Standard 2.B.1
Section: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Team Members
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Steps for Analyzing Evidence

Step 1: Review the specific standard section to be analyzed.

Step 2: Read and review the suggested questions identified from the Self-Study Guide about the evidence needed to make a strong case.

Step 3: Carefully review the evidence several times before drawing conclusions or making judgments.

Step 4: Draft a brief one or two paragraph description of what the College is doing to address the standard and its related questions focusing on the facts.

Step 5: Provide a rating of how well the College is addressing the specific standard (see below for scoring rubric). Draft a one or two paragraph explanation for this rating based upon your assessment of the College’s activities in relation to the standard. Pay particular attention to the quality of our involvement and interventions since the last WASC self-study report.

Step 6: Conclude with comments and suggestions relative to the College’s response to the standard.
**Scoring Rubric**

<table>
<thead>
<tr>
<th>Superior</th>
<th>College has worked on this issue/area and considerable improvement is noted</th>
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<tbody>
<tr>
<td>Satisfactory</td>
<td>College has taken some actions to address the issue/area and some improvement is noted.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>College has not adequately addressed the issue/area.</td>
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**Step 1: Review the Specific Standard Section**

Standard 2.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

**Step 2: Read and Review Self-Study Questions**

Suggested questions from the Self-Study Guide to help you think about how best to address the standard:

- By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?

**Step 3: Review the Evidence**


**Step 4: Briefly describe how CCSF is addressing this standard**

City College of San Francisco, one of the largest community college in the nation, serves over 100,000 students each year. Recognizing that its student population is one of the most diverse in the country, CCSF is committed to providing services that are available, inclusive and sensitive to the needs of its students. The range of programs and services seeks to increase student access, retention, satisfaction, opportunity, and achievement. The programs and services offered are so vast that it is almost impossible to list them all without inadvertently omitting a program or service. However, a sample of some of the programs and services are listed to provide a sense of what is available at City College:

- African American Scholastic Program
- Asian Pacific American Student Success Program
- Continuing Student Counseling Department
- The Office of Outreach and Recruitment Services (OORS)
- Financial
Aid Office, International Student Counseling Department, Latino Services Network (LSN), New Student Counseling Department, Athletic Counseling, Counseling for Gay, Lesbian, Bisexual and Transgender Students, Career Development and Placement Center, Disabled Student Programs and Services, Extended Opportunity Programs and Services, Student Health Services, HIV/STD Education Office, Project SAFE (promotes safe sex), Transfer Center, HARTS Program (Homeless AT-Risk Transitional Students), Math Bridge Program, Mentor and Service Learning, Orientation Classes, Peer Advisors, Project SURVIVE, Puente Program, Re-entry to Education Program, Dr. Betty Shabazz Family Resource Center, Students Supporting Students (S Cube), 77 Student Clubs, Veterans Services, Women’s Resource Center, The Learning Assistance Center, The Tutorial Center, The Writing Success Project, and College Success classes.

Other services include an impressive array of services to high school student populations. Such Services include the Concurrent Enrollment Program for High School Students, Accelerated (X-L) High School Honors Program, College for Teens, Mission Science Workshop (Mission Campus), John Adams Campus High School Programs, GED Programs at John Adams, Mission, and Southeast Campuses, Teacher Prep/School to Career, Teacher Prep, Summer Bridge, Early Decision for Graduating High School Seniors, Health Pathways, Transitional Studies Concurrent Student Program, High School College Program (formerly the African American College High School Program, Middle College High School, Student Transfer Articulation Resources Services (STARS), Early Academic Outreach Program with University of California, Berkeley.

While a majority of the services are housed or available at the Ocean Avenue campus, New and Continuing Student Counseling, Financial Aid, and Counseling for Gay, Lesbian, Bisexual and Transgender Students are available at the many campus sites. In addition any campus site requesting or needing services in any of the program and service areas can arrange to have the services brought onto their site. Furthermore, various campuses have developed other programs and services to specifically address the needs of their student population, like citizenship programs to help immigrants become American citizens and ESL Vocational Programs—all which are accompanied with counseling services.

By offering one of the most comprehensive networks of student services in the nation—across multiple campuses and college divisions—CCSF continually strives to meet the challenge of offering qualitative services to a diverse population of students. Using the integrated set of budget and planning assessments each fiscal year, strategic priorities are set and implemented that identify key areas of responsibility, action, and outcomes in the area of student success. Student Development Department Chairs regularly meet in the Dean’s Executive Council to increase collaboration and strategize on the improvement of services to students. The College emphasizes quality in student support services in the institutional Annual Plan Objectives by providing high quality educational programs and integrated support services that complement the mission of the college. Comprehensive and collaborative outreach services introduce the student to the college.

For example, the Office of Outreach and Recruitment is just four years old, but during its initial year of operation, 2000-2001, services were provided to 7,123 individuals. Currently in its fourth year of operation (2003-2004), the number increased to 12,263. The work of the College’s Financial Aid Office is another example of increased student access. During the 1998-1999 academic years, 3,228 Pell Grants were awarded in the amount of $6,085,869. During the 2003-2004 academic year, 5,005 students received Pell grants in the amount of $11,446,138. As a way to address more equity in Women’s Athletics, a woman’s soccer team was recently established with competition scheduled to begin Fall, 2005. And yet another example is that of the Learning Assistance Center.
During Spring 1996, the Center served 9,795 students for 98,453 hours. During Spring 2004, the Learning Center served 13,653 students for 160,341 hours, an increase of 28 and 76 percent respectively.

Recent integration of technology into matriculation services has resulted in improved student access. The completion of an Admissions and Records Reengineering and Reorganization Initiative has resulted in identification of top priorities for improving services to students. Student and employee satisfaction surveys help to isolate problem areas in the delivery of services and in particular departments. When the General Counseling Department ranked last out of sixty-four services in the Fall 2000 Employee Survey, the Department was reorganized into a new organizational structure that better supported student learning outcomes and improved staff and faculty morale. In the Spring 2004 Employee Survey, three of the restructured counseling departments placed in the top six services showing the greatest increases in satisfaction. The College has also made important progress in providing appropriate access to services and resources throughout the College District. City College offers wide-ranging special programs to diverse populations and responds to new evidence of need as in the recent creation of the Latino Services Network (LSN) in 2002, and the Asian Pacific American Student Success Program (APASS) in 2004.

An active Research and Planning Department conducts ongoing inquiries into the effectiveness of City College programs and services in relation to the institutional mission. Research supports the importance of the College’s special programs in developing retention and student success to support student learning among underserved and underrepresented students. The departmental program review process demands exhaustive self-reflection and analysis of services including dispersal of student satisfaction surveys. Results highlight areas of strength and indicate direction for future improvements. Student learning outcome initiatives across the Student Development Division have increased departmental collaboration and participation in defining ways to increase student success and have produced a revised student development mission.

Step 5: Provide rating of how well College meets the standard. Provide written explanation of why you gave that rating.

My rating (see p. 1) is: Superior
The reason I gave this rating is:
By listening to students and evaluating research data, the College continues to identify the changing needs of students and consistently responds to these needs by creating and implementing new and innovative programs and services. Recent examples of this process are the creation of the new Asian Pacific American Student Success (APASS) Program, the expansion of outreach programs and activities, the reorganization of the General Counseling Department, and the Admissions and Records Reengineering and Reorganization Initiative.

Step 6: Comments and suggestions relative to the College’s response to the standard

The reorganization of the General Counseling Department left several departments with inadequate counseling space. Several of the recommendations in the Admissions and Records Reengineering and Reorganization Initiative have not been implemented because of the lack of adequate facilities and
space. California budgetary restraints have also had a negative impact on the full implementation of some programs and services.

While responding to student need is paramount, budget, staffing, and the lack of adequate facilities make the delivery of these services difficult; nevertheless we persevere because students come first.