CCSF Self-Study
Analyzing Evidence Template

Standard 2.B.4
Section: 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.

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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.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.

### 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:

- How does the institution provide for systematic and regular review of its student support services? How are the results used?
- Does the evaluation assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services?

### Step 3: Review the Evidence


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

City College evaluates the accessibility, responsiveness, and impact of its student support services at multiple levels on a continuous basis.

First, 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 continuous development of services provided.

Second, a cyclical system of program review in concert with localized assessments of access using SARS (Scheduling and Report System) reports, of responsiveness through the Decision Support System, and of impact via the Student Learning Outcomes initiative provide direct linkages to departmental and program planning and continued development. These reviews ensure regular and continuous assessment of each program and service through accompanying development plans accompanied by a modest institutional investment.

And third, special assessments such as the Student Services System Review (2000), the Re-organization Report (2001), the Enhanced Self-Study (2001-2003), the A&R Re-engineering and Reorganization Report (2004) and regular research reports such as the recent Basic Skills Series (2004-2005), provide focused assessments of quality and impact with direct linkages to student success. These specialized initiatives ensure institutional support for targeted development and serve as the primary mechanism for the improvement of specific services. For example:

A key point of entry for many students to City College is the Office of Outreach and Recruitment Services (OORS). This office was created four years ago to better publicize the programs, services, and resources offered at the College to the Greater San Francisco and Bay Area communities; and to coordinate the outreach and recruitment activities with local and private schools, colleges, and universities, community-based organizations, neighborhoods, and government agencies. Since its inception, the Office has proven an invaluable asset, increasing community awareness both externally and internally.

A subsequent Student Services System Review (2000) provided a comprehensive assessment of Student Services, garnering faculty, staff and student input regarding the effectiveness of service deployment. This Review generated a close look at the systems supporting Student Services, charting student flow, and identified the ways and means of improving them.

Following the Review, the faculty and staff engaged in a year-long discussion of the ways and means of reorganizing to increase the accessibility, responsiveness and impact of counseling services. As a result, a single General Counseling Department was reconfigured into four specific departments, each focused on the delivery of services to a specific student clientele: New Student Counseling, Continuing Student Counseling, International Student Counseling, and Transfer Counseling. Concurrently, the College developed the Latino Services Network (LSN) to respond to the unique needs of the College’s growing Latino population, a program designed along the lines of the College’s model African American Scholastic Program (AASP). Both the Counseling Departments and the Retention Programs participate on the Student Development Chairs and Directors Council, a group dedicated to collaboration in the service of student learning. Subsequent assessments of the reorganization indicate that it has had a positive effect on the quality of services provided to students and improved the morale of counseling faculty and staff (2003, 2004).

Concurrently, the College embarked on the Enhanced Self-Study (2001-2003) which involved over 170 faculty, staff, and students college wide in an in-depth examination of the factors promoting and inhibiting student success in the areas of Pre-registration and Matriculation, Pre-College Learning, College Level Learning, Enrollment Management Tools, and Student
Outcomes. Thirty-eight recommendations were presented for consideration by the College, many of which have been approved through shared governance and implemented. *The Enhanced Self-Study* proved to be a valuable exercise that raised institutional awareness of the issues affecting student success, while at the same time provided an opportunity for the College to establish and set priorities despite the size of the institution.

And most recently the Admissions and Records Office initiated a re-engineering and re-organization project (2003-2004). Another key point of entry, students submit their applications and begin step one of the matriculation process in A&R. The process itself can be confusing and labor intensive for a student who does not understand or is not familiar with steps necessary to get from point A to point B. Recognizing the potential glitches and bottlenecks at each stage of the process the Admissions and Records Office implemented a comprehensive re-engineering initiative designed to refine and integrate operations through the expansion of technological support systems. Staff in both credit and non-credit areas came together to evaluate existing services, identify problem areas, and offer suggestions for improvement, identifying ten priority areas for improvement which are currently under development.

Once the students successfully matriculate, they begin their academic journeys; it is at this point that the student engages the services of the Student Development Division.

One of the most recent initiatives within Student Development relates to the assessment of student learning. Over the past two years, the Division has begun to develop linkages between the service array and identified learning outcomes. *Flex Day* presentations in 2002, 2003, and 2004 provided essential background information and served to engage representative administrators, faculty, and staff in an ongoing dialogue relating student support services to student growth and development. As a result, the Student Development mission statement has undergone a preliminary revision, shifting the focus from the delivery of services to their impact on student learning. Concurrent departmental inventories of our student support services identified related student learning outcomes and assessment strategies, establishing a baseline for continued development. And now as we craft our divisional outcomes the relationship between our learning outcomes and the goals of the general education core has emerged with an emphasis on knowledge, skills, and values. Throughout this process it has become increasingly clear that efforts to engage students in the learning environment through co-curricular activities such as mentoring and service learning; work study roles such as Outreach Ambassadors, peer advisors and tutors, or lab aides; as well as leadership opportunities in student government and related cultural activities enrich student growth and development beyond the traditional classroom environment. A variety of qualitative assessments of these efforts have begun to describe their impact on student learning as we continue to explore and evaluate our contribution to student learning and development.

Through all of these mechanisms, the institution evaluates student support services, continuously working to meet the needs of the students by contributing to their growth and development. It is the vision of Student Development to continue to value and foster superior levels of educational participation and academic success among our students.

**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:
This rating is based upon the fact that 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).

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

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.