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The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Section I. Overview/Abstract

Members of Standard II-B examined the student support services offered by City College of San Francisco. The examination began with a look at the topics to be covered in this Standard. The topics were divided into 10 templates. One focus point was the way the College assures the quality of student support services; another, how the College evaluates its student support services. A third topic covered the completeness and accuracy of the College’s catalog and other publications. A fourth focused on issues such as access, diversity, civic responsibility, record keeping, and evaluation of counseling and advising services. The volunteers divided into three teams, each team charged with a portion of the Standard. The overall process was one of meetings, discussions, writing, revisions, and final report. The teams discovered that City College of San Francisco exceeds the WASC guidelines for Standard II-B.

City College of San Francisco serves its 100,000 plus students by offering numerous services at ten major campuses and over 100 sites. The motto selected by the Student Support Services Division is “Students are First at CCSF.” Under the Vice Chancellor of Student Services are twelve (12) administrators overseeing more than 21 major locations and many more outside locations designed to bring these services both to the students enrolled in classes at the campuses and sites and to the community as a whole. To understand better the scope of the Student Services Division see the organizational chart in Appendix One. City College of San Francisco has an open admission policy for both credit and noncredit students. Credit classes are fee-based and registration occurs at the beginning of each semester. Noncredit classes are free with continuous registration throughout the semester.

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Section II, Part A

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.

City College of San Francisco, with a population of over 100,000 students enrolled in both credit and noncredit classes on 10 campuses, is committed to providing services that are accessible, inclusive and sensitive to the needs of its diverse student body. Counseling Services include both departments and special programs—New Student Counseling, Continuing Student Counseling, International Student Counseling, the Transfer Center, Career Development and Placement Center, Extended Opportunity Programs and Services. Other student support services include the Admissions and Records Office, Financial Aid Office, Matriculation Office, Veteran’s Education Benefits Program, Outreach and Recruitment, Student Health Services, the Learning Assistance Center, Disabled Students Programs and Services, African American Scholastic Programs, Latino Services Network, and the Asian Pacific American Student Success Program.

By offering one of the most comprehensive networks of student services in the nation—across multiple campuses and college divisions—City College of San Francisco continually strives to meet the challenge of offering quality services to a diverse population of students. Counseling services, which include departments and special programs, offer as a benefit of programs targeting particular populations such as high school students and gay lesbian, bisexual, transgender students. The Concurrent Enrollment Program for High School Students, Accelerated (X-L) High School Honors Program, College for Teens, Summer Bridge, Student Transfer Articulation Resources Services (STARS) are just a few. Other services include Puente, Health Pathways, Re-entry to Education Program. While all of the services are available at the Ocean/Phelan campus, many are available at most campuses and some sites.

Using the integrated set of budget and planning assessments (End-of-Year Assessment Report), the College establishes and implements strategic priorities that identify key area of responsibility, action, and outcomes in the area of student success. The College emphasizes quality in student support services in the institutional Annual Plan Objectives (CCSF Annual Plan) by providing high quality educational programs and integrated support services that

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complement the mission of the college. As an example, Table 1 below exhibits figures that show increased student services from three of the student services units.

Table 1

<table>
<thead>
<tr>
<th>Office</th>
<th>Year</th>
<th>Number Served</th>
<th>Pell Grants Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach and Recruitment</td>
<td>2003-2004</td>
<td>12,263</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>7,123</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2003-2004</td>
<td>$11,446,138</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1998-1999</td>
<td>$6,085,869</td>
<td></td>
</tr>
<tr>
<td>Learning Assistance</td>
<td>Spring 2004</td>
<td>13,653</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 1996</td>
<td>9,795</td>
<td></td>
</tr>
</tbody>
</table>

CCSF offers wide-ranging special programs to diverse populations and responds to evidence of need as in the recent creation of the Latino Services Network and the Asian Pacific American Student Success Program. The College has also made important progress in providing appropriate access to services and resources throughout the College district.

Recent integration of technology into matriculation services has resulted in improved student access. Research completed by the Research and Planning Department supports the importance of the College’s special programs in developing retention and student success to support student learning among underserved and underrepresented students. 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.

Standard 2.B.2.a, b, and c: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) general information, (b) requirements, (c) major policies affecting students.

(a) City College of San Francisco produces an annual, academic-year catalog inclusive of all policies, rules and regulations, credit and noncredit programs, student services and administrators, full-time faculty and part-time faculty. The catalog is clear, concise, user-friendly, well-structured, and is available in hard copy, online at www.ccsf.edu and CD/ROM disc. Catalog information is maintained and reviewed for currency and accuracy by the Office of Instruction, assisted by the Communication Committee, a part of the shared governance structure. (b) The requirements for admission and enrollment fees (Catalog, pp. 15-22),

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graduation (pp. 47-54), and transfer requirements (pp. 55-66) are easily accessible. Degrees and certificate programs are listed alphabetically in the Programs and Courses section of the catalog (pp. 67-306). Students are informed of additional financial obligations or optional fees at the time of registration, at program orientation, on the website, or on the first day of class by the instructor. (e) Major policies affecting students can be found in three sections of the catalog. College Rules and Regulations address academic regulations, including academic honesty (Catalog, p. 315), sexual harassment and nondiscrimination (p. 308), and grievance and complaint procedures (PP. 316-318). The acceptance of transfer credits is defined in Academic Policies and Procedures (p. 328). Regulations concerning the refund of fees are addressed in the Admission to the College section (p. 19).

**Standard 2.B.d: The institution provides a catalog for its constituencies with precise, accurate, current information concerning the following: (d) locations and/or publications where other policies may be found.**

Each of the campuses has a central office where students and the general public can obtain information about the College’s policies. The information is both through face-to-face contact and handouts/pamphlets. Moreover, coordinators for individual programs make flyers and display them on bulletin boards, in carousels, public libraries, classrooms, the student union, as well as in other strategic locations. Some examples of CCSF locations where policy publications outside of the catalog are easily accessible include the following: Financial Aid Office, Counseling Departments, Office of Admissions, Office of Outreach and Recruitment, and the Office of Research and Planning. Many departments conduct orientations and/or informational outreaches that help keep students informed about services and policies that relate specifically to their departments. The class schedule, which is published every semester including summer sessions, provides information about policies and procedures. Additionally, many departments have specific information pertaining to their policies on the CCSF website. Thus, within the CCSF college community, students can access policy information that supplements the college catalog from various locations and publications.

**Standard 2.B.3a: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**
Two of the Chancellor’s five imperatives for the College’s Strategic Plan address this Standard. “The need to address and guide the whole College with consistent application to both credit and noncredit programs and structures at the College, particularly as relating to student support services, retention activities, career pathway assistance, and transfer assistance and all Strategic Priorities strengthen to the maximum feasible extent the concept of an integrated, one-college, multi-campus district, particularly with relation to the distribution of resources and services.” (Strategic Plan, 2003, February) The College has made significant strides in these imperatives as detailed below.

Students, both credit and noncredit, follow the matriculation policies, which include basic skills assessment and career guidance, orientation to all CCSF programs and services, counseling and advisement, educational planning, and academic progress mentoring. CCSF also forms part of the SF Consortium, which allows students to attend concurrently with the following institutions: California College of Podiatric Medicine, Golden Gate University, San Francisco State University, and the University of San Francisco. The Outreach Office provides information, counseling/advising, workshops, and special events to both prospective and new students throughout the Bay Area. The Outreach Office also provides an English version and bilingual versions (Spanish/English and Chinese/English) handbook to parents of prospective students.

In 2001 the General Counseling Department was reorganized to provide improved services more responsive to student needs. New Student counselors coordinate integrated services including assessment, orientation, and academic counseling to students at nine campuses. They integrate matriculation services to monitor student success through their first and second semesters. The Continuing Student Counseling Department assists students with over 24 units of credit, offering academic and/or transfer information counseling. These counselors now serve students at four campuses and several community centers with increased visibility in major academic buildings throughout the District. The Transfer Center provides a lab and resources for students seeking information regarding all matters related to transferring. A Calendar of Events provides ongoing college visits, college tours, and a Transfer Day. In addition to these units, other counselors provide services in other special units. The Career Development and Placement Center offers career and job success counseling, classes, and
workshops. Scheduling and Reporting System (SARS) reports are used to monitor student appointments in the various departments and modify counseling assignments as necessary.

Many special programs respond to the needs of our diverse population. The **International Student Counseling Department** provides personal and academic counseling to foreign students attending CCSF with F1 Visas. In addition to personal and academic counseling to African American students, the **African American Scholastic Program** offers designated classes in the English and math departments, and provides mentoring services. Other services include Historically Black Colleges and Universities tours, **High/School College Retention**, **Summer Bridge**, and assistance with transfer, financial aid, and scholarships. The **Latino Services Network (LSN)** provides bilingual personal and academic counseling to Latino/a students. Most recently, the **Asian Pacific American Student Success Program (APASS)** has been created to promote retention among Asian and Pacific Island students. **Re-entry to Education** assists students returning to school to complete their education, learn new job skills, or prepare for a professional career change. **Disabled Students Programs and Services (DSPS)** offer assessment, counseling, career development services and classes for students with a broad range of disabilities. **Homeless at-Risk Transitional Students Services (HARTS)** provides assess, advocacy, resources and support for homeless, formerly homeless, and at-risk students within the College. Additional student programs and services include **Associated Students Book Loan Program**, **Childcare Services**, **Dr. Betty Shabazz Family Resources Center**, **Multicultural Resource Center**, **Peer Mentoring and Service Learning**, and **Puente**.

**Student Health Services**, the only independently licensed student health clinic among all California community colleges, assists students in achieving their educational goals by providing services that address their physical and emotional health needs. Funded through the Student Health Fee paid only by those students taking credit classes, Student Health Services reaches out to the noncredit and larger community through presentations, health fairs, student services fairs, and other events. **Psychological Services** has increased the number of students seen by limiting the number of sessions to eight and instituting a triage system. **Medical/Nursing Services** promotes health education, as well as assessment, diagnosis, treatment and referral, through its ocean/Phelan clinic with targeted services provided at the Airport, Castro/Valencia, Downtown, John Adams, Mission, and Southeast campuses.
The **Financial Aid Office** is located at the Ocean/Phelan campus with financial aid counselors arranging hours at the following campuses: Alemany, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast. They offer assistance in completing the AFFSA and Loan Entrance/Exit interviews online. **CalWORKS** provides individual counseling as well as classes focusing on balancing multiple roles of student/worker/parent. The **Scholarship Office** assists students who need help meeting the basic cost of their education. The office holds numerous workshops to assist students in the application process for both CCSF scholarships and outside scholarships.

The **Rosenberg Library**, located on the Ocean/Phelan campus, is the largest throughout the California community college system. The **Library and Learning Resources Website** provides one-step access to the College’s entire on-line resources 24 hours a day, seven days a week. Services have improved so much for distance learners since 2002 that a new position had to be hired. Library access has also increased through the inter-campus materials delivery service. Those students not on the Ocean/Phelan campus, as well as community groups, can familiarize themselves with services through virtual tours of the library. The needs of disabled users are met through special equipment and ADA-compliant computer workstations. Twenty-four (24) new computer stations have been designated for ESL classes. Finally, the aesthetic aspect is not ignored; the website presents on-line displays of current exhibits. In the *Survey of Students Who Petitioned for Graduation in March 2003*, the Rosenberg Library was one of the highest rated services.

**Standard 2.b.3b:** The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

There are a wide range of opportunities for students to engage in meeting some of their personal and civic goals while participating in College operations. In addition to the formal channels offered through the shared governance committee system, student services departments and student activities, students may also gain financial support and office operation experience through the Work Study and Lab Aide programs. For example, students promote education by helping with presentations and distribution of information packets to high schools, in the community, and on campus tours.

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In fall 2004, the Student Development Division of Chairs and Directors compiled an inventory of efforts to establish and assess student learning outcomes, which included outcomes in the areas of personal, intellectual, and personal development. Over the last three years, the Division has restructured and tailored its services to better meet the needs of its diverse student body. Students grouped under each department share common developmental and personal needs.

Feedback on academic policies and program development is open to student input and participation through the Academic Senate and the Student Activities Office. In the evaluation of the CCSF governing structure, four of the thirteen recommendations to be addressed by the College Advisory Council in fall 2004 emerged as a result of student advocacy. (Evaluation of Shared Governance, pp. 13-14) Under the current shared governance structure, students have a seat on the following committees: Academic Policies, Basic Skills, Communications, Concert and Lecture Series, Continuing Education, Curriculum, Diversity, Grades and Files, Facilities Review, Financial Aid, Grading Policies, Graduation/Scholarship, Health and Safety, Information Technology Policies Committee, Parking and Transportation, Planning and Budgeting, Sexual Harassment, Teaching and Learning Roundtable, Transfer Issues, and Works of Art.

City College of San Francisco has institutionalized its efforts to address the recommendation issued in the 2000 Self-Study, to establish an “office that coordinates volunteer activities and service-learning opportunities through its Office of Mentoring and Peer Support.” (ref) In addition to the institutionalized efforts on behalf of promoting civic responsibility and engagement, there are a number of independent projects, such as Lessons in Tolerance, a collaborative web resource for learning and teaching how to understand, create, nurture, and find tolerance, and Project VOICE, which links ESL with Civics Education.

**Standard 2.b.3c:** The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

To help insure student development and success, New Student counselors developed a two-semester educational plan for each new student. In line with recommendations from the 2000 Self-Study, New Student Counseling has implemented the case loading of at-risk students and developed a caseload protocol to closely monitor and help insure student success.

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Specialized programs are assigned their own counselors to fill the needs of their students. 

Extended Opportunity Programs and Services, the African American Scholastic Programs, Latino/a Services Network, and Asian Pacific American Student Success Program have been developed and implemented to address the needs of these specific populations. The College has an expansive articulation program that includes articulation agreements with 32 historically Black colleges and universities (HBCUs), as well as with Hispanic American Colleges and Universities (HACUs).

The evaluation of counseling is ongoing. Since the 2002 self-study review, the General Counseling Department has been restructured into four major departments: New Student, Continuing Student, International Student, and the Transfer Center. The Counseling Departments work with the Office of Research and Planning to develop survey and assessment tools to obtain objective feedback from both students and counselors. These activities are conducted annually and/or as new programs are developed. As these workshops are developed and implemented, student peer advisors are used to provide input from a student’s perspective. Using Program Review, the Mid-Year and End-of-Year reports and localized assessments of access using SARS, counseling departments document their activities and overall successes and plans for improvement.

Standard 2.b.3d: The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The College supports its diverse student population through various educational and support service programs. Many of the programs providing services to special student populations have been supported by the Associated Students. Some of these include the following. AmeriCorps, Associated Students, Dr. Betty Shabazz Family Resource Center, Homeless At-Risk Transitional Students, Project SAFE, Project SHINE, Project SURVIVE, Re-entry to Education, Student Peer Mentoring, Students Supporting Students, Teacher Prep Center, Women’s Resource Center, and the Multi-cultural Center.

Taken together, these programs serve a majority of all nontraditional students on the Ocean/Phelan campus. Over the past few years an interconnection, an exchange of information

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and referrals, has developed, which makes the overall effectiveness of CCSF student services much greater. Programs working in tandem provide an umbrella of support that goes a long way toward providing support services to the majority of needy students. Because of the College’s wide concern for student success and support, more and more referrals are being made by counselors, other faculty, classified staff, and administration. Data from the Decision Support Services appear in Table 2 and Table http://Research.ccsf.edu/ASP/ProgramSuccessQ.asp.

WHAT DO THESE NUMBERS REPRESENT? SHOULD THEY BE PERCENTAGES?

Table 2. Special Programs Enrollment, Spring 2003

<table>
<thead>
<tr>
<th>Ethnic Student Enrollment</th>
<th>Spring 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Non Hispanic</td>
<td>2,285</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>122</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7,062</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,322</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3,325</td>
</tr>
<tr>
<td>Other Non White</td>
<td>513</td>
</tr>
<tr>
<td>Unknown/No Response</td>
<td>810</td>
</tr>
<tr>
<td>White/Non Hispanic</td>
<td>4,412</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19,851</strong></td>
</tr>
</tbody>
</table>

Special Services programs at CCSF fully served 56.7% of the student credit population in spring 2003. Removing the white non-Hispanic segment from the data, Special Programs served 15,439 out of 24,740 total students or 62.4% of the non-white population. Removing the Refuse to State population, Special programs served 14,629 out of 23,233 total students or 63% of the population.

In the academic/instruction/curriculum area, the College offers and supports programs and a rich menu of ethnic studies courses and programs that are multicultural in nature and that respond to the demands of our students living in a global community. Some examples follow.

- **On-Ramp to Biotech Program** “prepares low income under-represented adults for the burgeoning biotechnology industry and is gearing up to expand across our campuses to serve underserved immigrants from Asia, the Philippines, the Pacific Island, Latin America, and Eastern Europe.
Lessons in Tolerance engage students in exercises that ask them to analyze diversity, cope with stereotyping and prejudice, and develop tolerance in the midst of diversity. For staff development, faculty are invited to participate in the Multicultural Infusion Project, which helps members of the faculty infuse multicultural content and perspective into the curriculum while also encouraging teaching strategies that meet the needs of a diverse student body.

Standard 2.b.3e: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Admissions policies for California Community Colleges are governed by the California Codes of Education. City College of San Francisco adheres to the following sections of the California Codes of Education in admitting students:

- 76000. Eligibility for admission to two-year community colleges
- 76001. Admission of eligible student as a special part-time student
- 76001.5 Admission as special full-time student
- 76002 Admission to summer school

City College of San Francisco adheres to the following admissions practices:

The data elements included in the Application for Admissions are mandated by the California Community Colleges guided by the MIS Data Element Dictionary. Other data elements are included by College policy to insure that appropriate services are provided for students.

Students can apply for admission to City College of San Francisco by the following methods:

- On-Line through Web4 Students at [http://www.ccsf.edu](http://www.ccsf.edu)
- In person at all campus locations utilizing paper Admissions Applications
- Mail-in services utilizing paper Admissions Applications
- Facsimiles utilizing paper Admissions Applications
- Disabled students are provided with assistance in applying for admissions through the Office of Disabled Students Programs and Services.

All assessment instruments used to recommend placement into CCSF English, ESL, and mathematics courses must be approved by the California Community College State Chancellor’s Office. The College insures that all tests meet specific standards regarding content validity, criterion/consequential validity, reliability, bias, cut-score validity, and disproportionate impact to obtain this approval. CCSF submits to the CCCCO, as required, validation studies for all new tests and submits tests for re-approval every six years. CCCCO forwards validation

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documentation to the Center for Educational Testing and Evaluation (CETE) at the University of Kansas for psychometric review of validation data. CETE recommends approval or disapproval to a CCCCO convened review group, the CCCCO Assessment Workgroup. Below is the list of CCSF placement tests approved by CETE and the State Chancellor’s Office:

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Last Approval Date</th>
<th>Renewal Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSF ESL Placement Test</td>
<td>6/1999</td>
<td>4/2005</td>
</tr>
<tr>
<td>CCSF Non-Credit ESL Placement Test</td>
<td>12/2002</td>
<td>12/2008</td>
</tr>
<tr>
<td>College Board Accuplacer/Companion Math Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arithmetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Elementary Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• College-Level Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(from publisher)</td>
<td></td>
<td>(from publisher)</td>
</tr>
</tbody>
</table>

As part of the data collection process for test validation, CCSF convenes a diverse panel representative of the College’s population to review test items and instructions for possible cultural and/or linguistic bias. Scrutiny of test content for bias also occurs throughout the test construction process under the coordination of the Matriculation Office and the Coordinator of Assessment. Also, test result data are collected for systematic review and disproportion impact on groups based on gender, age, ethnicity, and disability.

**Standard 2.b.3f:** The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Magnetic tape, microfiche, microfilm, optical disc, and CD ROM technology have been used on some student records to insure that all of these records are permanently and confidentially maintained and securely backed-up. Since resources necessary to do this job have been redirected, student records are placed in cardboard boxes and stored wherever space is available. Currently, more than 500,000 student records (credit) and 650,000 student records (noncredit) are yet to be imaged. These figures do not include records at the campuses, e.g. John Adams campus high school records.
Student academic records are maintained in BANNER. Information Technology Service (ITS) has implemented adequate security and has provided for recovery in case of emergencies. The Dean, Admissions and Records, must approve access to student records. Access to levels of student record information is authorized and monitored by an employee’s individual admittance password and computer entry code. Select staff members within the Offices of Admissions and Records are authorized to change student records, and the Dean approves these corrections through appropriate access security code levels. An audit trail of all student record transactions is available and reviewed on a scheduled basis.

Students no longer need to use social security numbers as their student identification numbers. Students can enter their SSN; however, it is interchangeable and replaced with their identification number on BANNER and on all documents. Further, credit and noncredit admissions applications have been developed, incorporating options for students to request that their directory information be kept confidential. Once the request is made, a “confidential flag” is placed on the student’s admissions record, insuring complete confidentiality from third party request.

The administrative systems are protected by password security, a well as by high-level layer of network security. The BANNER/Student segment is separated by hardware and software filters. System firewalls have been installed for added security.

The following offices and departments maintain their own student records, which are kept in hard copy and/or database form and stored in cardboard boxes, file cabinets, and binders.

- Financial Aid
- Extended Opportunity Programs and Services (EOPS)
- Scholarship Office
- Disabled Student Program and Services (DSPS)
- Office of Student Advocacy, Rights, and Responsibilities
- Continuing Student Counseling
- New Student Counseling
- Transfer Center
- Career Development and Placement Center
- CalWORKs of Education and Training
- Administrative Services/Business Services
- Matriculation and Assessment Services
- Student Health Center
- Adult Learning Center
- Institute for International Students
- International Student Counseling

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Standard 2.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

An annualized comprehensive reporting process linked to the goals and objectives of the College’s Strategic Plan (2002) initiates comparative analyses of anticipated demand and service provided, of responsiveness to identified diverse student needs, and of impact on student achievement, persistence, retention, and goal attainment as reflected in the composite Mid-year and Annual Assessment (2002-2005). These comprehensive systems provide institutional support for continuous development and serve as the primary vehicle for the continuation of services provided. A cyclical system of program review ensures regular and continuous assessment of each program and service. Special assessments and regular research reports provide focused assessments of quality and impact with direct linkages to student success. Through these mechanisms, the institution evaluates student support services, continuously working to meet the needs of students by contributing to their growth and development.

Section II, Part B
Commendations (2B.1)

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.

Continuous improvement should continue apace, allowing advancements in technology to augment the delivery of student support services while maintaining a strong commitment to the personal delivery of services by college personnel.

Plans for Improvement
The following are the recommendations related to the quality of student support services.

- That budgeting, staffing, and facilities be considered in the delivery of services.

Commendations (2B.2a, b, c, d)

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The committee reviewed the college catalog and other publications for precision, accuracy, and currency of college information, requirements, and policies. Since the last accreditation in 2000, the College has made many improvements in the catalog to make it more accessible to current and prospective students, as well as to provide college staff with a more accessible media with which to assist students. A complete set of contact numbers for campuses and sites and all contact numbers and locations for academic and student service departments can be obtained through the central college telephone exchange online at www.ccsf.edu Campus Maps, Faculty, and Staff Directory.

With more than 100,000 students taking classes on 10 different campuses and in more than 100 locations, City College of San Francisco has accepted the responsibility of making information accessible to students and the general public while making changes when needed. Visually, information is posted throughout campus sites. Verbally, a host of employees readily provide information. Electronically, students can access the website. The free CCSF Student Planner developed since the 2000 Self-Study has provided an additional easy reference for students to obtain important information about CCSF policies. Department and/or divisional workshops and informational outreaches are held for the CCSF student community. Overall, CCSF provides quality information for the public.

**Plans for Improvement**
The following are the recommendations related to the catalog and other publications.

- that the College include an academic freedom statement in the catalog so that it is easily accessible to all constituencies
- that complete contact information and site location for all campuses and for academic and student services departments be added in the departmental heading of the catalog
- that the cost of the catalog be clarified, all constituencies be made aware of policy changes
- that an informational statement in the hard-copy catalog refer students to the website for information updated since the last printing
- that the College review the possibility of providing a planner to all students annually
- that the planner be cross-checked with the catalog annually for updates and changes
- that the College expand the number of languages in which it explains policies

**Commendations (2B.3a)**

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All Student Services departments, programs, and services have increased their collaboration with each other to provide CCSF students with timely and responsive counseling and educational services. Each of these departments, programs, and services strive to reach all credit and noncredit students through their brochures, fact sheets, catalog, schedule of classes, workshops, classes, and websites. Most CCSF departments and programs provide access to students throughout the campuses (credit and noncredit). In addition, some have created smaller units or offices or maintained special hours at each campus. The College continues to recruit bilingual faculty and staff representative of our student population.

**Plans for Improvement**

The following are the recommendations related to equitable access.

- that the College seek out innovative ways to increase service delivery throughout the campuses through special hours, classes, workshops, and/or smaller offices or units at all campuses
- that the College continue to refine online availability to services, allowing it to better meet many of the needs of the community-based campuses.

**Commendations (2B.3b)**

Since the last WASC Self Study Report, City College of San Francisco has implemented structural changes that better accommodate the students’ personal and civic interests. As a result of these structural changes, the opportunities for faculty and peer support specific to students’ interests have been enhanced as well as the student developmental outcomes. Moreover, the evolvement in projects and services attuned to personal and civic development has given rise to more opportunities for collaborations between departments, thereby strengthening the web of support for a good learning environment at the college. Currently, there are ongoing discussions about the interpretation, applications, and parameters of services relevant to personal and civic development.

**Plans for Improvement**

- Revisit the mission statement (The Student Development Division completed an inventory of student learning outcomes in the spring, 2004. A draft of the revised mission statement and the concomitant student learning outcomes will be discussed with the general staff in early spring, 2005.)

**Commendations (2B.3c)**

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The different counseling components throughout the College are working most effectively to provide specific workshops and other varied opportunities for students to receive individual attention. Through these varied opportunities, which include academic and personal enrichment, students are able to identify their personal values, aspirations, and goals. They learn to cope and overcome obstacles and ultimately are prepared to lead a more enriched life.

**Plans for Improvement**
The following are the recommendations related to the evaluation of counseling and academic advising programs.

- that greater communication occur among counseling programs and departments
- that more space and/or improved facilities be created to increase the visibility and access of these programs to students
- that technology is continually updated
- that a Dean of Counseling be hired

**Commendations (2B.3d)**

By listening to students and evaluating college 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. The College instituted and supported these programs and services resulting from the recommendation of the annual College Performance Indicators Report 2003-04, Student and employee Satisfaction Survey, and WASC Self Study 2000.

**Plans for Improvement**
The following are the recommendations related to appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

- that the College build multicultural perspectives into the curriculum
- that more coordination and outreach occur throughout all campuses

**Commendations (2B.3e)**

The California community college system has one of the most stringent set of standards that applies to the approval of placement instruments for any given college. City College of San Francisco has consistently met all the requirements for the tests that it has created or adopted (third-party tests) and has consistently obtained unconditional approval, the highest form of approval. Some of the reasons for this achievement are the availability of resources from the

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Office of Matriculation to fund the writing of the test items; the expertise in the instructional
departments in creating the test items and their cooperation in extensive field testing; the
expertise of the Coordinator of Assessment; and the expertise of the researcher and statistician in
the Office of Research.

**Plans for Improvement**

None at this time

**Commendations (2B.3f)**

The College does not have a Board policy in place that governs the permanent
maintenance of all student records, insuring that they are secure and confidential with provisions
for secure back-up of all files, regardless of the form in which those files are maintained. The
college does, however, meet the standard in reference to the policies and procedures governing
the release of student records.

**Plans for Improvement**

The following are the recommendations related to the secure and confidential maintenance of
student records.

- that the College develop Board policies and procedures that govern the permanent
  maintenance of all student records, insuring that they are secure and confidential with
  provisions for secure back-up of all files, regardless of the form in which those files are
  maintained.
- that the Board follow the “Retention of Records: A Guide for the Retention and Disposal of
  Student Records” published by the American Association of Collegiate Registrars and
  Admissions Officers in developing student records maintenance, retention, and disposal
  policies and procedures.
- that the Board utilize the family Education Rights and Protection Act (FERPA), which is a
  federal law that protects the privacy of student education records in developing student
  records policies.

**Commendations (2B.4)**

Tremendous improvements have occurred in the organization, development, delivery, and
assessment of student support services since the last Self-Study prompted primarily by the
multileveled evaluation systems promoted by the institution. The improvements have been
supported and augmented by the development of new technological applications which have
further increased access, responsiveness, and impact. Moreover, the development that has
occurred as a result has been recognized throughout the College community as evident through
the most recent Employee Survey (2004).

**Plans for Improvement**

Continuous improvement should continue apace, allowing advancements in technology to
augment the delivery of student support services while maintaining a strong commitment to the
personal delivery of services by college personnel.

**Sources of Evidence**

Admissions and Records Reengineering and Reorganization Initiative
Catalog (2003-2004)
Departmental Program Review Documents
Employee surveys, (Fall 2000 and Spring 2004)
End-of-Year Assessment Report
Enhanced Self-Study Project
Final Report on Reorganization of Counseling
Financial Aid Reports
Management Plan
Office of Outreach and Recruitment Services reports and documents
Schedule of Classes, Fall 2004
Self-Study 2000
Shared Governance Handbook
Strategic Plan
Student Development and Student learning Outcomes Report
Student Development Division Reorganization Assessment
Survey of Students Who Petitioned for Graduation (March 2003)
Student diversity includes not only the enrollment of non-white students, but also all students who might otherwise be unable to attend because of the financial and social burdens imposed by poverty and/or a disability. White non-Hispanic students are included in the Special Programs numbers and in all student enrollments.