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.

II.B.1. Descriptive Summary. Ocean campus maintains the largest offering of Student Services, open Monday – Friday during regular business hours. Select Student Services are offered at Centers with limited availability. Bilingual staff are available to assist students at selected sites.

[evidence: list of services offered at Ocean Campus and at Centers/Sites]

Student Services distributes information via the CCSF website, with most programs maintaining their own sections on the CCSF website. Information about Student Services is also available in person, by phone, and through hard copy brochures.

To assess the quality of services provided to students, the College utilizes SLOs and surveys of students and employees to make program improvements and to expand services where necessary. The Office of Research and Planning provides SARS Grid data during the program review process, which allows Counseling-related offices to assess the availability of services to students. Research and Planning staff investigated the degree to which enhanced achievement can be associated with specialized counseling services via a recent retention study which also used SARS Grid data. This study has been discussed in several venues.


The College utilizes Program Review to evaluate and improve Student Services programming. It has led to a number of changes and expansions in programming.

II.B.1. Self Evaluation. ACCJC issued the following recommendation:

“To fully meet Standard II.B Student Support Services, the team recommends that the institution systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services and develop as well as communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery.”

In response to this recommendation, the College began conducting a comprehensive review and assessment of all student support services across the entire District, including the Ocean Campus and all Centers. Some of the findings are as follows:
• Student Services are not generally offered after business hours and at other Centers. This creates considerable hardship for students who only attend night classes and classes at Centers other than the Ocean campus. During business hours, services are available and wait times generally are acceptable.

• Students are often unable to access Student Services due to a lack of awareness and knowledge about Student Services. Students are often unable to locate information about Student Services on the CCSF website due to poor layout and over-complexity. While many materials are available in multiple languages, this is not true in all cases, resulting in some ESL students still having difficulty understanding the services available to them. More bilingual services are needed at the centers, throughout the times classes are scheduled, weekends and evening included.

• When students do access services, many students frequently receive incorrect or confusing information from Student Services staff members, resulting in disuse of the services and student frustration. Student Support Services strives to provide accurate information about diverse academic and career goals to a diverse student population. A reorganization of student services has been developed in order to better integrate services and consolidate where appropriate, and will centralize professional development as outlined in Standard II.B.3.c., goal 2.

• Where language barriers limit Student Services delivery, students should be referred to outside agencies for assistance.

• Instruction faculty at centers lack consistent support for students with learning differences, special needs, and mental health concerns.

• Research and Planning reports about student services do not reflect current outcomes and demographics or language needs.

II.B.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update all Research and Planning reports regarding Student Services to include current data for analysis needs.</td>
<td>Create new reports including relevant data not currently available.</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Provide basic Student Services at all Centers to allow for maximum utilization. (Admissions, Enrollment and Records, Financial Aid, Counseling)</td>
<td>Distribute staff to have at least limited service at Centers throughout the CCSF system.</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Ensure Student Services are available during peak demand periods.</td>
<td>Create a system of extended hours for services such as Counseling and Admissions and Records during the beginning of each semester.</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Analyze and evaluate services to determine specific student needs at the Centers based on demographics.</td>
<td>Create regular Student Focus Groups and surveys to collect data to be analyzed by Research and Planning.</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Create, expand, or implement services needed at Centers based on analysis.</td>
<td>Display in prominent places at every CCSF site multilingual leaflets listing services and giving clear contact information</td>
<td></td>
</tr>
</tbody>
</table>
II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General information
   - Official Name, Address(es), Telephone Number(s), and Website Address for the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
   - Grievance and Complaint Procedures
   - Sexual Harassment
   - Refund of Fees

<table>
<thead>
<tr>
<th>Student Services on the CCSF website.</th>
<th>Redesign CCSF [Student Services] website to ensure usability and accessibility for all students.</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the City College of San Francisco Website is updated every semester to include current information for all Student Services for students who physically attend classes and those who chose Online classes.</td>
<td>Include translations about Student Services in &quot;non-traditional&quot; languages e.g. Urdu, Laotian. Enlist translators from among staff/students.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Ensure all students are aware of and informed about relevant Student Services.</td>
<td>Conduct outreach and marketing of Student Services throughout the college. Have faculty distribute flyers with information about Student Services in all their classes. Create a pool of &quot;Ambassadors&quot; from among staff and student volunteers who speak the languages most representative of our demographics. They are to wear large colorful signs/buttons which read in the target language: &quot;Ask me about free student services&quot;, and they are to stand or walk around in pairs at key areas of campus during peak times in the semester.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Comment [JB3]: To redesign the entire website is not practical. The entire college website was a million dollar project that entailed hours of district and community focus groups and shared governance committee work (Communications Committee, which is no longer a committee in the new governance structure). Most of the CCSF website has been significantly improved with many in the college working diligently on the areas they are responsible for. These sections are working well for students and the community.

*** The Student Services Website needs significant redesign. Some areas are still “under construction” in Student Services. (Francine Podenski)
d. Locations or Publications Where Other Policies may be Found.

II.B.2. Descriptive Summary. City College of San Francisco publishes in its Catalog, which is available in limited print copies and posted on its website, precise, accurate, and up-to-date information on the following:

- **General information**, which includes official name, address(es), telephone number(s), and Website address ([College Catalog, pp. III]); of the institution (the employee directory on the website also provides contact information for all employees); educational mission ([College Catalog, pp. III]); course, program, ([College Catalog, pp. 66-408]); and degree offerings ([College Catalog, pp. 4-8]); academic calendar ([College Catalog, pp. 10-11]); and program length; academic freedom statement ([College Catalog, pp. 426]); available student financial aid ([College Catalog, pp. 32]); available learning resources ([College Catalog, pp. 34-41]); names and degrees of administrators and faculty ([College Catalog, pp. 438-482]); and names of its Board of Trustees members ([College Catalog, pp. VI]).

- **Requirements** include admissions requirements ([College Catalog, pp. 14-20]); student fees and other financial obligations ([College Catalog, p. 17]); and degree, certificate, graduation, and transfer requirements ([College Catalog, pp. 46-64]).

- **Major policies affecting students** include those related to academic regulations, such as academic honesty ([College Catalog, p. 417]); nondiscrimination ([College Catalog, pp. 410-411]); acceptance of transfer credits ([College Catalog, p. 432]); grievance and complaint procedures ([College Catalog, pp. 418-420]); sexual harassment ([College Catalog, pp. 410-411]); and refund of fees ([College Catalog, pp. 17-18]).

- **Locations or publications where other policies may be found** include [www.ccsf.edu](http://www.ccsf.edu).

The Office of Instruction produces the College Catalog in conjunction with the Catalog workgroup. In addition, the Office of Instruction produces the now-exclusively online Class Schedule, which also includes the detailed information about course offerings for a given semester and contains links to 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. Due to concerns about legal liability due to printed schedule errors and financial limitations, residents of San Francisco no longer receive the Class Schedule in the mail. In lieu of mailing the Class Schedule, the College sends postcards to San Francisco residents as a reminder that the Class Schedule is available online. Flyers are also sent out to former students (targeted population) on Continuing Education for personal development courses. Ads are also taken out in San Francisco local newspapers to publicize our programs. The college could develop more effective marketing of the same sort for ethnic media.

II.B.2. Self Evaluation. Administrative units review Catalog information for accuracy and relevancy annually. In addition, agenda items approved by the Curriculum Committee form the basis for updates to the Programs and Courses section of the Catalog. Given the centralized production of both the Catalog and Class Schedule by the Office of Instruction,
updates to the Catalog inform updates to the Class Schedule. As a result of the review activities, both the College Catalog and Class Schedule contain precise, accurate, current, comprehensive, and essential information. Reduction of staff has had and will continue to have a negative impact on the accuracy of schedule information. For example, an ESLN 3100 was listed as 3140 until the instructor of record noticed the error. Short term dates for computer classes were also in error, and room numbers. Neither Department Chairs nor Deans would know these details and Site Coordinator might not be instructed to check.

Many SF residents are confused by the online catalog and find it particularly difficult to browse. It may be important to examine the impact of no printed schedules on enrollment. The college may consider printing schedules for distribution to A&E, department offices, and public locations such as libraries, high schools, Beacon Centers, and other community centers.

II.B.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None?Ensure that all constituencies of San Francisco can easily access Catalog and Schedule information</td>
<td>Examine effect of eliminating the printed catalog on enrollment.</td>
<td></td>
</tr>
</tbody>
</table>

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.

II.B.3. Descriptive Summary. In Fall 2012, the Office of the Vice Chancellor of Student Development conducted an assessment of student services through a number of focus groups comprising members of the various offices under the supervision of the Vice Chancellor. These focus groups completed forms identifying key areas of concerns and provided comments on the reorganization of the Student Development Division.

Historically, the Research and Planning Office has conducted studies related to various aspects of student achievement such as high school enrollment, transfers, and completion of certificate programs; progress of English and math classes and student success. [Appendix 2]

Based on these and other findings related to student needs, the College has also pursued and received grants or outside staffing support for Bridge to Success, Gateway to College, Veteran Services, TRIO, Health Services (Medical), and many other distinct grant-funded programs that service special populations, including a variety of National Science Foundation grants that target historically underserved populations.

On a larger scale, 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, several Trustees led an effort to close the achievement gap when they initiated a number of public student equity hearings. Findings from these hearings, along with findings...
from previous listening sessions in 2009-10 resulted the College’s establishment of a Chancellor’s Task Force on the Achievement Gap and Student Equity.

A current effort to research the learning support needs of the College’s student population is taking place within the dual enrollment program, which is maintaining and reviewing data to determine how SFUSD students perform once they matriculate to City College. In spite of summer bridge programs, the dual enrollment experience, and the development of long-term education plans, many students coming into the College are not doing well during their first year, and the College has recognized that there is a need for a first-year transition program for these student. The College is exploring a number of existing models of good first-year transition programs.

At the Centers, there is a need to provide more services— including tutoring, additional bilingual workshops, AAPS college orientation courses, individualized assistance, etc—to encourage and help noncredit students to transition to credit programs. Future student focus groups must include noncredit students at the centers to get their input on improvements to meet their educational and vocational training needs.

In addition, the One Stop service model needs to be full range in scope, staffed with bilingual personnel, and available when classes are in session. Staff should also receive cultural training about the population they serve in the ethnic community.

Inservice training should include working with students who have behavioral and mental issues.

Students should be required to attend in person matriculation program like csu and uc's, so they can fully understand their responsibilities and the services and programs which will benefit them. They need to have an educational plan which they develop after meeting with counselors. This applies to both credit and noncredit students.

II.B.3. Self Evaluation. The Student Development Division and the Research and Planning Office have not always had access to accurate and relevant data for a complete program review and program planning related to the strategic plan.

Specifically, it is difficult to access data stored in BANNER, and what is stored is not clearly defined. In addition, the BANNER system does not currently allow for updating data nor for sharing data between various educational units. As a result, data and reports may not be accurate.

To address these data issues, the College purchased, and is in the process of installing, a new data management tool (ARGOS) that will provide easily produced, accurate reports for enrollment management and educational planning.

Staffing limitations in Research and Planning have made it difficult to update the various evaluations that the Research and Planning staff have conducted in the past on various student services and to gather more specific information about student needs. In an effort to boost support for and improve institutional planning, CCSF committed to hiring a Dean of
Institutional Effectiveness (appointed by the Board in February 2013) and to replacing the Director of Research who plans to retire in Spring 2013. [Appendix I]

All areas within Student Support Services have developed Student Learning Outcomes. Each unit has posted online their SLOs, assessments, and timelines for assessing SLOs, viewable in each unit’s respective websites under “Assessment.” The assessments are currently underway.


While all service units complete a Program Review, this process does not address the quality of service delivered. The College has not conducted surveys that ask students to detail concerns with service delivery and issues with customer service. In the focus groups, student raised several issues, including poor customer service that is in need of a student-centered approach, delays in processing applications, and closed offices, all of which result in student frustration. Students also requested improved online services and require easier access to accurate information and electronic educational plans.

Not all College Centers provide comprehensive student services to address the large number of non-credit students at the Centers. Although Steps-to-Credit activities are held at some Centers, the District does not have a consistent method to ensure non-credit Adult Education students receive an educational plan and inquiry of interest to matriculate to credit programs. As a result, these students are not matriculating into credit programs as hoped for. The development of student educational plans will be required with the implementation of SB1456 and other Student Success Task Force recommendations.

[Appendix: Report on the Proposed Reorganization of Student Development]

II.B.3. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide accurate and relevant data for program planning and support for the implementation of new programs that have full staffing and space considerations</td>
<td>Research office provides standardized measures for program review and includes survey’s of students in relation to delivery of services</td>
<td>Develop Survey by March 15, 2013; conduct survey in April 2013; Continue Annually</td>
</tr>
<tr>
<td>Continuous quality improvement</td>
<td>All units conduct and complete a annual SLO assessment cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>One Stop Teams for Centers</td>
<td>Develop the structure, staffing, rotations and training for these teams and establish at the Centers, as needed</td>
<td>Develop - Spring 2013; training – Fall 2013; Implement – Spring, 2014</td>
</tr>
<tr>
<td>Customer Service and related professional development Training for all staff &amp; faculty</td>
<td>Offer select customer service trainings and team building opportunities each term for all Student Development personnel</td>
<td>Start in Spring, 2013 and continue each term thereafter</td>
</tr>
<tr>
<td>Improve institutional data reports</td>
<td>Implement ARGOS data management tool</td>
<td>February 2013 and follow-up with regular reports each term</td>
</tr>
<tr>
<td>Using previous findings conducted by the research office on student success as a base line, they will provide annual progress reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assess, evaluate and determine needed student services by sites

Develop “One Stop” model for service provision with integrated cross-trained team approach; cross train & redeploy staff to accommodate needed services

Student Service Centers will work as “student centered” teams

Develop new student service delivery models such as active online help, online interactive solutions for common problems

Make BANNER Curriculum, Advising and Program Planning (CAPP) modules and Student Educational Plans available to students online

Create a student progress status report based each student’s identified educational goal and send/post for each student when final grades are posted and when they receive their registration appointment.

Develop a plan to survey students’ attitudes as to the quality of service delivered by each student service on campus.

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.

II.B.3.a. Descriptive Summary. The College has faced challenges in providing student services equitably regardless of location and delivery method given that the communities served by CCSF’s Educational Centers are so diverse. The College is currently evaluating the provision of services within its fiscal realities.

In general, City College of San Francisco continues to provide an array of basic and specialized student services on the Ocean Campus but to a lesser degree at the Centers. [Appendix 1 provides a list of basic and specialized services offered at the Ocean Campus and Centers].

Title 5-mandated Matriculation services (Math, English, ESL course placement assessment, college orientation, and counseling/advisement), which strive to increase equitable access to information critical for student success, are provided to all new credit students (who do not exempt from these services). Opportunities to complete these services are frequent, starting five months prior to the start of the Fall semester, and three months prior to the start of the Spring semester. The provision of equivalent Matriculation services is mandated for students enrolling in specific non-credit programs – ESL, Citizenship, Adult Basic Ed, Voc Ed/CTE, DSPS, and Parenting. The services are provided at five of the six centers at which non-credit programs are offered. However, the opportunities for students to receive the services have become more limited, largely due to reduced availability of counselors and Matriculation Admissions & Enrollment staff over the last two years (e.g. lay-offs).
Programs available on the Ocean Campus that serve the diverse needs of students help to create multiple and equitable access points for students. One such effort is the Bridge to Success Program, which assists African-American and Latino high school students in enrolling at CCSF. Now in its third year, the Bridge to Success Program has catalyzed several pilot projects such as changes in registration priority for SFUSD seniors, more opportunities for on-site placement testing, and changes in math and English curriculum. Other efforts include Gateway to College (which targets students who have dropped out of high school and need to earn their GED), Guardian Scholars (which supports emancipated foster youth), as well as Extended Opportunities Programs and Services (EOPS) and Disabled Students Programs and Services (DSP&S). The college also has a long standing agreement with SFUSD to offer career and technical education (CTE) dual enrollment courses to students in pathways and academies at their high schools. [Appendix 3]

Additionally, the College provides an array of financial aid services, which includes student grants, scholarships, loans, and college work-study funds. CalWORKs provides counseling and book and supply money to parents on public assistance. HARTS targets students who are homeless. The Retention programs assist ethnic students with culturally relevant counseling and tutoring services.

Non credit students and credit students at the centers have systematically been left out of the equity equation. If resources are limited, a team of traveling staff from financial aid, DSPS, cdpd, student health, etc. could provide coverage at the centers. Coverage would be based on the needs of the center students. These staff could offer more workshops and community outreach to publicize programs and services. Depending on the needs of the community, they could conduct multilingual informational workshops where actual assistance with applications, registration and financial aid will be given.

Or as we recently did to promote enrollment, staff and student volunteers could man tables at community events on campus and at centers to pass out information with the goal of making it easier for people to get the information they need and to register for classes.

While federal financial aid programs focus primarily on credit programs, as resources allow, some financial aid services are provided at the Centers by financial aid counselors and staff for qualified noncredit certificate programs.

To further promote equitable access, the Student Activities Office provides support to seven active student councils at the Ocean campus and educational centers. Eight student resource centers range from family resources to LGBQTQ resources to the VIDA center, which supports immigrant students. The College also has a nationally recognized Veterans Resource Center.

II.B.3.a. Self Evaluation. Standards II.B.1 and II.B.2. summarize the results of a recent series of focus groups that took place within the Student Development Division that provide direction for changes in services to ensure that students are able to access services more equitably.

One issue not noted earlier is that the available counseling services for distance learners are currently quite limited. Students initiate inquiries by e-mail through a link on the CCSF Distance Education website, which trained Student Ambassadors within the appropriate unit then triage. The Learning Assistance department offers a special class dedicated to assist on
line students by preparing them for the unique demands of on-line classes by enhancing their study skills, test-taking techniques, and participation in on-line forums.

To address a more comprehensive delivery of services to distance learning students, the College is implementing new online counseling services during Spring 2013. The Counseling Online Advisory Council will identify best practices for providing services to distance learners and pilot eSars (an online appointment booking system) and eAdvising (instant messaging/online chat in real time). Other media options such as Skype will also be employed. The College is also collecting data from distance learners and counseling providers regarding access, usage, and effectiveness, which it will then analyze in order to develop priorities for online student services and create a comprehensive plan for full-scale implementation of online counseling services for distance learners.

Course registration for high school students, which is still paper based, requires extensive labor on the part of the dual enrollment staff as well as staff at Admissions and Records. In addition, dual enrolled students are the last to register into a class, which means that they are not assured of a seat and do not know until the day of class if they are enrolled. The College is aware that better models exist for this process and the college would benefit from exploring this and resolving the cumbersome process that is now in place.

Overall, the College would like to improve the delivery of services efficiently and in a timely manner in order to assure student access. The reorganization of student services will help accomplish this given that it has an eye toward combining like services, minimizing duplication, and improving the delivery of services through improved student-centered customer service. To deliver better customer service, the College will engage student services staff in customer service training through FLEX days and other professional development opportunities and create opportunities for greater communication among student services units (e.g., joint meetings).

In addition to the reorganization, the College is investigating the use of technology in the delivery of services to compensate for decreases in staffing. In addition, we need to standardize procedures for registration for noncredit classes at different centers.

The District will also develop implementation plans to address state legislation regarding student success and enrollment priorities that require that students participate in core matriculation services (assessment, orientation, and counseling).

II.B.3.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement additional counseling services for distance learners and methods to evaluate their usage and effectiveness.</td>
<td>Create Online Advisory Council composed of the Dean of Student Support Services, the coordinator of distance learning, and representative counseling faculty. Conduct staff development for counseling faculty on use of eSars, eAdvising and SKYPE and implement these services for distance learners. Collected data on usage and effectiveness through online surveys. Analyze and discuss assessment results and incorporate improvements into the</td>
<td>Spring 2013 for implementation Fall 2013 for assessment Spring 2014 for analysis and continuous improvement</td>
</tr>
</tbody>
</table>
Provide appropriate new support for service delivery through new online services

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and identify computer programs and online services to help provide timely information to students, such as Degree Works and Ask CCSF, based on ASK Foothill Program.</td>
<td>Explore June 1, 2013, Implement Fall, 2013, Go live Spring 2014</td>
<td></td>
</tr>
</tbody>
</table>

Improve the delivery of services on effective and efficiency manner

<table>
<thead>
<tr>
<th>Improvement Area</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the delivery of services on effective and efficiency manner</td>
<td>Implement a re-organization of Student Development</td>
<td>July 1, 2013</td>
</tr>
</tbody>
</table>

Establish a system for timely payment of student fees

<table>
<thead>
<tr>
<th>Improvement Area</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the program for payment of student fees at point of registration. Allow for deferral of special groups, a payment plan and a collection of fees plan</td>
<td>Start January 11, 2013, Set schedule for Spring 2013 by February 1, Academic year 2013-14 by May 1, 2013</td>
<td></td>
</tr>
</tbody>
</table>

Improve the service provided to students

<table>
<thead>
<tr>
<th>Improvement Area</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through identified trainings, staff will be able to learn about customer service techniques, delivery of accurate information and timely follow-through.</td>
<td>Start January 11, 2013, Set schedule for Spring 2013 by February 1, Academic year 2013-14 by May 1, 2013</td>
<td></td>
</tr>
</tbody>
</table>

Compliance with student success and legislation (SB 1456)

<table>
<thead>
<tr>
<th>Compliance Area</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College will form a team to initiate plans to meet full compliance with the law</td>
<td>Initiate team in Spring 2013, Complete by Spring 2014</td>
<td></td>
</tr>
</tbody>
</table>

Compliance with enrollment priorities (Title 5, Section 58108)

<table>
<thead>
<tr>
<th>Compliance Area</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College will form a team to work on the implementation programing and notice to students of the enrollment priorities</td>
<td>Initiate in February 2013, Implement for Fall 2013 Registration</td>
<td></td>
</tr>
</tbody>
</table>

Improve matriculation of noncredit students to Credit Programs

<table>
<thead>
<tr>
<th>Improvement Area</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College will form a team to develop a concerted plan to increase the number of noncredit students with an ed plan and enrollment in credit programs</td>
<td>Initiate in Spring 2013, Implement by Fall 2014</td>
<td></td>
</tr>
</tbody>
</table>

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.

II.B.3.b. Descriptive Summary. City College of San Francisco continues to provide an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Its mission statement promotes the College’s commitment to “providing an array of academic and student development services that support students’ success in attaining their academic, cultural, and civic achievements.” Through the College’s vast array of programs, students are encouraged to be accountable and responsible to themselves and others. These programs include, but are not limited to:

- Multicultural and Retention Services Department (MRSD)

- The Office of Mentoring and Service Learning (OMSL)
  [http://www.ccsf.edu/Services/Mentoring_and_Service_Learning/](http://www.ccsf.edu/Services/Mentoring_and_Service_Learning/)
II.B.3.b. Self Evaluation. Through the focus groups referenced earlier, the College has identified a need for students to have a better sense of the opportunities available to them in terms of developing personal and civic responsibility and how they can participate. The College needs to find a way to increase communication about these opportunities. The College could in part achieve this by developing a college/student events calendar.

The College has also identified a need for better collaboration among these units to improve cost efficiencies.

We put tremendous resources into high school outreach. The outreach and recruitment office neglects a major source of potential credit students: the noncredit population. The latter attends ESL, citizenship, business, certificate, job training and other classes which can lead to
their transitioning to credit programs. We also need to intensify our collaboration with the communities: ethnic, labor, non profit and public agencies, retires, the incarcerated, the disabled, immigrants, lgbt, etc. on developing programs to meet their needs on job training, personal development and educational goals. This is the true mission of community colleges.

[Evidence: original list above from first draft containing descriptions of each program; websites listed above, CCSF Catalogue, Program Reviews of various academic and student service areas, Student Service Focus Groups Analyses, CCSF Website, OMSL Civic Engagement document, Bridge to Success Philanthropic Council document, CCSF Student Handbook, and CCSF Career & Technical Education Program Guide]

II.B.3.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College would like better communication among faculty and staff people providing the services toward the goal of coordinating the classes and programs, eliminating redundancies, and getting greater cost efficiencies.</td>
<td>Host a meeting with the pertinent faculty/staff/group/people/groups to work toward this goal.</td>
<td>Begin in Spring 2013 with process in place by Fall 2014</td>
</tr>
<tr>
<td>The College would like better communication with students.</td>
<td>Work with the Associate Dean of Student Activities to host a meeting at the Ocean Campus and the Centers to help students become aware of the services that are offered.</td>
<td>Begin in Spring 2013 with process in place by Fall 2014</td>
</tr>
<tr>
<td>The College would pursue developing a new certificate option for students interested in careers in the non-profit industry and service learning</td>
<td>Work with OMSL Coordinator to see if this goal is doable.</td>
<td>Begin in Spring 2013 with process in place by Fall 2013</td>
</tr>
<tr>
<td>The College will develop an all college/student events calendar through the Office of Student Affairs and the CCSF Police Department.</td>
<td>The Dean of the Office of Student Affairs and Chief of Police will finalize the events calendar.</td>
<td>Continue in Spring 2013 and finalize Fall 2013</td>
</tr>
<tr>
<td>The College would like to communicate better with the people of San Francisco and beyond about the many opportunities for developing personal and civic responsibility and engagement.</td>
<td>The district publicity department has the responsibility to send out pertinent info to the media and hold press conferences to keep the public updated on CCSF offerings. We must make better connections with the ethnic news media, as they provide accessible effective venues for disseminating info to the broader SF community. CCSF has great resources among its staff to translate materials and produce flyers and public service announcements and radio and tv appearances.</td>
<td></td>
</tr>
</tbody>
</table>

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.

II.B.3.c. Descriptive Summary. Prior to Fall 2012, the College’s counseling services did not have a formal process to construct, measure, or assess student learning outcomes. Additionally, robust dialogue about how assessment data could drive improvements to services was not common practice within or among most counseling services. Consequently,
counseling departments only met once per semester as Student Support Services group at the beginning of the semester making brief reports on major changes in policies and procedures. Moreover, few counseling departments collected or collated evidence that would support progress in the Student Learning Outcomes process since they were not teaching classes with the exception of one. At least one department has been addressing SLOs since Fall of 2008.

II.B.3.c. Descriptive Summary. Prior to Fall 2012, the College’s counseling services did not have a formal process to construct, measure, or assess student learning outcomes. Additionally, robust dialogue about how assessment data could drive improvements to services was not common practice within or among most counseling services. Consequently, counseling departments operate in isolation from one another and are often unfamiliar with what other departments are doing to improve services to students. Moreover, few counseling departments collected or collated evidence that would support progress in the Student Learning Outcomes process.

Although Program Review has been a standard departmental function, only a few, if any, counseling departments within Student Services have used the Program Review process as a vehicle to involve department members in planning, measuring, assessing, and using the resulting analysis for continuous quality improvement. Although the Program Review process acted as a vehicle for discussion and service review in several counseling departments (either at department meetings or through e-mail), the resulting document was passed on to the next administrative level and not used in the planning or budgeting process. Most departments did not keep evidentiary minutes of their discussions and also did not see a resulting connection between their program review and their budget allocation. Although the dean provided input into the initial review, many often received no feedback after submission of the final report from the Program Review committee or upper management.

Student Services has made major improvements to the Student Learning Outcomes process during Fall 2012. Each counseling department within Student Services not only has SLOs in place, but the SLO process is documented and displayed on a 13-item matrix for each counseling program. These matrices convey the full spectrum of the SLO process, including measurement and assessment, noted changes, timelines for improvement, location of evidence, and the reciprocal relationships among SLOs, Program Review, and budget and planning. Individuals update these matrices frequently, and links to these matrices appear on the Student Services SLO Assessment web page.

During Fall 2012, counselors and other Student Services faculty and staff attended two college-wide staff development days dedicated to the SLO process. On August 14, 2012, counselors attended the workshop on developing SLOs, measuring and assessing them, and on using data collected to improve services to students. On September 12, 2012 counselors attended the college-wide training on SLOs which concluded with discussions within individual departments on the SLO process.

Additionally, the Continuing Student Counseling department appointed an SLO coordinator. The SLO coordinator has been assisting the various counseling programs within the department and other Student Services units in developing, measuring, and assessing SLOs.
and in using gathered assessment data to improve services to students. She coordinates with the College-wide SLO Coordinator.

New Student Counseling recently administered a survey that gathered information about student satisfaction with services. Counselors and staff have analyzed the data and shared the results during department meetings. The College is in the process of incorporating findings into Spring 2013 service delivery.

Counseling faculty from all counseling areas will continue to have opportunities to engage in additional professional development. Each semester counselors are required to attend a FLEX Day counseling meeting in which counselors discuss topics such as curriculum changes, graduation requirement updates, and new/revised policy initiatives. In addition, counselors have access to an array of professional development seminars during the semester including an “All Counselors” meeting. Topics include important updates in areas that impact students and their educational goals. Future seminars will provide an important opportunity for robust dialogue on SLOs across the many student service areas.

The Dean’s Professional Development Seminar Series takes place 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 available 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 to CCSF and SFUSD counselors.

II.B.3.c. Self Evaluation. Different units displayed wide variety in their approach to SLOs—particularly in the rigor of their assessment, data collection, analysis, discussion, and integration into a cycle of continuous quality improvement until Fall 2012 when all Student Service counseling areas participated in coordinated, consistent, and sustained SLO work and activities. Therefore, in many cases, prior to Fall 2012, existing evidence substantiating SLO work lacked quality, rigor, analysis, and subsequent application to programmatic improvements.

Adding to the above-mentioned deficiencies was the organizational structure in Student Services that placed the three largest counseling departments in three different Divisions (Student Development, Campuses and Enrollment, and Academic Affairs) under three different Deans and three different Vice Chancellors. As pointed out in the visiting team’s accreditation report, this separation contributed to the counseling silos and a lack of collaboration and communication among the different departments. It also added to the lack of a systematic and consistent approach to the evaluation of counseling programs. The proposed administrative reorganization of the Student Services Division and the departmental reorganization of counseling is expected to bring positive changes to both of these areas.
As noted in the descriptive summary above, a number of changes hold promise for the improvement of the College’s evaluation of counseling services and continues to provide ample opportunities for preparing faculty responsible for the advising function, in alignment with the institutional mission and the Board Planning Priorities. During Fall 2012, counseling units aggressively responded to the deficiencies in the above areas. All counseling programs have developed SLOs; a majority will reach proficiency or continuous quality improvement on the WASC rubric by Spring 2013. Regular semester meetings providing a forum for robust dialogue concerning measurement, data analysis, findings, and new ideas for service and productivity will ensure a continuous, integrated cycle of improvement across counseling programs. Regular collection and storage of evidence, and up-to-date web pages including assessment links and updated SLO matrices showing the progress of each SLO will support a shared and transparent process.

After conducting focus groups among personnel in the Student Services Division, the Board approved a plan in December 2012 for reorganizing the Student Services Division administratively and departmentally. All counseling programs are now under the Vice Chancellor of Student Services. Several counseling departments merged under the supervision of the Dean of Matriculation and Counseling. This reorganization will improve collaboration and communication throughout the many counseling locations.

The Dean of Student Support Services initiated a strong internal professional development program for counseling faculty in Fall 2007. Counselors augment this training with attendance at outside conferences (such as the annual Ensuring Transfer Success Conference) and individual “training academy” events offered within the larger counseling departments. Beginning in Fall 2010, through the Bridge to Success Initiative, the professional development program expanded to include joint activities with CCSF counselors, counselors from San Francisco Unified School District, and employees from community-based organizations who work in education-related areas. These professional development activities embed learning outcomes in the presentations and minutes and collect evidence of learning at the end. Additionally, one session each semester is dedicated to robust divisional discussion about current SLOs and ideas for program improvements.

Counseling programs will continue to be actively involved in initiatives focused on closing the student achievement gap, primarily through the institutionalization of current Bridge to Success activities and others such as:

- Concurrent enrollment for H.S. students.
- Summer Bridge.
- Gateway to college program
- AAPS 101, a special orientation for students transitioning to CCSF, additionally
- Case loading activities take place where NSCD counselors outreach to students with less than 24 college units completed whose g.p.a. is below 2.0. These students are invited to make a counseling appointment to discuss strategies for success.
- College Success Seminars offered by NSCD and CSCD to help students who are on academic and progress probation learn strategies to get off probation and improve their academic success
and initiatives as well as through engaging in robust dialogue analyzing collected data including the recently released retention/completion studies and the annual high school reports.

List of Evidence (Hard copies available in the office of the Vice Chancellor of Student Services—Conlan Hall 207)
1. Student Services SLO matrixes
2. Individual department SLO semester reports
3. Professional development agendas, minutes, and related outcome evidence
4. Student Services (Re) Organizational Chart
5. Vice Chancellor’s Report on the Reorganization of Student Services
7. Assessment sections of counseling department web pages
8. Online Advisory Council agendas and minutes
11. CCSF Research link to high school and student success reports:
13. Bridge to Success Initiatives and Information: http://sfbridgetosuccess.org/
14. Bridge to Success Research Briefs and Reports:
   http://gardnercenter.stanford.edu/our_work/bts.html

II.B.3.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form counseling focus group (Online Advisory Council) to identify methods to enhance distance learning and evaluate their usage and effectiveness.</td>
<td>Create training models for counseling to utilize SKYPE and other on-line counseling methods and implement data-driven services for distance learners.</td>
<td>Spring 2013: Go live Fall 2013</td>
</tr>
<tr>
<td>Offer a robust professional development program to increase counselor preparation, promote stronger communication, and increase dialogue and teambuilding among all counseling programs.</td>
<td>Consolidate counseling programs under the Vice Chancellor of Student Services and reorganize administrative duties and reporting lines. Sustain and expand professional development opportunities for all counseling faculty through the Dean’s Professional Development Seminar Series.</td>
<td>Fall 2012/Spring 2013 Ongoing</td>
</tr>
<tr>
<td>Ensure the full integration of counseling SLO-based cycles of continuous quality improvement with Program Review and institutional planning and budgeting cycles.</td>
<td>Standardize reporting methods and timelines to ensure consistency across counseling programs. Increase opportunities for robust dialogue through staff development activities and include discussion of SLOs, program review, and institutional planning documents.</td>
<td>Spring 2013/Fall 2013</td>
</tr>
<tr>
<td>Increase active participation by counseling</td>
<td>Create inclusive counseling teams to address</td>
<td>Spring 2013 through</td>
</tr>
</tbody>
</table>
faculty in initiatives focused on closing the achievement gap in alignment with Board Planning Priorities, the College Mission, and the Student Success Act.

new initiatives and requirements, participate in counseling activities aligned with these goals, analyze and discuss collected data, and make recommendations for counseling service improvements.

Spring 2014

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

II.B.3.d. Descriptive Summary. City College of San Francisco seeks to build an inclusive community where respect and trust are common virtues, and where all people are enriched by diversity and multicultural understanding. A large number of programs support and enhance student understanding and appreciation of diversity, including the following:

- African American Scholastic programs

- Asian Pacific American Student Success Program

- Associated Students Clubs

- Bridge to Success
  [http://sfbridgetosuccess.org/](http://sfbridgetosuccess.org/)

- Disabled Students Programs and Services

- Diversity Collaborative
  [website?]

- Extended Opportunity Programs and Services

- The Gender Diversity Project

- IDST Diversity Studies

- International Student Counseling Department
Family Resource Center - Dr. Betty Shavazz

Latino Services Network

Multicultural Infusion Project
http://www.ccsf.edu/Services/Multicultural_Infusion_Project/

Multicultural Resource Center
[website]

Project Survive

The Puente Program

Queer Resource Center

Re-Entry to Education Program

(Office of) Student Affairs DiverCITY festival and program

Tri-Lingual/Bi-Cultural Counseling Services
[website]

TULAY – Filipino American Student success program
[website]

Veterans Educational Transition and Services & Center

VIDA Voices of Immigrants Demonstrating Achievement Resource Center
http://www.ccsf.edu/NEW/en/educational-programs/class-schedule/ab540.html

Women’s Resource Center

In addition, a number of academic departments offer course content that explicitly promotes students’ understanding, knowledge, and tolerance of diversity:

Courses include a wide range of topics focusing specifically on the experiences of diverse groups, from Asian American History to Queer Film Studies. Additionally, many courses in
more traditional disciplines offer course content or collaborations with departments that promote or represent diversity. For example, the English department offers composition courses which fulfill English requirements but are cross-listed with departments such as Women's Studies, or LGBT Studies. Many English classes feature texts representing a range of cultural perspectives that enhance students’ understanding of diversity.

II.B.3.d. Self Evaluation. While a vast array of programs that promote diversity and multicultural understanding exist, a number of issues relating to these programs have emerged, largely, although not exclusively, through the Fall 2012 student focus groups referenced earlier. These include:

- Information about courses, groups, issues and events regarding diversity does not reach the College Community in a systematic way.
- The lack of coordination among diversity related groups and programs may be hindering student success and is most likely not cost effective.
- The Diversity Collaborative is concerned that the proposed reorganization of Academic Affairs may group all diversity departments under one chair, which would remove the resources necessary for each department to remain sustainable into the future. The following statement elaborates on this concern:
  “A majority of the City College student body are people of color. The diversity departments (African American Studies, Asian Studies, Asian American Studies, Disabled Students Programs and Services, Interdisciplinary Studies, Labor and Community Studies, Latin American/Latino Studies, LGBT Studies, Philippine Studies and Women's Studies) need to each have a department chair so that they can continue to give a voice to those who have been historically silenced.”
- Diversity events do not always appear in the regular events calendar of the College.
- The District does not have a computerized system to coordinate the scheduling of rooms and events.
- LGBTQ students who are veterans have expressed concerns regarding apparent homophobia among some people in the Veterans Center.
- CCSF employees do not sufficiently reflect the diversity of City College’s students.
- City College lacks a full-time Public Information Officer whose office would be charged with including diversity with its multi-media marketing campaigns.

II.B.3.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate existing programs.</td>
<td>Schedule a meeting of the diversity units.</td>
<td>Begin in Spring 2013 with process in place by Fall 2014</td>
</tr>
<tr>
<td>Hire a full time Public Information Officer</td>
<td>Work with Human Resources and Administration in issuing a Job Announcement</td>
<td>Submit request in Spring 2013 for</td>
</tr>
</tbody>
</table>
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.B.3.e. Descriptive Summary. City College of San Francisco (CCSF) has an open admissions policy that accepts all students who are at least 18 years old or who have a high school diploma or equivalent. Utilization of the statewide application ensures that CCSF collects all state mandated information.

CCSF has representation on the CCCApply Steering Committee which meets regularly and reviews college concerns regarding the online application and reviews requests for revisions to the application. The State Chancellors Office is in the process of delivering a new application, Open CCCApply, which will be fully hosted and supported by the CCC Technology Center, and it will provide a new California Community Colleges application service for the colleges.

A student satisfaction survey allows students to comment on any concerns with the admissions application.
As mandated by the California Community Colleges, the State Chancellor’s Office must approve assessment instruments used to determine placement prior to their use. CCSF currently administers to its students locally written placement tests in English and ESL as well as Accuplacer assessment instruments in Mathematics—arithmetic, elementary algebra, and college-level math.

Several locally developed, locally managed assessment instruments. In April and November 2012, the College completed CCCCO required mandated test-validation studies for three placement instruments to obtain renewal of approval for those tests their use in CCSF course placement processes. (This required process was suspended by the CCCCO from March 2009-12, and reinstated in April 2012.) Those instruments included the credit English Placement Test, the credit ESL Writing Sample, and the noncredit ESL Placement Test. The purpose of the testing was to examine whether CCSF’s placement tests generate valid and fair placement recommendations, are effective and free of cultural or linguistic biases. [Evidence: CCCSO Validity Study] This required process was suspended by the CCCCO from March 2009-12, and reinstated in April 2012. The studies conducted included content validity, cut-score validity, reliability, cultural and linguistic bias, and disproportionate impact. The latter study monitors for disproportionate rates of placement into the various levels of course-placement. Discussions of the findings of the English Placement Test cut-score validity study resulted in the lowering of cut-scores for all but one of the course placement levels. [The English Department, Research, and Matriculation Offices will conduct a study of Fall 2012 student data to examine evaluate the effects of the cut-score changes on student success in English courses at the end of the Fall 2012 semester. The CCSF English Placement Test has received CCCCO approval for continued use through July 2018.]

Similar required test-validation studies for the CCSF ESL Writing Sample Test and the CCSF Non-credit ESL Placement Test were submitted to will be reviewed by the CCCCO in February 2013. Full, six-year approval for continued use of both assessment instruments is expected. The CCSF ESL Grammar and Reading Placement Test has been approved for use through March 2014. For mathematics placement assessment, the College administers the College Board Accuplacer tests, which have received CCCCO approval through June 2013.

Working collaboratively with the San Francisco Unified School District (SFUSD), the CCSF Math Department and the Office of Matriculation implemented a new math placement pilot project. Using this alternate placement process, graduating seniors enrolling at the College in Fall 2012 had the opportunity to enhance their test placement by meeting two of the following criteria: GPA of 2.7 or higher; high school attendance rate of 90% or greater; a score on the CST test of Basic or higher. For Fall 2012 enrollment, out of 1400 applicants to the College, SFUSD identified 648 graduating seniors who met the aforementioned criteria. As a result, 276 first-semester CCSF students who had initially placed below college level math on the CCSF placement test during their last year of high school received a “bump” in their CCSF math placement.
In the coming academic term/year, the English department will be developing criteria to supplement the current placement testing process. The resulting process may provide students with opportunities to begin the English curriculum with a higher placement level. Alternate approaches such as those recently developed by the Math and English departments enhance the multiple measures approach to student placement. Currently, CCSF uses placement test results along with self-reported student data to determine the appropriate course placement. An important part of this process includes counseling and educational planning.

**II.B.3.e. Self Evaluation.** Generally, the College does engage in regular review and assessment of admissions and placement instruments, both to comply with regulations and to voluntarily examine its practices to ensure validity and reliability. Overall, the comments regarding the admissions application (CCCApply), have been positive but the application is extremely long and the customer service provided by a third party vendor is not readily available. That is, Customer Service hours are limited, and are not available evenings or weekends, making it very difficult for students to retrieve passwords. The State Chancellor’s Office is in the process of delivering a new admissions application, Open CCCApply, which will be fully hosted and supported by the California Community College (CCC) Technology Center and will provide students with Customer Service 7 days a week, 24 hours a day. CCSF will more than likely transition to Open CCCApply in spring 2014.

With respect to placement testing, the College has held student equity hearings initiated by the Board of Trustees since 2010 that have featured, in part, placement testing. Students have expressed their dissatisfaction with long math and English sequences and the lack of opportunities to receive higher placements. Given the importance of initial placement in math and English courses, relative to the math and English curriculum, the Board of Trustees has approved several policy changes since October 2010, including revisions to the policy regarding placement test retakes in October 2010 and again in April 2012. Students may now retake the placement test in math and English after two weeks for a maximum of two times per testing cycle. Numerous publications such as the College website, College Catalog, and Class Schedule describe these policies. During the enrollment process, counselors or the Math and English Departments may modify (i.e. raise) individual students’ test placement based on their assessments of other, non-test indicators of course readiness. At the end of Spring 2012, a collaborative workgroup of counselors and basic skills faculty was convened by the Matriculation Office to identify relevant “multiple measures” that have been found to be useful indicators of course readiness. The Workgroup developed guidelines for multiple-measures assessment and updated procedures for documenting changes to student course placement. While additional dialogue about multiple measures has occurred during Fall 2012 at departmental meetings, the College’s multiple measures criteria are still in need of refinement.

**II.B.3.e. Actionable Improvement Plans.** The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase consistent use of multiple</td>
<td>Use curriculum materials being developed</td>
<td>Spring 2013 through</td>
</tr>
</tbody>
</table>
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.

II.B.3.f. Descriptive Summary. The College annually and periodically publishes the policy about how student records are kept in the College Catalog, Class Schedule, and on the College website.

The security of student records in Admissions and Records 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.

In response to this challenge, Admissions and Records began storing student records electronically. Student records are scanned in PDF format and then incorporated into the existing Student Record System (Banner Form - SWASDOC). 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. Since 2006, over one million records have been scanned and stored into Banner. 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. Admissions and Record’s redundant backup system allows retrieval of all its records in the event one system should fail.

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 former Chief Information Technology Officer provided security awareness and training presentations. 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.
The College follows the guidelines mandated by Family Educational Rights and Privacy Act (FERPA) when it comes to the handling and release of student information and records. All Admissions and Records staff receive initial FERPA training and periodic updates are conducted regularly. Training specific to each area of the operation is also conducted and all requests for records are carefully reviewed before anything is released. Moreover, a privacy statement is included annually in the College Catalog. Consultation with legal counsel is commonplace prior to releasing records, if there is any issue in question. Student workers employed by the Office of Admissions and Records are trained prior to actually working with any type of records or computer screen.

In the case where individuals or organizations request student data for the purpose of research, the College’s Institutional Review Board (IRB) assures privacy as a component of the protection of human subjects per Federal policy. The College provides data in an aggregated and/or otherwise unidentifiable format. When researchers utilize student records, students receive written information documenting the use of their information, which they must approve by signing a consent form.

II.B.3.f. Self Evaluation. Since the implementation of the scanning system in Admissions and Records, records are more securely stored since only designated individuals in the college can access certain screens and records. In addition, work efficiency and turnaround has improved dramatically now that many records can be located effortlessly on the Banner student database system. Records include Grades, Census, Academic Renewals, Admissions Applications, etc. Academic Counselors now have access to incoming transcripts and other documents such as course equivalency forms when advising students.

The process of implementing and maintaining the scanning system by Admissions and Records, however, is very timely and cumbersome. Admissions and Records has been discussing the possibility of purchasing a high production scanning solution to expedite the conversion process, such as the Banner Document Management System (BDMS), which the Office of Financial Aid is currently utilizing to scan their records. This system has offers a more quick and efficient method to secure records. Student records are easily available on Banner and staff can readily answer student questions.

Presently, Admissions and Records continues to transition archived records, converting records formerly saved in a proprietary file format into PDF files. The electronic record files are now being saved and housed in a more secured server, behind newly improved firewalls, maintained by ITS. Backup files are made of all records and stored offsite. All security software and patches are updated regularly both locally and systemically.

The College is committed to protecting the privacy of the public. ITS proactively continues to monitor system activities for any sign of security intrusion.

Aside from the initial IRB approval process, the College does not yet have a formal process in place to monitor that individual researchers adhere to the approved protocols once they conduct their research.

II.B.3.f. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
</table>

-25-
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.

II.B.4. Descriptive Summary. ACCJC Recommendation 5 noted that the College needs to “systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services and develop as well as communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery.”

Standard II.B.3.c. describes the extent to which Student Services did not engage in a formal process for SLOs prior to Fall 2012 and positive changes that Student Services has begun to implement in response to ACCJC requirements and findings. Standard II.B.3.c. also describes the limited extent to which Program Review historically has driven improvements. Standard II.B.3.a. discusses limitations related to the counseling services that students enrolled in distance education programs receive as well as the plans that the College has developed for addressing these limitations.

II.B.4. Self Evaluation. Prior to the 2012 accreditation report, assessment of learning outcomes was completed in isolation and to different degrees of completeness by the different Student Services units. This uncoordinated effort created obstacles for not only the synthesis and analysis of data but also for using data to improve services.

Student Services now places priority on increasing not only the knowledge of and utilization of Student Learning Outcomes, but also increasing dialogue within and among Student Services departments/units about measuring and assessing services provided. To support this effort, Student Services units have begun using a standardized matrix to record SLO progress and outcomes by department and/or unit.

By utilizing data that the Student Learning Outcomes process generates, Student Services will become able to engage in more regular data-informed and transparent decision making in budgeting and planning.

Already, focus groups have provided data to inform the creation and implementation of a comprehensive student support services plan to meet the varied needs of students regardless of location.

As noted earlier, the reorganization of the Student Services Division holds promise for creating an environment that resolves the challenges the College faces in evaluating the extent to which services meet student learning needs to ensure that students are achieving the
desired SLOs—and making changes to services when students are not achieving the desired SLOs.

The College has made considerable progress in this arena, but given the emergent nature of the various activities that aim to resolve the challenges the College faces, it is too soon to evaluate the results.

II.B.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Associated Action(s)</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to develop awareness of and utilization of SLOs.</td>
<td>Dedicated staff development activities</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Increase robust dialogue within and among Student Services departments about SLO measurement and assessment.</td>
<td>Dedicated staff development activities</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Develop model to apply assessment data to improve services.</td>
<td>Dedicated staff development activities</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Standardize template for recording minutes of SLO related meetings and other actionables.</td>
<td>Dedicated staff development activities</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Promote stronger communication among departments.</td>
<td>Dedicated staff development activities</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Strengthen links among SLOs, program review, budget and planning.</td>
<td>Dedicated staff development activities</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>