs of students as they develop from entry to exit.

A Plan of Action

Heretofore the delivery of counseling services was the responsibility of the General Counseling Department with faculty assigned to those areas where the need for such services was strong. However, in many of these locations, those responsible for daily oversight had no formal responsibility for selection or supervision, while periodic assignment rotation increased problems with service delivery and satisfaction. These problems were compounded by inadequate staffing, a situation that was exacerbated by
the provision of release time for special assignments related more to advising than counseling. With these special assignments equating to at least 15 full-time counseling positions, the Department had a difficult time justifying new positions. And finally, access was further compromised by an industrial approach to student service rather than a case management approach, thereby limiting the development of effective student-counselor relationships and confounding the effort to monitor student progress, providing interventions that promote the success of individuals and groups.

As a result, far too many students completed the application yet never registered for classes, while increasing numbers of students entered the College unprepared for college-level work with little support to improve readiness, and over thousands of students ready to transfer had yet to implement their transfer plans. The problems were clear to staff and students as employees ranked counseling lowest among all College services, a view supported by department chairs, administrators, and instructors, while students ranked counseling just above parking, food and facilities - the lowest ranked services. With the Enhanced Self-Study recommending that one-third more students complete the matriculation process, and that those students interested in baccalaureate study pursue a new transfer program, the need for change accelerated, requiring that counseling service delivery be addressed to deliver on the promise of student success.

The realignment of counseling services in accordance with the Student Development Model sought to integrate specific support systems for both credit and non-credit, new and continuing students, provide linkages to additional services based upon individual student needs, and support the system with electronic access to documents shared by faculty and staff as well as the students themselves.

Entering students, both credit and non-credit, will now receive coordinated, integrated services including assessment, orientation, and counseling, through a New Student Counseling department that works with Matriculation to deliver those services and monitor student progress during the first and possibly second semester, depending on the student’s acclimation to academe.

Once the student has demonstrated satisfactory progress, (s)he will be transferred to Career, Transfer, or Continuing Student Counseling based on the individual student’s learning plan. Students who are undecided or who have a specific career/training objective will probably benefit most from the continuing services of a career counselor; students who are intending to transfer will benefit most from having access to the continuing services of a core group of transfer counselors; and students who intend to continue their studies at CCSF will probably benefit most from the continuing guidance of a general counselor.

Within each of these departments, counselors at all sites will continue to work closely with students through goal attainment, monitoring and tracking their progress to intervene as necessary to support continuing student success and correspondingly develop closer working relationships with the teaching faculty.
Therefore, the Division restructured the General Counseling Department into four (4) basic departments, each headed by a department chair in accordance with the attached Organizational Chart:

i. New Student Counseling
ii. Continuing Student Counseling Services
iii. International Student Counseling
iv. Transfer Student Counseling

The existing department of Career Development and Placement remains a separate department augmented with additional counseling staff, while special programs such as AAAP/AARP and the Latino Services Network have been recognized as individual entities.

Campus counselors, a unique role requiring multiple skills, became members of the New Student Counseling Department providing a full range of counseling services. One campus counselor at each site serves as the lead counselor to liaison with the Campus Dean relative to daily operations while taking overall direction from the Dean of Student Support Services as efforts to improve the coordination to meet the needs of students continues and linkages with the Transfer and Career Counseling Departments are expanded to connect to each of the campuses.

The new departments were realigned under the position of Dean of Student Support Services, formerly Dean of Counseling, as was the Career Development and Placement Department, with all departments working closely with Campus Deans to ensure effective service delivery for credit and non-credit students alike. Other special programs such as Latino Services Network, AAAP/AARP, and Learning Assistance were also included within the division of Student Support Services.

As a result, Transfer and Career Counseling are expanding their services to the campuses using technology, rotating service delivery and/or augmenting existing campus counseling with staff placed on site as appropriate. A new faculty academic advising program will be developed to identify and train selected faculty to augment advising and counseling services in conjunction with the counseling departments, particularly during periods of peak activity, with special workload incentives such as release time and/or overload. And over time alternative work schedules for counseling faculty will be considered including the concept of voluntary 12-month faculty assignments to ensure appropriate coverage year round including the summer months when activity and the need for student services is at its highest. While it goes without saying that such assignments will need to be negotiated on an individual basis and most importantly, with AFT 2121, ultimately at least 30% of the current counseling faculty should be on such contracts on a rotational basis. Additionally, alternative and staggered work calendars and schedules will be examined through which selected numbers of the counseling faculty will work from January through October, rather than everyone working from mid-August through mid-May.

Nonetheless, after the review of release time and special assignments at least 10 new counseling positions will be required beyond the normal openings due to replacement
and retirements. These positions will be added in a timely manner through the 2003-2004 academic year, distributed within the appropriate areas of priority and need, e.g.:

<table>
<thead>
<tr>
<th>Department</th>
<th>Initial Staffing Goal</th>
<th>Future Staffing Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Counseling</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>Continuing Student Counseling</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Transfer Counseling</td>
<td>4.5</td>
<td>6</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>International Student Counseling</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>AAAP/AARP</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Latino Services Network</td>
<td>2.5</td>
<td>3.5</td>
</tr>
</tbody>
</table>

The Student Mentoring Program will also be expanded to enhance the use of appropriately trained and supervised students as peer advisors and counselors, a model that has worked quite well in terms of student tutoring. Additionally, an internship program will be established with the graduate schools in the area offering degrees in counseling to provide graduate students interested in working in a collegiate environment with appropriate experience in an institution known for its diversity.

**Implementation Procedures**

Improved access and opportunity characterize the implementation of the new structure formally implemented as of July, 2002. Each new unit is responsible for the design and delivery of services at times and in places convenient to students, clustering staff in close proximity to the students to be served with expanded access on-line. Linkages among proximate units in the delivery system, will ensure the development of seamless support to promote the success of each individual student, while increased coordination with Academics, Information Technology and Facilities will improve overall communication.

During the year, as Matriculation Services reforms the intake process with the design of comprehensive electronic assessment and placement, it will be linked with orientation, counseling, educational planning, and early alert through New Student Counseling and supported by the renovation of appropriate space throughout the District. And finally, as the structure matures, Student Support Services will deploy additional counseling clusters to increase access to expanded counseling services for continuing students in all major academic buildings throughout the District, renovating appropriate space, promoting special programs, and expanding learning assistance and student mentoring while developing student tracking and intervention as well as web-based guidance systems.

The implementation of the new structure required considerable planning, communication, and collaboration toward our common goal: to benefit students. To ensure effective implementation, communication systems and reporting lines were developed, roles were redefined and staff redeployed, essential training and technical
applications were identified, and office relocations were implemented while essential renovations were developed.

To be ready to respond to the needs of new students, both credit and non-credit, entering the College for the summer and fall semesters, implementation proceeded apace. In January, the new organizational structure was announced with the rationale, implementation process and timetable. By February, departmental definitions were developed and the procedures for assignment selection developed to be implemented over the next month. In March, faculty began to meet to discuss roles and responsibilities and initiative department chair selection. By April Brenda Brown had been elected to chair New Student Counseling, Lindy McKnight had been elected to chair Continuing Student Counseling, Paul Wong had been elected to chair International Student Counseling, and Carl Wong had been elected to chair Transfer Counseling. Over the next month, these new chairs were oriented to their new roles by colleagues in Instruction, Student Development, and Human Resources, and added to the Dean's Executive Council to partner with the chairs of the other departments and programs in Student Support Services. Concurrently, the faculty met in their new departments to develop a vision for the future, identify the actions essential to deliver on the vision and assess the impact of their efforts, charting a course of development for the next six months, a process that they completed by the end of the semester. Now, at the end of the academic year, the reorganization is complete, and the faculty and staff involved are ready to move into their new departments.

Over the summer, a communications plan will be deployed to ensure that faculty, staff, and students are informed of the changes that have occurred while the collaborative partnership among the departments and programs of the unit continue to develop. Meanwhile, service delivery will continue apace, with new students oriented and continuing students counseled. In the fall, plans to redesign the orientation and educational planning process will be implemented, work plans will be coordinated with Admissions and Records, Matriculation, and Student Services, as well as the Campus Deans, to reflect the master calendar and the needs of each site, while faculty begin to assess the impact of the reorganization on access, opportunity, and satisfaction.

With the reorganization accomplished, the continued growth and development of programs and services with related technological and professional development will continue. It is expected that full implementation of the model integrating support services for all students will be achieved within a two to three-year period. Given the size and scope of the effort outlined in this plan, the costs will be considerable, requiring substantial external support. However, the payoff is expected to realize even greater gains, with student persistence and retention improving 10 to 15 percent, while student, faculty and staff satisfaction increases proportionately - if not more.