Student Support Services

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.
Descriptive Summary

City College of San Francisco (CCSF) serves one of the largest student populations in the nation and is committed to providing services that are accessible, inclusive, and sensitive to the needs of its diverse student body. CCSF assures equitable access by providing appropriate student support services at its campus locations and some of the other instructional sites throughout San Francisco. In April 2007, The New York Times featured CCSF as one of 11 models of success in the country with respect to its instructional and student support practices [II B-1]. Moreover, in June 2008, CCSF was highlighted in The Chronicle of Higher Education as an outstanding example of a thriving community college—the only community college in the nation to be so recognized [II B-2].

To enhance student success, the College provides an array of academic and student development services that support students' intellectual, cultural, and civic achievements. Student Services begins with the Office of Outreach and Recruitment as high-quality comprehensive college readiness services are provided to prospective students, high school and middle school students, K-12 faculty, staff, and administrators from both public and private institutions, and community-based organizations. The Office of Outreach and Recruitment provides early outreach services to ensure prospective students are knowledgeable and prepared for the college experience at CCSF. A focus of the Office is to strengthen partnerships with K-12 schools, community-based organizations, and government agencies in order to ensure students are adequately informed of the comprehensive support services offered by the campus community.

Student Support Services is a critical aspect of the College and makes services available to all its students. Part of the governance system is the Student Preparation and Success Committee, which helps make critical recommendations in this area. Included in the range of programs and services to enhance student access, retention, and success are the following: New Student Counseling; Continuing Student Counseling; International Student Counseling; Transfer Counseling; Career Development Counseling; Extended Opportunity Programs and Services; Gay, Lesbian, Bi-Sexual and Transgender Counseling; and Multicultural Retention Services (African American Scholastic Programs, Latino Services Network, TULAY: Filipino American Success Program, and the Asian Pacific American Student Success Program). Additional student support services include the Admissions and Records Office, Financial Aid Office (including Scholarships, CalWORKs, and Single Stop USA, Matriculation Office, Veterans Educational Transition Services (VETS), Outreach and Recruitment, the Puente Program, Homeless At-Risk Transitional Students Program, Guardian Scholars, Student Health Services, the Learning Assistance Center, the Disabled Students Programs and Services Department (DSPS), and the Office of Student Affairs, which includes the Student Advocacy Rights and Responsibilities and Student Activities units.

Grants augment these services by offering specialized programs such as Gateway to College, Guardian Scholars, Foster Youth Initiative, and the Bridge to Success Collaborative Partnership Program with the San Francisco Unified School District (SFUSD) and the SF Mayor’s Office. In Fall 2010, the new VETS Center opened. The Center was a collaborative effort by CCSF and key labor unions to respond to the unique needs of military veterans on campus. Over 600 veterans are being provided academic counseling and certification services providing them assistance to access their federal financial benefits. In addition, Veterans
Affairs psychologists and personnel from community agencies focused on serving veterans regularly hold office hours in the CCSF VETS Center.

All Student Support Services units and departments have developed Student Learning Outcomes and eighty percent of the units and departments have engaged in assessment of those outcomes [II B-3]. Several departments completed evaluation cycles and implemented programs of continuous quality improvement as a result of the project outcomes. For example, recent SFUSD high school graduates are now offered early registration and all departments are committed to teaching students how to navigate a complex system such as CCSF’s. The system now accommodates different language skills by providing bilingual services. Classes taught by the Student Support Services units assist students in learning about important services and methods to support them in achieving their educational and lifetime goals.

The Office of Research and Planning conducts ongoing College wide inquiries regarding student access, progress, learning, and success. For example, the Overview of 2007 Community College Survey of Student Engagement (CCSSE) Results for CCSF provides a snapshot of what credit students and faculty had to say about student engagement at CCSF [II B-4]. The overview includes information about the survey, respondents’ academic experiences, student learning, support services, barriers to persistence, and more. Additional inquiries surveyed the effectiveness of Student Support Services programs and services in relation to the institutional mission and the quality of support provided to enhance student access, progress, learning, and success.

CCSF’s Program Review System has as its goal the promotion of student access, progress, learning, and teaching excellence. This is accomplished by conducting comprehensive reviews by departments of all courses and programs and by reviewing and updating, where appropriate, learning assessments plans and student development programs. Currently, program reviews are conducted annually for all units of the College. They are scheduled to become biennial beginning 2012-13. These reviews utilize five-year data trends in the areas of enrollments, personnel, annual expenditures, productivity, and student/employee satisfaction, as applicable. All data are gathered by the Office of Research and Planning in conjunction with the Budget Office, the Office of Instruction, and Human Resources, and are populated in the Program Review form. The form provides reflections on data trends, summarizes progress on prior year planning objectives, and identifies major planning objectives for the next fiscal year to describe resources needed to meet planning objectives [II B-5].

Also, College wide discussions hosted by the Strategic Planning Team in Spring and Fall 2010 were conducted through a series of interactive listening sessions to obtain feedback about CCSF programs and services, and discuss a new draft of the Strategic Priorities and Major Objectives [II B-6, II B-7]. The draft Strategic Plan 2011-16 was first made available online in November 2010, and was refined to reflect the extensive input collected and sent to the Team [II B-8]. The final draft was approved by the College Advisory Committee (CAC) and the College’s Planning and Budgeting Council (College’s PBC) [II B-9]. It is scheduled to go before the Board for action in Fall 2011.

Additionally, the yearly CCSF College Performance Indicators Report (CPI), organized according to strategic priorities, was a key tool the College used to evaluate its progress with
the eight priorities of its Strategic Plan (2003-08) [II B-10]. From September 2008 to January 2009, seven research briefs evaluated Basic Skills [II B-11], Academic Programs [II B-12], Education for the Workforce [II B-13], Outreach and Recruitment [II B-14], Student Development [II B-15], Fiscal Resources [II B-16], and Technology [II B-17]. As an example, one of the priorities of the CCSF Strategic Plan includes student development. This priority increases “the quality and accessibility of student development services to positively impact student outcomes related to student learning, retention, course completion, graduation and job placement” [II B-18]. One area in the research brief examined student development in terms of student satisfaction. The questions were asked at CCSF in Spring 2007 through the national Community College Survey of Student Development. “Computer lab” had the highest reported frequency of use, the highest level of satisfaction reported, and was viewed as among the most important student services (2.67 on a scale of 1-3). Academic Advising/Planning, Transfer Credit assistance, Financial Aid advising, and Career Counseling were also scored as among the most important services, but the satisfaction rating for those services was closer to “somewhat” (2.0), ranging from 1.98-2.09 [II B-15].

In 2010 an updated CPI was used to inform the current strategic planning team [II B-19]. The Plan has not yet gone to the Board of Trustees, but is scheduled for action in Fall 2011.

In 2010-11, CCSF conducted an opinion survey asking credit students to rate their experience with various student support services at the College. Typically, over 70 percent of students rated services as “excellent” or “good.” When compared to results of the 2004-05 survey, most services received a somewhat higher rating in 2010-11 [II B-20].

Table 1: Sampling Comparison of Surveys from 2010-11 and 2004-05

<table>
<thead>
<tr>
<th>Category</th>
<th>2010–11 Ratings</th>
<th>2004–05 Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>37.0%</td>
<td>44.0%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>28.4%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Career Development &amp; Placement</td>
<td>27.7%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Transfer Counseling</td>
<td>25.8%</td>
<td>37.9%</td>
</tr>
</tbody>
</table>

**Self Evaluation**

The College meets this standard.

Overall, the College uses information from the Office of Research and Planning and College wide discussions to ensure that student programs and support services remain effective and are consistent with annual planning and the College's institutional mission.

**Planning Agenda**

None.
II.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.

Descriptive Summary

Student Support Services units are leaders in the Institution’s student learning outcomes efforts to assess the quality of student learning and use these results to provide continuing quality improvement. In addition to the individual student learning outcomes projects conducted within each unit, the Office of Research and Planning distributes both credit and noncredit student surveys and employee satisfaction surveys, which provide valuable information in a variety of critical areas that departments use in Program Review and in the implementation of new student learning outcomes projects.

The College's culture of continuous evaluation to ensure the support and improvement of student learning is supported by the evaluation of data gathered through the SARS Grid electronic appointment system, local surveys distributed to employees and students seeking assessment of specific support services, student equity hearings focusing on counseling and other support services, pilot programs initiated to experiment with new methods of delivery of services to students, and special faculty committees that focus on analysis of data, surveys, and new services.

The Program Review cycle allows each student support unit the opportunity to reflect on its accomplishments and challenges. The following are some examples of the accomplishments/changes made as a result of student learning outcomes assessment, Program Review, and feedback from the Basic Skills Initiative recommendations and the student equity hearings:

- The newly established VETS Center is a place where veterans returning to school can study and obtain services, including mental health counseling;
- LERN 1000 improved the method used to train tutors, making them more effective in their interactions with those tutored;
- The Transfer Center tripled the number of transfer admissions guarantees between CCSF and the UC system;
- The Test Retake Policy was revised to allow students to retest more frequently;
- Student Support Services units developed and implemented a comprehensive space proposal resulting in the creation of a new student service hub and the centralization of critical services for students;
- Early registration for recent SFUSD high school graduates has resulted in increased enrollment and retention of graduating high school seniors;
- New enhanced summer orientations are offered to incoming students as part of an initiative to increase student access and close the achievement gap for underserved communities;
- Financial Aid has begun to establish full service offices at Mission and Evans campuses, while continuing to provide limited services/office hours at other campuses.
Self Evaluation
The College meets this standard.

Student Support Services units have actively gathered data to analyze and improve the quality of their programs and services for students.

Planning Agenda
None.

II.B.2.a-d. 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, and (d) locations and/or publications where other policies may be found.

Descriptive Summary
The College produces an annual, academic year Catalog that includes general information, program requirements, and major policies affecting students. The Catalog is clear, concise, and well organized. In the 2010-11 credit student opinion survey, close to 80 percent of students rated the online Catalog and Class Schedule as either “good” or “excellent” [II B-20]. Students may obtain hard copies of the Catalog at the CCSF Bookstore, may view copies in College libraries and all departmental offices, or may view an electronic copy online [II A-21]. Hard copies of the Catalog are provided to certain District personnel, including counselors.

The Catalog is a product of the Office of Instruction, in conjunction with the Catalog workgroup. Catalog information is reviewed for accuracy and relevancy annually. Sections of the Catalog are sent to stakeholders for review and updating. In addition, agenda items approved by the Curriculum Committee form the basis for updates to the Programs and Courses section of the Catalog.

In the 2011-12 College Catalog, the requirements for admission and enrollment fees (see Admission to College, p. 14-20), graduation (see Associate Degree Graduation Requirement, p. 46-53), and transfer (see Transfer Information, p. 56-63) are easily accessible [II B-21]. Degrees and certificate programs are listed alphabetically by department/discipline in the Programs and Courses section (p. 66-391). Students are informed of additional financial obligations or optional fees at the time of registration, at program orientation, or on the website.

Major policies affecting students can be found in several sections of the Catalog [II B-21]. College Rules and Regulations address academic regulation, including Academic Honesty (p. 401), Grievances and Complaint Procedures (p. 402-404), and Sexual Harassment (p. 406-407). The Admission to the College section addresses the fee refund policy and procedures (p. 17-18). Acceptance of Transfer Credits (p. 426) was recently updated to reflect statewide
changes to the interpretation of Title 5, particularly in relation to acceptance of upper division credit. The Equal Opportunity Statement (p. XIV-XV) is written in English and five other languages commonly used by the College’s students.

The other major College publication from the Office of Instruction is the Class Schedule [II B-22]. In addition to detailed information about course offerings, the Class Schedule contains important information about admissions, registration, course fees, and materials fees. It also includes telephone numbers, web addresses, and maps to guide students to additional sources of policies and other information. Class Schedules are produced in both hard copy and online. The online Class Schedule has sidebar links for further information. When College finances permit, the Class Schedule is mailed to residents of San Francisco. If copies are not mailed, postcards are sent to San Francisco residents as a reminder that the Class Schedule is available online and free printed schedules are available at all campus locations.

**Self Evaluation**

The College meets this standard.

Both the Catalog and Class Schedule contain precise, accurate, current, comprehensive, and essential information. The online versions of these documents are especially current because they can be edited in real time.

**Planning Agenda**

None.

**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**Descriptive Summary**

The institution assesses student learning support needs by reviewing College research on student enrollment, performance, persistence, and achievement. This research is presented in several reports including periodic Environmental Scans [II B-23], annual College Performance Indicators reports, and various other research reports and briefs [II B-24, II B-25]. Research has indicated differences in persistence, performance, and achievement by ethnicity and it has been commented on in student equity hearings throughout the College. In part, this has led to a strengthening in Asian American, African American, Latino American, Filipino American, and Pacific Islander retention programs that provide counseling and tutoring support. Research has also pointed to the negative effect of long remediation sequences, which has resulted in the College experimenting with shortened sequences. The large number of students placing in remedial levels has led to increasing these offerings. The effort to raise the success level of
students of color in mathematics has led to a cohort-oriented “Math Bridge” sequence that ties multi-term mathematics courses together with integrated counseling and tutoring support. The African American Scholastic Program (AASP) has collaborated with Library and Learning Resources for over a decade to offer a one-unit credit course to teach information competency to AASP students [II B-26].

Another way that CCSF determines the support needs of its students is through program reviews for each department and unit. Each department reports on approximately ten areas ranging from comparing the population the program serves to the general CCSF population to measuring how the department met the previous year’s goals. One particular benefit of the reviews is the valuable feedback system it provides in such a large institution. All departments are asked to review various institutional planning documents such as the Educational Master Plan, the 2009 Environmental Scan, and the Annual Plan, and to consider information from Advisory Boards, field activities, and other appropriate sources in order to project where the department would like to be in five to six years. Departments are also asked to indicate what environmental factors informed their projections. The information the departments provide to Student Support Services is used to help develop the Strategic priorities.

Student learning outcomes assessments throughout the College continually identify student needs and evaluate new data sets as information is collected from students and participants. Some departments also conduct individual surveys in order to determine more effective directions for their teaching or services. For example the Learning Assistance Center altered the way in which they presented learning strategies to their students based on survey results. This change resulted in an increase in student utilization of the strategies after completion of the study skills course [II B-27].

**Self Evaluation**

The College meets this standard.

**Planning Agenda**

None.
II.B.3.a. 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.

Descriptive Summary

City College of San Francisco has been committed to expanding, improving, and promoting greater access to services for its students, regardless of the service location and delivery method. The assessment of student needs and the current level of services meeting those needs is evident when reviewing multiple data available on the College website.

The Office of Research and Planning gathered some of the information pertinent to the assessment process when it polled student satisfaction in its credit and noncredit student surveys. In Spring 2011, 4,493 students responded to the Credit Student Opinion Survey which asked students about their experience with instruction, services, and resources, as well as their overall experience. The majority of students responded favorably to all questions, and when asked “Would you recommend CCSF to a friend?” 85.9 percent said “Yes,” 10.2 percent said “Unsure,” and only 3.9 percent said “No” [II B-20, Question 2]. The 2005-06 Noncredit Student Survey asked students to indicate their experience in noncredit overall as well as at the particular campus they attend, and to rate various noncredit services and instruction. Responses from 3,273 noncredit students were overwhelmingly positive regarding their overall experiences with instruction, student services, and campus climate [II B-28]. For instance, 89 to 95 percent rated the quality of noncredit instruction as “good” or “excellent,” 81 to 92 percent rated Admissions & Enrollment as “good” or “excellent,” and 91 to 97 percent said they felt accepted at the campus they attended.

Another form of needs assessment is the CCSSE. These survey results help institutions assess quality in community college education, focus on good educational practice, and identify areas in which they can improve programs and services for students. In 2007, CCSF was able to collect 1,179 usable student CCSSE survey responses from both day and evening students from all campuses (most of the students polled were credit students). The Office of Research and Planning produced a document titled Community College Student Report, which outlines the survey findings. Included in their report is a chart that displays the average (mean) importance students ascribe to various services, as well as their satisfaction with those services [II B-4, p. 6]. Overall, students expressed a large degree of satisfaction with their entire educational experience at CCSF, with 82 percent rating it as either “excellent” or “good” [II B-4, p. 7].

In January 2009 online services were evaluated throughout the District. The resulting College Performance Indicators Series: Technology Report was developed. The Report noted that in the seven years between Fall 2000 to Fall 2007, the number of online sections offered at CCSF rose from 9 to 137, a dramatic, fifteen-fold increase of 1422 percent. The average enrollment per online section stayed in the range of 28-33 for the entire period. The Report also noted that over the same period, total enrollment in online sections increased from 248 to 4,053, a 1534 percent increase, and that overall student satisfaction with online learning courses was positive.
In Fall 2005, Spring 2006, and Fall 2007, students were asked in a survey; “Would you recommend this (online) course to someone else?” Respondents answered “yes” over 77 percent of the time. As a result of the increased demand for online courses, the College created the Education Technology Department, thereby giving a stronger voice to this area [II B-17].

During the 2009-10 academic year, online instruction and hybrid courses were increased. In the Spring 2010 semester, almost 6,000 students were enrolled in online education (in over 150 sections spread over 115 different courses) [II B-29]. Additionally, Technology Mediated Instruction supported 141 technology-enhanced course sections in the Spring 2010 semester. Currently, a student can complete all of the requirements for an AA/AS degree through a combination of online courses, technology mediated courses, and telecourses. Students can complete approximately 90 percent of the courses required to fulfill the CSU GE or IGETC transfer pattern by taking online courses or telecourses. Online courses not only attract many students to the College, but have won eleven statewide and two national awards for quality of course design [II B-30]. Online course quality was further enhanced in 2010, when Insight (Moodle) was adopted as the College’s new open source learning management system and every online course now uses it. In addition, the use of Internet Protocol television (IPTV) to deliver educational programming to students at various campuses has been explored, with concerns arising relating to feasibility, costs, and the size of a potential IPTV audience. Every campus has at least some video infrastructure in place.

Since the last accreditation report, services have increased at campuses outside the main campus. While the College recognized a need to offer services at different locations, it was limited by a lack of space. Because facilities have since been remodeled and new ones built, better services can be offered. The College determined which services were to be offered and at which locations, based on feedback from student equity hearings, listening sessions, and basic skills meetings. Table 2 outlines the types of services offered and the campus at which they are offered.

Table 2: Services Offered by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Services offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castro</td>
<td>Registration</td>
</tr>
<tr>
<td>Chinatown/North Beach</td>
<td>Counseling, DSPS, Financial Aid, Registration, Testing, Tutoring</td>
</tr>
<tr>
<td>Civic Center</td>
<td>Counseling, Financial Aid, Registration, Testing</td>
</tr>
<tr>
<td>Downtown</td>
<td>Career Services, Counseling, DSPS, Financial Aid, Registration, Testing, Tutoring</td>
</tr>
<tr>
<td>Evans</td>
<td>Counseling, Financial Aid, Registration</td>
</tr>
<tr>
<td>John Adams</td>
<td>Career Services, Counseling, DSPS, Financial Aid, Registration, Testing</td>
</tr>
<tr>
<td>Mission</td>
<td>Career Services, Counseling, DSPS, Financial Aid, Registration, Single Stop, Testing, Tutoring</td>
</tr>
</tbody>
</table>
Ocean  |  Career Services, Counseling, DSPS, Financial Aid, Registration, Single Stop, Testing, Tutoring
Southeast  |  Counseling, Financial Aid, Registration, Testing

Note: Reasonable accommodations and counseling for qualified disabled students are made available at all campuses and sites when needed.

Self Evaluation
The College partially meets this standard.

The College aspires to offer comprehensive services to all locations. However, financial and space constraints limit the ability to provide all that is needed.

Planning Agenda
The College will continue to evaluate campus needs and provide for them when appropriate. Conduct the Noncredit Student Survey in 2012.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
Several initiatives at the College create an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Several programs provide learning environments that promote these attributes. The Office of Mentoring and Service-Learning provides support for academic and vocational peer-mentor programs and service-learning projects. The Student Ambassador Program utilizes current students as an avenue to connect with prospective students to help them realize that they can attend college and their life dreams can be fulfilled through a community college pathway. Student Ambassadors achieve this by conducting outreach at middle and high schools and community-based organizations throughout the year, serving over 10,000 prospective students annually. The Puente Program also encourages personal and civic responsibility, as well as intellectual and personal development for all of its students as evidenced by the program’s mission to increase the number of underrepresented students transferring to four-year institutions and returning to the community as mentors and leaders to future generations. In fact, the CCSF Puente Program is recognized as the top Puente program in the state with a 62 percent transfer rate [II B-31].
The College supports a voter registration drive effort led by an instructor in the Social Science Department and augmented by the Office of Governmental Affairs. The Chinatown/North Beach Campus also has its own voter registration effort. Furthermore, this campus hosts a citizenship reception for newly naturalized students each year. In addition, the retention programs all foster a culturally sensitive environment that promotes students’ intellectual and personal development and students’ personal and civic responsibility. Moreover, the Student Activities office facilitates empowerment, leadership, and advocacy by strengthening student participation in the life, governance, and success of the College. The Student Activities Office provides resources, support, and training to eight Associated Student Councils at different campuses and more than 60 clubs, student organizations, and centers. Also, events organized by the Concert/Lecture Series as well as music and theatrical performances inform students of civic responsibility and diversity. Public works of art, library exhibits, and campus walking tours also create a positive environment for students.

The College offers a wide range of opportunities for students to develop their personal and civic responsibility through participation as members of Shared Governance Committees such as Academic Policies, Basic Skills, Communications, Concert/Lecture Series, Diversity, K-12 Partnerships, Planning and Budgeting, Student Prep/Success, and more. Recently, students have actively participated in the Student Equity hearings by voicing their opinions through a series of public forums regarding several areas including financial aid, student services, counseling, registration priority, and English and Mathematics Department sequencing. Students were afforded the opportunity to express their support and/or suggest improvements in each of these areas directly to members of the Board of Trustees. These dialogs have resulted in space allocations for student study and reorganization of some units in order to provide services in a single location. Another form of dialog occurred with the Basic Skills Initiative. Recommendations have resulted in the proposed creation of a first year experience program and in learning communities for students with basic skills needs [II B-32].

The College has constructed new buildings and updated others to help improve the learning environment. For example, the new Multi-Use Building is a state-of-the-art green building with temperature control, natural lighting, and technologically-equipped classrooms. The newly constructed Wellness Center, Student Health Center, and Childcare Center, all on the Ocean Campus, add to the overall campus environment of the campus. The newly remodeled and renovated Mission Campus and the seismically upgraded John Adams Campus help to instill student pride and improve employee morale. All of these new facilities and newly remodeled facilities add to the learning environment and remind students and employees of their personal and civic responsibility to the institution. Additionally, the Sustainability Committee is exploring opportunities for students to learn about their environmental responsibilities, possibly through project-based classes such as those offered at various campuses in the University of California system (often titled Environmentally Sustainable Living).

Finally, several evaluative efforts have been designed to ensure that students are benefiting from the College’s effort to provide an environment conducive to learning. Student Learning Outcomes (SLOs) have been successfully developed across the entire Student Support Services units and significant progress has been made toward development of SLOs in the Academic Affairs Division [II B-3]. Additionally, each department submits a Program Review indicating
its specific areas of success and growth related to progress made towards meeting measurable departmental objectives, another indicator that the College is focused on meeting the academic and support needs of students.

**Self Evaluation**
The College meets this standard.

**Planning Agenda**
None.

**II.B.3.c.** 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.

**Descriptive Summary**
CCSF counseling departments have been intensively exploring their impact on student learning since 2002 when the first student learning outcomes initiatives were defined by several departments. Currently, a continuous cycle of analysis leads to regular evaluation and improvement in the delivery of counseling services. A regular Program Review process also offers a forum for departmental self reflection. Beginning in 2010 counselors from various counseling areas joined together to form two workgroups to evaluate the counseling response to the achievement gap and to create an annual evaluation cycle using employee and student questionnaires on a wide variety of issues impacting the organization and delivery of student services. Recommendations from these two workgroups will be critical to the implementation of new student learning outcomes projects among the different counseling units.

City College of San Francisco counselors and other units engage in a multitude of activities that promote professional development. Each semester counselors are required to attend a Flex Day counseling meeting where topics such as curriculum changes, graduation requirement updates, and new/revised policy initiatives are discussed. In addition, counselors are offered an array of professional development seminars during the semester including an “All Counselors” meeting (in which attendance is strongly recommended by all department chairs.) Topics such as catalog rights, graduation, degree changes, and new programs are covered.

The Dean’s Professional Development Seminar Series is held two to four times a semester and is available to all counseling faculty. Individual departments also hold separate trainings for their faculty and staff focusing on issues unique to each department or in areas directly affecting students accessing their services. Outside conference attendance is encouraged, although participation has diminished over the past several years as a result of the state budget crisis. The Multicultural Infusion Project (MIP) offers stipends to a small number of selected faculty each
semester to engage in specialized projects and then share the results in a professional development activity. MIP-sponsored guest speakers and seminars are also offered to all faculty, administrators, and staff. The CCSF Speech and Debate Program provides college mentors to the Bay Area Urban Debate League, a pathway to take at-risk students to college.

Beginning in Fall 2010, through the Bridge to Success Partnership grant, a new counseling professional development seminar series was developed and is offered each semester conjointly to CCSF and SFUSD counselors.

**Self Evaluation**

The College meets this standard.

**Planning Agenda**

None.

**II.B.3.d.** The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

**Descriptive Summary**

City College of San Francisco is privileged to serve a highly diverse student population. The College Outreach Program recruits students from the many diverse communities of the greater Bay Area and the International Education Center attracts students from around the world. These students, by their very presence, contribute to and strengthen the College culture.

CCSF has developed and supported a number of programs that specifically support the College’s diverse student body and help educate the College community. For example, the Latino Services Network, part of the Multicultural Retention Services Department, promotes College wide activities highlighting Latin American cultures through food, music, dance, and a guest speaker series. Celebrations of specific holidays such as Cinco de Mayo and Dia de los Muertos enrich the diverse community of San Francisco, and CCSF incorporates these aspects into the curriculum at every opportunity.

The African American Scholastic Program sponsors special events during Black History Month to acknowledge and celebrate the achievements of African Americans and individuals of African descent. Annually, the department holds a program wide ceremony to welcome students. Faculty, students, and administrators address participants to set the tone for success, outline expectations, and discuss the support they can expect throughout the year. An induction ceremony, where dance and poetry are incorporated along with presentations by successful
alumni and individuals who have contributed to the success of the program through the years, is held annually.

The College was recently awarded a grant from the US Department of Education under the Asian American and Native American Pacific Islander-Serving Institutions Program to assist a cohort of approximately 300 students with an emphasis on the participation of Asian Americans, Pacific Islanders, and low-income students. The program will include activities designed to recognize and support the cultures of Asian American and Native American Pacific Islander students. Students participate in a range of activities to celebrate special holidays and events.

Recently, the TULAY: Filipino American Success Program opened its new center at CCSF. It will continue serving as a learning community with a Filipino American experience and student success theme. Similar to other retention programs, TULAY provides counseling and mentoring services, and offers linked courses in English, mathematics, college success, and Philippine studies.

The International Education Study Abroad Office made arrangements for CCSF to host the Lessons from Abroad: Study Abroad Returnee Conference on March 5, 2011. This was the first time that this conference has been hosted by a community college. Since the experiences and therefore the transferable skills of U.S. students who study abroad are virtually the same as international students who study in the U.S., the focus of the conference was shifted to include international students as well.

The Institute for International Students affirms its commitment to the College Mission Statement and is dedicated to providing high quality English language programs that meet the educational needs of students from diverse backgrounds and cultures. The Institute is committed to supporting and assisting all students in successfully achieving their educational goals by providing affordable, high quality academic ESL programs preparing students for study in an academic setting.

Disabled Students Programs and Services has two High Tech Centers and a learning strategies lab, each of which addresses the learning styles and needs of students with various disabilities.

The mission of the City College of San Francisco VETS center is to serve veteran students with the highest level of efficiency and dedication in order to enhance the success of transition from military life into careers through education.

The Multicultural Infusion Project is a professional development program that provides selected faculty with the incentives, time, and resources to revamp their curricula and teaching methods to increase their focus on multicultural issues. The project focuses on helping faculty not only to infuse multicultural content and perspectives into the curriculum, but also to expand teaching strategies to meet the needs of a diverse student population.

The diverse interests of CCSF students are embraced in the variety of clubs that unite around issues relating to academics, art, culture, social causes, sports, hobbies, etc. Clubs provide
cross-cultural opportunities for students to meet people and build community to help each other achieve success. Faculty advisors promote these clubs by providing resources both directly and indirectly. These clubs bring together students with diverse experiences and backgrounds but with one commonality—their success at having achieved their personal academic goals whether those goals are degree or certificate completion, transfer, or the acquisition of new job skills.

Some faculty members are involved in national organizations that support diversity through their activities. One such example is the Joint Special Populations Advisory Committee (JSPAC), a committee comprised of representatives from K-12, adult education, and community colleges, as well as business, industry, and the trades. JSPAC is committed to enhancing the career and technical education field as well as encouraging girls and women to explore and enter into training programs for high-wage and high-demand careers that are non-traditional by gender as well as high-wage and high-demand.

In addition to the aforementioned programs, the College works to ensure that its students are engaged in exploring and understanding diversity by including it throughout the curriculum. Diversity is also a general education requirement for the completion of the associate degree under Area H: Ethnic Studies, Women’s Studies, and Lesbian, Gay, Bisexual, and Transgender Studies. The College offers a multitude of courses approved for this Area, including a “diversity series” offered under Interdisciplinary Studies (IDST 80A-G and 81A-B).

Self Evaluation
The College meets this standard.

Planning Agenda
None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
The College began using the California Community College (CCC) statewide web-based admissions application (CCCApply) for the Spring 2009 semester. The Admissions and Records Office (A&R) identified a student learning outcome which is focused on improving students’ technological skills in locating the application through navigating the CCCApply system and successfully completing the admission application process. Currently, the Dean of Admissions and Records sits on the Statewide CCCApply Steering Committee to recommend and discuss ways to improve the CCCApply application for students. The Spanish version of the credit admission application has also been implemented. The Noncredit admission application is offered in English, Spanish, and Chinese, and both on paper and web based.
As mandated by the California Community Colleges, assessment instruments used for placement assessment have been evaluated and approved by the CCC Chancellor’s Office (CCCCO) prior to their use. CCSF currently administers to its students locally-written placement tests in English and ESL as well as College Board published assessment instruments in mathematics.

The requisite validation studies were submitted in compliance with CCCCCO requirements, which have resulted in full approval for the College’s placement tests [II B-34].

Part of the assessment validation process examines and evaluates bias. During the research process, faculty and staff who represent various cultural and linguistic backgrounds assess cultural and linguistic biases. Their role is to identify and recommend removal of test items that may contain cultural or linguistic bias, insensitivity, or offensiveness. Such content may negatively impact the test performance of certain groups (by age, ethnicity, gender) in the tested population. In addition, cultural references that are not equally accessible to all groups in the tested population must be avoided.

Recently, the College community (students, faculty, staff, administration, and trustees) participated in a series of College wide equity hearings. Participants were given the opportunity to offer comments related to their experiences with the placement assessment process. As a result of those conversations, an evaluation of the Test Retake Policy was conducted, and the policy was revised to reduce the wait period between subsequent tests [II B-34]. The revision allows students who are poor test takers and students who need a refresher to retake the placement test, possibly allowing them to complete their sequence of mathematics and English courses sooner. [II B-35, Section 8: Placement Testing].

Table 3: Placement Testing Retests

<table>
<thead>
<tr>
<th>Spring 2011 Testing Cycle (October 2010 - January 2011)</th>
<th>English</th>
<th>ESL</th>
<th>Arithmetic</th>
<th>Elementary Algebra</th>
<th>College-level Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Tests</td>
<td>3,362</td>
<td>1,560</td>
<td>3,362</td>
<td>3,390</td>
<td>584</td>
</tr>
<tr>
<td>Number of Retests</td>
<td>61</td>
<td>66</td>
<td>26</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Valid Retests</td>
<td>54</td>
<td>63</td>
<td>25</td>
<td>47</td>
<td>3</td>
</tr>
<tr>
<td>Number of Retests resulting in a higher placement</td>
<td>27</td>
<td>27</td>
<td>9</td>
<td>21</td>
<td>1</td>
</tr>
</tbody>
</table>

Historically, assessment instruments received approval in six-year cycles. CCSF assessment instruments have been fully approved and are on the CCCCCO approved list [II B-34]. However, recent legislative changes in categorical program mandates now include categorical flexibility until 2013 and allow for the suspension of further validation. Although CCSF has not had to use the flexibility clause, it will accept the benefits available through mandates. CCSF placement tests remain on the Approved Assessment Instruments List as approved by the CCCCCO.
Self Evaluation
The College meets this standard.

Planning Agenda
None.

II.B.3.f. 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.

Descriptive Summary
The College annually and periodically publishes the policy about how student records are kept in the College Catalog [II B-21, College Rules & Regulations p. 396], Class Schedule [II B-22, p.1], and on the College website [II B-36].

The security of student records in A&R and other departments at the College is paramount. Historically, the Office of Admissions and Records stored student records as hard copies in boxes in various storage areas throughout the District. Maintaining such records required an extraordinary amount of physical space and required the attention of multiple individuals responsible for the collection, storage, and security of documents. Additional staff was required to search and retrieve the records.

A&R began storing student records electronically in response to the need for better student service and to support a move toward an increasing online system. Student records are scanned in PDF format and then incorporated into the existing Student Record System (Banner). Although scanning of existing paper records is ongoing, a considerable number of records still must be converted. It is estimated about one-third of the existing records have been converted electronically. Scanning priority is given to the most recent records, working back over time. All scanned records are stored digitally and indefinitely in the College’s secured computer network system and can be transferred easily from one platform to another. A&R’s redundant backup system allows retrieval of all its records in the event one system should fail.

The College follows the guidelines mandated by FERPA (Family Educational Rights and Privacy Act) when it comes to the release of student information and records. Any necessary training is given and precaution is taken when filling requests for records. Moreover, a privacy statement is included in the College Catalog [II B-21, p. 396]. Staff consultation with legal counsel is commonplace prior to releasing records.
Since the implementation of the scanning system in A&R, work efficiency and turnaround has improved dramatically now that many records can be located effortlessly on the Banner student database system.

Security of all College information is a priority and is steadily improving. The existing firewall has been improved and a second firewall was installed in July 2010. A security and vulnerability audit was run in November 2010. At two Administrators Meetings, the Chief Information Technology Officer presented security awareness and training presentations. Additionally, all administrators have received security training. An internal security investigation was completed to determine which employees had authority to access files, which in turn resulted in the College eliminating access to some. Access is now limited to only those employees who absolutely need it.

Self Evaluation
The College meets this standard.

The College is committed to protecting the privacy of the public. In 2007, when it was discovered that a computer file containing sensitive identity information was potentially viewable via the Internet, the College Administration notified the public immediately and provided the necessary steps that should be taken to protect privacy [II B-37]. There was never evidence that information from files was actually taken or abused, and the College continues to improve the security of its information.

Planning Agenda
None.

II.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 a basis for improvement.

Descriptive Summary
The College provides for systematic review of its student support services through a Program Review process and through solicitation of input derived from the strategic planning process, as well as the input from various student equity and basic skills evaluations, hearings, and committee reports. Evaluation of Student Support Services’ student learning outcomes provides another important avenue of review. Such input is analyzed and discussed within the various Student Support Services administrative units and incorporated into each unit’s goals and future plans.
Under Program Review, all departments including Student Support Services units and programs undertake a comprehensive review and issue a report. The Strategic Plan, statistics on student demographics, student success, student satisfaction and numbers of students served, progress on previous objectives, input from advisory boards, and Student Learning Outcomes are reviewed. Faculty and staff are actively involved in the review process and bring in information from various Shared Governance committees on which they serve. All this information is used to assess progress and develop new objectives and a report is issued. The reports are used as strong evidence in making funding decisions.

Additionally, the College has undertaken a comprehensive review of student equity in terms of achievement gaps and access. A Student Equity Plan was issued on February 28, 2005, which included an analysis of gaps in student equity as well as goals and objectives for Student Support Services units such as the Office of Outreach and Recruitment, the Disabled Students Programs and Services, the various counseling departments, and the various retention programs [II B-38].

In 2010, some trustees led an effort to close the achievement gap when they initiated a number of public student equity hearings. Listening sessions were previously held in 2009-10 and as a result, the College established a Chancellor’s Task Force on the Achievement Gap and Student Equity. Student services personnel are fully engaged in addressing such student equity issues as early registration, financial aid, matriculation testing, counseling services, and student employment [II B-35].

Updates and progress on student learning outcomes are now reported through the Program Review process. Data collection and analysis is becoming more sophisticated as units progress in their projects. Cycles of continuous improvement are being instituted across departments. Recent examples include curriculum changes in LERN 1000 (the tutor training course) and the implementation during the summer of enhanced orientations for new students. Additionally, several projects are underway pairing counseling and instructional faculty in the classroom—taking advantage of the proven best practice of integrating the academic with student support services. A recent change in registration priority affecting graduating seniors from San Francisco Unified has resulted in increased student retention and success (progression, units taken, and GPA). These are only a few examples of the innovations and positive impact on student learning resulting from the implementation and analysis of student learning outcomes across the Student Support Services units over the past decade.

**Self Evaluation**

The College meets this standard.

**Planning Agenda**

None.
<table>
<thead>
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<th>Reference</th>
<th>Title</th>
<th>Web Address</th>
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<td>II B-4</td>
<td>Overview of 2007 CCSSE Results, City College of San Francisco</td>
<td><a href="http://advancement.ccsf.edu/CCSSE/CCSSE_Overview_2007.pdf">http://advancement.ccsf.edu/CCSSE/CCSSE_Overview_2007.pdf</a></td>
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<td>II B-6</td>
<td>Opportunities to Discuss Strategic Planning Documents - 2nd Draft</td>
<td><a href="http://www.ccsf.edu/Offices/Research_Planning/pdf/SPWalkaround.pdf">http://www.ccsf.edu/Offices/Research_Planning/pdf/SPWalkaround.pdf</a></td>
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<td>II B-10</td>
<td>Core Performance Indicator Reports available on the Planning Webpage</td>
<td><a href="http://www.ccsf.edu/Offices/Research_Planning/pdf/planning_strategic.htm">http://www.ccsf.edu/Offices/Research_Planning/pdf/planning_strategic.htm</a></td>
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<td>II B-18</td>
<td>Strategic Plan #5</td>
<td><a href="http://www.ccsf.edu/Offices/Research_Planning/pdf/SP5Acc.pdf">http://www.ccsf.edu/Offices/Research_Planning/pdf/SP5Acc.pdf</a></td>
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<tr>
<td>II B-21</td>
<td>CCSF Catalog Webpage, which includes links to all sections of the 2011-12 Catalog</td>
<td><a href="http://www.ccsf.edu/NEW/en/educational-programs/ccsf-catalog.html">http://www.ccsf.edu/NEW/en/educational-programs/ccsf-catalog.html</a></td>
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<td>II B-22</td>
<td>Class Schedule</td>
<td><a href="http://www.ccsf.edu/Schedule/">http://www.ccsf.edu/Schedule/</a></td>
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<td>II B-27</td>
<td>Learning Assistance Department Program Review, 2010-11</td>
<td><a href="http://www.ccsf.edu/library/LearningAssistanceProgram_main_20110225_091415.doc">http://www.ccsf.edu/library/LearningAssistanceProgram_main_20110225_091415.doc</a></td>
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<td>II B-32</td>
<td>Addendum #3, CCSF BSI Workgroup Proposals</td>
<td><a href="http://www.ccsf.edu/Departments/BSI/PDF/BSIPlanAddendum3.pdf">http://www.ccsf.edu/Departments/BSI/PDF/BSIPlanAddendum3.pdf</a></td>
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<td>II B-34</td>
<td>CCSF Test Retake Policy</td>
<td><a href="http://www.ccsf.edu/NEW/en/future-students/future-credit-students/take_a_placementtest/test_retake_policy.html">http://www.ccsf.edu/NEW/en/future-students/future-credit-students/take_a_placementtest/test_retake_policy.html</a></td>
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