SECTION I: Overview of the Co-Chair Report

A twenty-four member Work Group examined the four major subsections of Standard II-B focusing on the quality and accessibility of the Student Support Services provided by City College of San Francisco. Following a comprehensive discussion of the Standard and its subsections, the four subsections and ten templates were investigated, analyzed and assessed by three teams of counseling and teaching faculty, administrators, and staff. One team addressed issues of quality and evaluation, another team addressed issues pertaining to the catalog and other publications, and the third team addressed a variety of issues ranging from diversity to record keeping. Through a series of team meetings and Work Group discussions accompanied by the development and revision of written assessments, the Work Group completed its analysis of Standard II-B and its subsections, acknowledging the superior development that has occurred in student support services and rating it as exceeds standard.

Since the last accreditation in 2000, the Student Development Division has undergone significant change. First and foremost, the Division was defined as an organizational unit and provided with talented leadership in the person of Dr. Don Griffin, an initiative that resulted in the collaborative identification of a common mandate and the creation of the Division’s first Educational Plan (II-B.1.1) describing a three-year program of development. Second, a comprehensive analysis of the unit resulted in a significant restructuring with particular attention to the area of student support services, an undertaking that provided the opportunity for increased leadership and collaboration as well as enhanced innovation and led to improved access and service delivery. Third, the Division collaborated on the development and implementation of its first Technology Plan, addressing eight critical priorities ranging from improvements in Banner to the development of an electronic educational plan linked with degree audit and web-based admissions and registration. Fourth, the Division embarked on the development of a comprehensive professional development program, resulting in the implementation of the student learning outcomes initiative (II-B.1.2) as well as improved training and development at the departmental and Divisional levels focusing, in particular, on Student Support Services. And lastly, the Division participated in the development and implementation of externally funded projects such as Title III and Koret that advanced efforts to construct the systems that will ultimately ensure that the Division delivers on the promise of Students First.

Within this context the assessment of Standard II-B revealed significant improvements in accessibility, coherence, and quality sustained through ongoing assessment and continuing development.

Considerable effort has been devoted to the redesign of programs and services and the refinement of accompanying delivery systems to increase accessibility throughout the District, efforts that are reflected in the analysis of Standard II-B1.

Careful attention has been given to the accessibility, format, accuracy and comprehensiveness of the Catalog and related information on the institution, its requirements and policies as evidenced in the review of Standard II-B2, a-d.
Special initiatives across the Division and beyond have contributed to the provision of equitable access, the learning environment, continued training and development, and multicultural understanding as reflected in the assessment of Standard IIB3, a-f.

And a comprehensive effort has been made to evaluate student support services and their impact on student achievement, persistence and retention as indicated in the discussion of Standard IIB4.

The Standard IIB Work Group gleaned a comprehensive understanding of the change that has occurred in Student Development and a cogent assessment of its impact on student success.

SECTION II(a): Report on Standard II.B.—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.

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.

City College serves one of the largest student populations in the nation and is committed to the provision of services that are accessible, inclusive and sensitive to the needs of its diverse student body. A vast range of programs and services seeks to increase student access, retention, satisfaction, opportunity and achievement. Counseling Services includes 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, African American Scholastic Programs, Latino Services Network, and the Asian Pacific American Student Success Program. Additional 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. And a plethora of special programs addressing the unique needs of the students contributes significantly to the quality of the learning environment. By offering one of the most comprehensive networks of student services in the nation—across multiple campuses and college divisions—City College strives to meet the challenge of offering quality services to a diverse population of students across the institution.
The College establishes and implements strategic priorities that identify key areas of responsibility, action, and outcomes in the area of student success through an integrated set of planning and budgetary assessments. Thereafter the Student Development Division emphasizes quality in student support services through its Annual Plan Objectives (CCSF Annual Plan, II.B.1.3), providing high quality educational programs and integrated support services that complement the mission of the college. For example, the Office of Outreach and Recruitment (II.B.1.4) was established four years ago to ensure access and opportunity; today the Office serves over 12,000 students annually. Likewise, the Financial Aid Office was reorganized and relocated to increase both the numbers of students served and the amount of aid provided during the same period. Additionally, counseling services were reorganized to improve both student access program quality, while the Admissions and Records Office continues to pursue the development of new, more accessible service delivery systems.

An active Research, Planning, and Grants Department conducts ongoing inquiries into the effectiveness of the Division’s programs and services in relation to the institutional mission and the quality of support provided to increase student success. Specific research initiatives such as the recent study of retention programs helps ensure the vitality of programs and services, while an intensive program review process highlights areas of strength and provides direction for future improvements. And finally, a continuing student learning outcomes initiative promotes departmental collaboration and participation in defining the ways and means of increasing student success. The Student Development Division is highly invested in efforts to assure the quality of its services throughout the District to support student learning and institutional effectiveness.

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

City College produces an annual, academic-year catalog inclusive of all general information required of the students including relevant 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 component of the shared governance structure.

The requirements for admission and enrollment fees (Catalog, 15-22), graduation (47-54), and transfer (55-66) are easily accessible. Degrees, Awards of Achievement, and certificate programs are listed alphabetically in the Programs and Courses section of the catalog (67-306). And 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.
Major policies affecting students can be found in three sections of the catalog. College Rules and Regulations address academic regulations, including academic honesty (Catalog. 315), sexual harassment and nondiscrimination (308), and grievance and complaint procedures (316-318). The acceptance of transfer credits is defined in Academic Policies and Procedures (328), and regulations concerning the refund of fees are addressed in the Admission to the College section (19).

And finally, each campus has a central office where students and the general public can obtain information about the College’s policies provided directly by College personnel and/or published materials. Moreover, coordinators for individual programs produce flyers for distribution and display on bulletin boards, in carousels, at public libraries, in classrooms and the student union, as well as other strategic locations. Key locations where policy publications beyond the Catalog (IIB.2.1) are easily accessible include: the Financial Aid Office, Counseling Departments, and the Offices of Admissions, Outreach and Recruitment, and Research and Planning. Many departments conduct orientations and information sessions to ensure that students are informed of policies and procedures, as well as services that relate specifically to their departments. The Schedule of Classes (IIB.2.2), which is published every semester including summer sessions, also 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.

II.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 five imperatives for the College’s Strategic Plan address the institution’s commitment to equitable access, addressing the “…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…” while strengthening “…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). (IIB.3.1)

Students, both credit and noncredit, follow the matriculation policies, including 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 San Francisco Consortium, which allows students to study at City College while studying at the California College of Podiatric Medicine, Golden Gate University, San Francisco State University, and/or the University of San Francisco.

The Office of Outreach and Recruitment Services provides information, counseling/advising, workshops, and special events for both prospective and new students throughout the Bay Area, ensuring equitable access both geographically and linguistically.
through English and bilingual versions (Spanish/English and Chinese/English) of the Parent Handbook (IIB3.2) for parents of prospective students.

Financial Aid, with financial aid counselors located at the Ocean campus, provides services at seven campuses - Alemany, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast – and offers assistance in completing the FAFSA and Loan Entrance/Exit interviews on-line. CalWorks provides individual counseling as well as classes focusing on balancing multiple roles of student/worker/parent, and the Scholarship Office assists students who need help meeting the basic cost of their education through numerous workshops to assist students in the application process for both CCSF scholarships and outside scholarships.

Counseling services was recently reorganized to provide improved services more responsive to student needs. New Student Counseling coordinates integrated services including assessment, orientation, and academic counseling for students at nine campuses, monitoring student success through the first and second semesters. Thereafter Continuing Student Counseling assists students with 25 credit units or more, providing both academic and transfer assistance on four campuses and several community centers with increased visibility in major classroom buildings throughout the District. The Transfer Center provides a lab with resources for students seeking information regarding all matters related to transferring as well as a Calendar of Events promoting ongoing college visits, college tours, and Transfer Day. International Student Counseling Department provides personal and academic counseling for foreign students attending CCSF with F1 Visas. And Career Development and Placement offers career and job success counseling, classes, and workshops. A comprehensive Scheduling and Reporting System (SARS) supports all counseling departments and programs to ensure student access throughout the District.

Many special programs respond to the needs of our diverse population to ensure equity. Three specific retention programs, the African American Scholastic Programs (AASP), the Latino Services Network (LSN), and the Asian Pacific American Student Success Program (APASS) provide specialized classes, tutoring, counseling, and enrichment activities for interested students. Extended Opportunity Programs and Services and Re-entry to Education assist 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) offers assessment, counseling, career development services and classes for students with a broad range of disabilities. Homeless at-Risk Transitional Students Services (HARTS) provides access, advocacy, resources and support for homeless, formerly homeless, and at-risk students within the College. And other programs, such as the Associated Students Book Loan Program, Childcare Services, Dr. Betty Shabazz Family Resources Center, Multicultural Resource Center, Peer Mentoring and Service Learning, and Puente Project help CCSF ensure access and equity.

Student Health Services, the only independently licensed student health clinic among all California community colleges, provides services that address students’ physical and emotional health. Funded through the Student Health Fee paid by students enrolled in credit classes, Student Health Services reaches out to the noncredit students and the larger community through
presentations, health fairs, student services fairs, and other events. Its Psychological Services unit serves increasing numbers of students and its Medical/Nursing unit promotes health education, as well as assessment, diagnosis, treatment and referral, through its Ocean campus clinic with targeted services provided at the Airport, Castro/Valencia, Downtown, John Adams, Mission, and Southeast campuses.

And finally, the Rosenberg Library with its Learning Assistance Center is one of the largest throughout the California community college system. The Library and Learning Resources Website provides one-stop access to all on-line resources 24 hours a day, seven days a week. Students not on the Ocean campus, as well as community groups, can familiarize themselves with services through virtual tours; the needs of disabled users are met through special equipment and ADA-compliant computer workstations; and over 100 computers including 24 new stations designated for ESL classes, support student access. The Library and its special features are consistently rated highly by students (Survey of Students Who Petitioned for Graduation in March 2003). (IIB.3.3)

II.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.

City College has made a significant effort to address the development of an enriched learning environment through a large-scale transformation as well as a series of special initiatives and new programs since the last self-study. At the most fundamental level, the Student Development Division focused on its mandate – Students First – through the development and promulgation of student learning and development, realigning its units and refocusing its programs and services.

An Office of Mentoring and Service Learning established in 2000 to augment the efforts of the Associated Students’ peer mentoring program provides support for academic and vocational peer-mentor programs and service learning projects, some of which are linked with national initiatives, such as Project SHINE and AmeriCorps, and others of which are independent projects, such as Lessons in Tolerance and Project VOICE. Beyond the Office, the College also supports a wide range of opportunities for students to develop their personal and civic goals through the formal channels of the shared governance committee system, academic and student services departments, student government, and the Work Study and Lab Aide programs. For example, students are very actively engaged in the development of academic policies and programs through the Academic Senate and Student Activities. Students sit on many key committees including 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. And their input is heard as evident in the recent evaluation in which four of thirteen...
recommendations addressed by the College Advisory Council emerged as a result of student advocacy. (*Evaluation of Shared Governance*, 13-14) (IIB.3.4)

Additionally, in the fall of 2003, the Student Development Division embarked on an initiative to design student learning outcomes which will guide the continued refinement of its programs and services (*Student Learning Outcomes Composite*, 2004). (IIB.3.5) A series of documented workshops and presentations provided essential information on the nature of student learning outcomes focusing specifically on student services. Thereafter a study group formed to develop a mission statement focused on student learning, identify the anticipated contributions of Divisional programs and services, and identify expected measurable student learning outcomes, an effort that was underscored with an inventory of current departmental outcomes relating to personal, intellectual, and civic development. By restructuring and tailoring programs and services to support student learning the Division seeks to increase its contribution to student success and institutional effectiveness, an effort that will continue over the next several years.

**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.**

Considerable effort has been devoted to the development of counseling services over the past few years, and the improvements have been noticed as evidenced in the recent *Employee Survey* (2004). (IIB.3.6) Following reorganization, New Student Counseling faculty redesigned its services, redesigning the initial counseling conference, and refining the orientation to strengthen support for student development and success. In line with recommendations from the 2000 Self-Study, counseling faculty in all departments have implemented the case loading of at-risk students, whether they are in basic skills, on probation, or simply in need of intensified support, and developed a caseload protocol to closely monitor student progress and help ensure their success. Counselors in the New and Continuing Student Counseling departments as well as EOPS assist students with the preparation of educational plans with a web-based educational planning under development. Counselors working with specialized programs address the needs of EOPS, AASP, LSN, and APASS students as well as foreign students, responding to the changing needs of their students and programs. And counselors working with career development and planning as well as the transfer process have incorporated many new web-based tools into the transfer counseling process, promoting continued study through an expansive articulation program that includes agreements with 32 historically Black colleges and universities (HBCUs), as well as with Hispanic American Colleges and Universities (HACUs).

Professional development and training represents a major initiative among all Student Support Services departments. The Division has developed two annual showcases: the Academic Showcase implemented in the fall focuses on curricular developments, while the Student Development Showcase implemented in the spring focuses on enhancements in student services. Additionally the counseling departments host professional development academies and retreats through which they focus both on changes in academic programs as well as developments in their own areas. And finally, many counseling faculty attend local and regional
conferences, workshops and presentations hosted by institutions and associations in their discipline. Linked with training initiatives addressing technological improvements, counseling faculty have been intensely involved in opportunities to expand their knowledge and refine their skills.

The evaluation of counseling is an ongoing process underscored with select special initiatives. A Student Services System Review (IIB.3.7) conducted in 2000 with counseling faculty as well as teaching faculty and students provided an overall assessment of counseling services from various perspectives. Additionally, 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 on a regular basis and student peer advisors provide input from a student’s perspective. Through the cyclical Program Review process, the annual Mid-Year and End-of-Year assessments, and localized examinations of student access, counselors evaluate their activities, build on their successes, and design and implement plans for improvement.

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

City College demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding and appreciation of diversity. Longstanding programs, such as Puente, AASP, EOPS, and DSPS have strong records of success in supporting diversity and promoting understanding. More recently, however, these programs have been joined by the Gay, Lesbian, Bi-Sexual and Transgender Counseling program, the Latino Services Network and, this year, the Asian Pacific American Student Success Program, extending concept of culturally enriched programming. Coupled with the rich menu of ethnic studies courses and programs infusing the curriculum, the College’s retention programs have, historically, promoted multicultural understanding and development. However, several new multicultural initiatives have significantly enhanced the institution’s awareness of and engagement with the concept of diversity.

The Multicultural Infusion Program created two years ago provides an opportunity for teaching and counseling faculty and staff to increase their understanding of the issues inherent in the development of a multicultural society, infuse increased awareness across the curriculum, and design teaching strategies that meet the needs of a diverse student body.

The Multicultural Resource Center established this year in the Student Union provides and opportunity for students, as well as faculty and staff, to expand their appreciation of diversity through informal dialogue as well as structured programming.
Lessons in Tolerance engages students in exercises that ask them to analyze diversity, cope with stereotyping and prejudice, and develop tolerance in the midst of diversity.

And finally, the College has intensified efforts to respond to the linguistic diversity of its students and the general public both in its hiring practices and through the production of a variety of critical materials in multiple languages, most notably Spanish and Chinese. Taken together, these initiatives both respond to the needs of the students and provide an opportunity to expand our collective understanding of and appreciation for diversity, a hallmark of the City College community.

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

All assessment instruments used to recommend placement into CCSF English, ESL, and mathematics courses are approved by the California Community College State Chancellor’s Office. The College ensures that all tests meet specific standards regarding content validity, criterion/consequential validity, reliability, bias, cut-score validity, and disproportionate impact to obtain this approval. City College validation studies for all new tests to the State Chancellor’s Office as required, and submits tests for re-approval every six years. The state office then forwards validation documentation to the Center of Educational Testing (CETE) at the University of Kansas for psychometric review of validation data and the Center recommends approval or disapproval to a statewide review panel known as the CCCCO Assessment Workgroup.

The local data collection process for test validation requires that the College convene a diverse panel representative of the student 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. And finally, test result data are collected for systematic review and disproportion impact on groups based on gender, age, ethnicity, and disability.

Complementing City College’s open admissions process, the rigor of the test validation process effectively minimizes the potential for bias.

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.

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 of 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. All administrative systems are protected by password security, as well as by high-level layer of network security, and the BANNER/Student segment is separated by hardware and software filters with system firewalls installed for added security.

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.

However, in the past, magnetic tape, microfiche, microfilm, optical disc, and CD ROM technology were used on some student records to ensure that they are permanently, securely, and confidentially maintained. More recently, since essential resources necessary were redirected, student records have been placed in cardboard boxes and stored in available space. Currently, more than 500,000 student records (credit) and 650,000 student records (noncredit) are stored in this manner and have yet to be imaged, figures which do not include records at the campuses, e.g. John Adams campus high school records.

Additionally, 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
Scholarship Office
Continuing Student Counseling
New Student Counseling
Transfer Center
Student Health Center
Adult Learning Center
Institute for International Students
Foreign Student Admissions

Extended Opportunity Programs and Services (EOPS)
Disabled Student Program and Services (DSPS)
Office of Student Advocacy, Rights, and Responsibilities
Career Development and Placement Center
CalWorks of Education and Training
Administrative Services/Business Services
Matriculation and Assessment Services
International Student Counseling
Veteran Affairs/Educational Benefits Program

The institution does maintain and publish policies relative to the release of student records which conform to standard practice.

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 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 End-of-Year Assessment (2002-2005). These comprehensive systems provide institutional support for continuous development and serve as the primary vehicle for the continuation of services provided. Additionally, a cyclical system of program review in concert with localized assessments of access, responsiveness, impact, and satisfaction ensures regular and continuous assessment of each program. These reviews are directly linked to departmental and programmatic planning through accompanying development plans and a modest institutional investment. And finally, special assessments and regular research reports provide focused assessments of quality and impact with direct linkages to student success. The Student Services System Review (2000), the Re-organization Report (2001), the Enhanced Self-Study (2001-2003), (IIB.3.8) and the A&R Re-engineering and Re-organization Report (2004) (IIB.3.9) as well as the recent Basic Skills Series (2004) (IIB.3.10) represent such initiatives.

However, one of the most recent initiatives within Student Development relates to the assessment of student learning as the Division has begun to develop linkages between the service array and identified learning outcomes. Professional development initiatives provided essential background information and served to engage representative administrators, faculty, and staff in an on-going dialogue relating student support services to student growth and development, refocusing the Divisional mission from the delivery of services to their impact on student learning. Concurrent departmental inventories identified related student learning outcomes and assessment strategies, establishing a baseline for continued development. And now 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.
SECTION II(b): Commendations and Plans for Improvement

The overall development that had occurred across the Student Development has had a positive impact on all aspects of the Divisions programs and services.

II.B.1. Quality of Student Support Services: The Student Development Division of the College has worked diligently to increase the quality of the services provided over the past four years. By listening to students and evaluating research data, the College continues to identify the changing needs of students and consistently responds to these needs by creating and implementing new and innovative programs and services. Recent examples of this process include the creation of the new Asian Pacific American Student Success (APASS) Program, the expansion of outreach programs and activities, the reorganization of counseling services, and the Admissions and Records reengineering initiative.

To ensure the continued quality of the services provided throughout the District 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. Additionally, funding and facilities limitations continue to impact the full implementation of programs and services including the delivery of counseling services and the implementation of recommendations emanating from the A&R re-engineering initiative, issues that will be resolved as funding improves statewide and facilities development continues collegewide.

II.B.2.a-d Access and Support: Student success continues to serve as a major focus of the Student Development Division of the institution, as is evident through its catalog and the availability of related information. To that end, the College has accepted its responsibility to ensure information access and improve information accuracy for its students throughout the District as well as the general public. Considerable improvements have been made in the catalog for current and prospective students as well as college faculty and staff, ensuring accessibility via the web and improving functionality via formatting. 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 and on-line at www.ccsf.edu Campus Maps, Faculty, and Staff Directory. Information, including campus directories and maps, is posted throughout campus sites, a host of employees readily provide information, and the College website is easily accessed on campus and beyond. Our free CCSF Student Planner, developed since the last Self-Study, provides an easy reference to important information about CCSF policies, procedures, and practices, highlighting important dates throughout the academic year. And departmental and/or divisional workshops along with informational outreach events are regularly conducted for the CCSF student community. Overall, CCSF has worked diligently to provide quality information for its public.

To enhance the information base, City College will continue to improve its catalog, pursuing recommendations to include an academic freedom statement, to provide contact
information and site location for all campuses and educational departments, to publicize the availability of the catalog on the web and the cost of the print copy, and to refer students to the website for information updated since the last printing. Additionally, the College might consider providing a planner to all students annually reflecting current updates and changes and expanding the languages in which critical information is provided.

II.B.3.a. Equitable Access Collegewide: Since the last accreditation, the College has made a concerted effort to improve the accessibility of appropriate services across the District. All Student Services departments, programs, and services have increased their collaboration to ensure the timely and responsive delivery of counseling and educational services to all City College students regardless of location. Each of these departments, programs, and services strives to reach all credit and noncredit students through their brochures and fact sheets, the catalog and schedule of classes, various workshops and classes, as well as their websites. Most departments and programs provide access to students throughout the District, and some have established offices and maintain special hours at each campus. Moreover, the College continues to recruit bilingual faculty and staff representative of our student population to further student access to programs and services.

To continue the effort to ensure equitable access the College must expand innovative methods to increase service delivery through special hours, classes, workshops, and/or smaller offices or units at all campuses while also refining the on-line availability to services to provide interactivity, allowing it to better meet many of the needs of the community-based campuses.

II.B.3.b. Student Learning Environment: While City College has historically provided a richly diverse learning environment through its programs and services, since the last Self Study the College has initiated a series of new initiatives and structural changes to increase student learning and development, particularly related to students’ personal and civic interests. As a result, the Student Development Division has not only expanded opportunities for faculty and peer support, but also worked to clarify and intensify its contribution to student learning. This evolution has both strengthened collaboration between departments, improving the focus, coordination and delivery of programs and services and strengthening the quality of the learning environment.

As the institution continues to expand its investment in the development of the learning environment and the assessment of student learning outcomes the emphasis of its programs and services of personal and civic responsibility, as well as intellectual and aesthetic development will continue to grow. To that end, the Division will continue to refine its mission, its contributions, and its outcomes at the Divisional, departmental, and programmatic levels, providing regular opportunities for its constituents to engage in the dialogue and beginning the process of assessing its impact on the learning environment.

II.B.3.c. Counseling Services: Counseling services have improved significantly over the past few years with the reorganization providing opportunities for expanded leadership, increased access, and intensified service delivery. Today, the various counseling departments
across the College are working most effectively to provide multiple opportunities for students to benefit from personalized services as well as group learning experiences. Through these varied opportunities to engage in academic and personal enrichment, students are able to identify their values, explore their aspirations, and progress toward their goals. And with personalized counseling support, students are learning to cope and to overcome obstacles as preparation to engage in a more enriched life.

To continue the development of counseling services the Division will sustain efforts to promote communication among counseling programs and departments, to increase visibility and accessibility with improved facilities, to improve technological applications, and to provide overall leadership through the appointment of a Dean Student Support Services.

II.B.3.d. Diversity: City College provides an impressive array of programs, practices and services that support and enhance our students’ understanding and appreciation of diversity. The annual College Performance Indicators Report, our student and employee Satisfaction Surveys, and our self-studies have assisted in the development and support of these programs and services. However, the College continues to identify the changing needs of students by listening to the students and evaluating college research data, responding to our students’ needs with new and innovative programs and services.

To continue our effort to promote diversity, the College might expedite the integration of multicultural perspectives into the curriculum and intensify coordination and outreach across the District.

II.B.3.e. Admissions and Placement: The California community college system maintains a standard open-admissions policy and a stringent set of standards relative to the approval of placement instruments for all member institutions. City College has consistently met - or exceeded – all of the requirements for the tests that it has created as well as those commercially available tests that it has adopted, and has consistently obtained unconditional approval, the highest standard. The availability of resources to fund the development of test items including the expertise and cooperation of the instructional departments in creating the test items and conducting extensive field testing, the expertise of the Coordinator of Assessment and the researchers and statisticians of the Office of Research contribute significantly to this achievement.

The resources of the Office of Matriculation will continue to contribute to the development of the institution’s admissions and placement program, ensuring the effectiveness and fairness of the program.

II.B.3.f. Student Records: City College meets the standard with reference to the policies and procedures governing the release of student records, but does not have an approved Board policy governing the permanent maintenance of student records to ensure their security and the maintenance of confidentiality with provisions for the secure back-up regardless of the form in which those files are maintained.
To improve the handling of student records, the College must develop Board policies and procedures to govern the permanent maintenance of all student records, ensuring that they are secure and confidential with provisions for the back-up of all files, regardless of the form in which those files are maintained. To that end, it is recommended that the Board consider the guidelines of 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. And finally, it is suggested that the Board utilize the family Education Rights and Protection Act (FERPA), a federal law that protects the privacy of student education records in developing student records policies.

II.B.4. Evaluation of Student Support Services: 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).

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.

SECTION III: Key Findings and Relation to Themes

Having invested considerable time and talent in the review of Standard IIB, members of the Work Group were able to identify key linkages between the analysis of the standard and the six key themes to be explored.

The advancements which have occurred in student support services seek to deliver on the promise of the institutional commitment to high quality education, the first theme. The Divisional reorganization was key to the development of substantive improvements in the quality of the programs and services delivered by Student Development, as was the development of a series of assessments leading to the redesign of programs and services and their delivery strategies. Through continuous efforts to link development with identified student needs and assess the impact of programs and services on student success, the Division will expand its contribution to excellence at City College.

Various initiatives taken over the course of the past four years relate directly to the second theme addressing the centrality of student learning outcomes and student achievement. The Student Services System Review (2000) began the process by documenting and assessing the delivery of services. The Enhanced Self-Study (2001-2003) continued this line of thinking, focusing specifically on Pre-Registration and Matriculation, on Pre-College Learning, and on Outcomes Assessment. And the Student Learning Outcomes Initiative (2003-2004) catalyzed the
effort by expanding the focus of the Division beyond service delivery to the learning environment and the Division’s direct contribution to student learning.

Across the Student Development Division and beyond, efforts to collaborate have begun to expand and intensify. Among the Deans, as well as the Chairs and Directors and their respective departments, counseling faculty, staff and peer advisors, teamwork is beginning to become increasingly evident and dialogues increasingly substantive. The assessments of the *Enhanced Self-Study* (2003) and the *Divisional Reorganization* (2004) each reflect growth and development in the nature and import of College dialogues promoting institutional improvements, the third theme.

The fourth theme addressing planning and budgeting to promote continuous improvement is woven throughout the analysis of the standard. Planning systems are integral to the development of operational objectives which not only guide program development and assessment, but also link directly to the budgeting process. Moreover, program reviews referenced in the analysis contribute even more directly to the promotion of a program of continuous planning, improvement and assessment. Over the past four years, the Student Development Division has been an active participant in the effort to promote continuous quality improvement.

Efforts to ensure that institutional resources support learning and success as addressed in the fifth theme have proven fundamental to the establishment of the Division, the implementation of the various assessment initiatives that have focused on student success, and the design of many of the innovations currently under development with associated funding. Program expansion, increased access, and improved quality are each inextricably linked not only with revenue, but also with the development of technological applications and facilities as outlined in the Division’s Educational and Technology plans. With Students First as the moniker and Student Success as the goal, the work of the past four years tracks with the commitment to move resources into position to support student learning and success.

And finally, the last theme addressing institutional integrity and honesty, relates directly to the nature of the Division’s efforts to take a long hard look at the needs of the students, develop programs, services and systems to increase their effectiveness and impact, and enhance our daily working relationships with students across the District. Whether in Admission and Records, Matriculation, Student Support Services, Financial Aid or Student Affairs, a variety of initiatives have been taken to listen to the voices of our students and respond to their needs for access, opportunity and equity.

As a result of the analysis of Standard IIB the interface with the six themes has begun to emerge. By reviewing the comments of the members of the Work Group at the most fundamental level, that of the templates, and considering the synthesis contained in this overarching report, the members of the Standard IIB Work Group hope to seed a rich and provocative dialogue designed to assist us in working together as an institution to put students and student learning at the core of our work together.
SECTION IV: Resources

The following references have been used in the preparation of the preceding analysis:

IIB.1.1 Educational Plan
IIB.1.2 Student Learning Outcomes Report
IIB.1.3 CCSF Annual Plan
IIB.1.4 Office of Outreach and Recruitment Services Reports and documents

IIB.2.1 College Catalog, 2003-2004
IIB.2.2 Schedule of Classes, Fall 2004

IIB.3.1 Strategic Plan
IIB.3.2 Parent Handbook
IIB.3.3 Survey of Students who Petitioned for Graduation, March 2003
IIB.3.4 Evaluation of Shared Governance
IIB.3.5 Student Learning Outcomes Composite, 2004
IIB.3.6 Employee Survey, 2004
IIB.3.7 Student Service System Review, 2000
IIB.3.8 Enhanced Self-Study (2001-2003)
IIB.3.9 Admissions and Records Re-engineering and re-organization Report, 2004
IIB.3.10 Basic Skills Series, 2004