

Student Support Services Visiting Team Summary

Highlighted for Assessment Action items

Narrative is in response to self-study and visiting team evaluation based on old standards. Included is the new language for 2014 Standards

Old Standard II.B.1

New Standard II.C

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15) CW IIB1, IIB4

The institution appears to have an incomplete means of assuring the quality of its student support services. An updated program review process and the use of student feedback from surveys, focus groups, and/or AUOs and SLOs is helping to address this issue, but a gap still remains with student services personnel describing a "wild ride" the past few years, a competing "labyrinth" of plans, weariness and mistrust of successive reorganizations, and a general lack of clarity about the path forward for students services. The Educational Master Plan is currently being updated, along with the development of the SSSP, Student Equity Plan, and Facilities Master Plan soon underway, but the College must fully implement its planning processes in relationship to providing for the various centers and the services offered to support students. To assure quality of student support services, the College needs clear and prioritized planning for the delivery of services across locations. **Student services programs have developed SLOs, and program reviews require the inclusion of SLOs in order to be submitted, but the assessment of those SLOs are in different phases depending on service and location.** Appendix N of the Educational Master Plan (Program Review Summaries of Instructional Center Objectives) includes worrisome accounts of inadequate provisioning of student services. For example, the Southeast Center notes that, due to enrollment declines and budget reductions, "it is unclear how this center can continue to provide educational and student services to the community" (emphasis added). Other centers, such as the Mission Center, are more optimistic about a future that is "bright and promising," but also underscores the urgent need of the District to move toward and implement "well-conceived goals with measurable objectives." While the college's self-evaluation narrative from II.B.1 notes that "student services' programs are assessed to assure quality and alignment with mission, EMP, and the Strategic Plan..." details from the actionable improvement plan in II.B.3 note that the Student Development Division is still seeking to "develop and implement a comprehensive plan...to provide appropriate services and programs." While strides have been made in addressing the needs of students and the provisioning of student support services, the self-evaluation and feedback from the site team visit suggests that planning processes are in many ways just getting started. Existing planning processes appear incomplete, and student services units appear unclear about next steps and the relationship between unit objectives and services at the centers.

Significant work remains to achieve compliance with II.B.1. The position of Vice Chancellor, Student Development, is currently unfilled but the institution has posted a job announcement and expects to fill

this role soon. The reorganization of student services units under the direction of the Vice Chancellor, Student Development, makes this a critical position for student services. Leadership from this position will be crucial in the successful compliance of the institution with this Standard and may also raise concerns for additional Standards. It will be important for this position to bear responsibility for services at the Centers as well as at the Ocean campus, and for appropriate access to services by students attending CCSF classes at any location and online. Currently, a Consultant to the Chancellor is providing interim leadership of Student Development units. While the institution is addressing compliance with II.B through changes in staffing and technology infrastructure, the current use of consultants and the high turnover in Student Development positions raises concerns about the ability of the College in institutionalizing and sustaining these efforts in the two year restoration period. **Moving forward, the institution needs to sustain a continuous cycle of improvement for SLOs, ensure integration of program review planning with institutional planning priorities, effectively support and ensure the provision of student support services across College locations, and clarify the unit organization chart for Student Development.**

The Actionable Improvement Plan for II.B.1 notes that the Student Success and Support Program plan and the Student Equity Plan are scheduled to be finalized in Fall 2014 and January 2015 respectively, and these plans do provide another vehicle for adequately addressing this Standard but additional action beyond this actionable improvement plan is necessary to ensure compliance with this Standard. Planning must lead to implementation and evaluation to be fully responsive.

Old II.B.3

New Standards:

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. CW IIB+ 3.

3. 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. (ER 15) CW IIB3a

The college committees such as the Diversity Committee and Basic Skills Committee do reflect agenda items with the discussion of learning support needs. Data collection is taking place and there are plans to work with the Office of Research and Planning to provide another college-wide student survey which will better assess both non-credit and credit student needs as the last college-wide survey was conducted in 2005. While the Center Deans and other Student Development units have conducted their own research to assess learning support needs, the recent increase in staffing levels for the Office of Research and Planning can support the creation and maintenance of reliable institution-wide data to assess learning support needs. Counseling services were identified as an area to be addressed and enhanced especially at the centers as a shift is occurring from non-credit to more credit courses being taken by students. SARS-Grid is used by the Counseling department; however, it is currently only being used to determine the number of counseling appointments and to assess student need. The use of the SARS-Grid at the centers does not appear to accurately reflect the actual use by students. Every effort

must be made to validate student usage numbers so that appropriate resource allocation is considered by the appropriate participatory governance bodies.

Data integrity issues and inconsistent collection methodologies have resulted in an inability to progress effectively. Efforts must be made to work with the Institutional Research Office on a more reliable assessment tool(s) to help in research and identification of learning support needs of students at the Ocean Campus and the centers. CCSF must move from the “planning to plan” stage into the actual implementation of appropriate services and programs to address these unmet needs of students.

Through the Office of Research and Planning, college-wide student surveys are being planned to be conducted in the near future which will focus on credit and non-credit student needs. Surveys at the centers will help to assess and understand the instructional and student support needs of populations at each Center. Additionally, there needs to be a mechanism in place to assess the way resource allocation can better serve these findings from the upcoming surveys and other assessments leading to more effective services and programs for students.

The self-evaluation report describes a planned evaluation of services related to academic counseling and the accompanying scheduling changes that may be suggested by that evaluation. Development of the SARSGrid can aid in the analysis of counseling needs at the Center locations.

The integration of research and assessment data from the Office of Institutional Research and Planning along with developing Educational Master Plan and Facilities Master Plan discussions will also be important for the Student Development Division and should incorporate questions related to student support needs within Districtwide planning to support students. This effort needs to be given a high level of priority with a closely monitored timeline for completion and implementation.

Student Development Division assessments must address the needs of students across the District, including students enrolled at the centers and/or in non-credit coursework. Close work with the Office of Research and Planning for data analysis will determine how well the institution assessing and monitoring learning support needs.

Old II.B.3.a

New Standard:

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. (ER 15) CW IIB3a

There are considerable challenges for the college to meet this Standard, and the self-evaluation report by CCSF notes—and the team found—that the College only partially meets this Standard (and thus is not in compliance). Nonetheless, the College demonstrated a desire to respond to this urgent need by conducting a review of student support services in 2012 followed by a reorganization of the Student Development Division. The leadership of the Center Deans has also contributed to progress on this Standard, as center based survey data and leadership and advocacy on the part of the Center Deans,

students, and other stakeholders, has raised awareness of the critical need to provide equitable services across the institution.

CCSF and the Student Development Division do not have a complete evaluation of student support services and whether they are appropriate, comprehensive, and equitable.

Student comments confirmed confusion and frustration about availability of services, inconsistent schedules, and challenges in navigating an array of unit offices and programs distributed across the District. The services at the various centers do not need to mirror those of the Ocean Campus, but should be equitable and all student services need evidence to demonstrate that what the College offers is not merely determined by past practice or personal preferences, but instead informed by clear data and need, established by conscientious planning, and assessed to evaluate effectiveness.

The evaluation of this Standard raises considerable concerns about the ability of the institution to achieve compliance within the two-year restoration period. The Actionable Improvement Plan for II.B.3.a notes a goal of developing a comprehensive plan to provide services, including at the centers, as well as structured dialog with students at the Ocean Campus and the centers. Full implementation of the plan to offer services is urgently needed and must be completed as soon as possible to ensure that the institution is able to achieve compliance with this Standard within two years. Additionally, the goal to bring a student orientation online, a calendar of student programming, and an electronic educational plan are critical items to ensure that the institution assesses, supports, and provides for student needs.

As CCSF continues to work to meet this Standard within the next two years, the District needs to implement a clear, comprehensive, and effective plan for student support services to ensure the quality, equitability, and reliability of services across all sites. For the purposes of achieving compliance with this Standard, development of a plan alone is insufficient.

Old II.B.3.c

New Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. CW IIB3c+

Although some counseling departments have proactively surveyed students on the counseling services provided, there is a need to survey all students at CCSF to gain further insight to the needs of the students. The results of this college-wide survey should be incorporated into the planning, program review, professional development requests, and allocation of resources. The team met with many students, staff, faculty, and administrators. The results of those interviews suggested a need to cross train counselors and instructional faculty on being able to meet the needs of credit and non-credit students. Continued analysis of the learning outcomes of counseling sessions and orientations will provide the counseling departments an opportunity to self-reflect, improve services, and plan effectively. Recent discussions have revolved around what counseling model is appropriate for CCSF.

Although differing views have presented themselves, putting student needs first will benefit the department(s) as they continue to improve and streamline services.

The counseling faculty are now committed to communicating with each other from campus to campus to become more familiar with specialized programs and services. The department should also examine the location of counseling services as well as matriculation pathways for students as they access counseling services.

Developing a college-wide plan to formalize the counseling services, communicating that to students and faculty, and then systematically reviewing the counseling departments effectiveness through SLO and SUO data collection and evaluation is the suggested next step toward ensuring counseling and advising programs are designed and maintained to support student development and success, preparing faculty and other staff for effective student advising.

Old II.B.4

New Standard II.C.1:

1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15) CW IIB1, IIB4*

While all student services programs have completed service/student learning outcomes and program reviews assessments, the completion of the process has not taken place. CCSF and the Student Development Division do not have complete evaluation of student support services and whether they are appropriate, comprehensive, and equitable per the language of II.B. While the college's self-evaluation narrative from II.B.1 notes that "student services' programs are assessed to assure quality and alignment with mission, EMP, and the Strategic Plan..." details from the actionable improvement plan in II.B.3 note that the Student Development Division is still seeking to "develop and implement a comprehensive plan...to provide appropriate services and programs."

If the college continues to place an emphasis on service area outcomes and student learning outcomes and commits to using the analysis of the data to develop future planning agendas, then they will be able to be achieve compliance with this Standard. A cautionary note is that the centers' staff/administration/faculty must serve in an integral role in the planning process with the main campus in order to achieve full compliance with this Standard. An effort at greater collaboration and integration in planning can result in greater collaboration in enhancing services across the college for all students.

New Student Support Standards

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances. CW New

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. Standard II: Student Learning Programs and Services 10 The institution defines and advises students on clear pathways¹⁵ to complete degrees, certificate and transfer goals. (ER 16) CW New