

## **Standard II.C. Student Support Services**

**II.C.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*

### **II.C.1. Evidence of Meeting the Standard**

**Comprehensive Student Support Services.** The College provides the following seven core services at the Ocean Campus and each of the Centers:

- Admissions and Records
- Financial Aid
- Matriculation and Counseling Services
- Library and Learning Resources
- Access to Bookstore and Course Materials
- Co-curricular Activities
- Access to Complaints, Grievances, and Students Rights and Responsibilities

In addition, the College provides health services through the Ocean Campus Student Health Services clinic and through the Student Health Services website and information stations, health fairs, and vaccination clinics it offers periodically at the Centers.

CCSF provides comprehensive information about student services for all students through its Student Development website, including specialized information for distance education students.<sup>1</sup> <sup>2</sup> The Student Development Division maintains and regularly updates all related websites to ensure accurate and relevant information.<sup>3</sup> Online services include:

- Admissions: secure online applications for admissions, transcript requests, secure online access for registration, the ability to add and drop classes, access to directories, class offerings, academic calendar, and the College Catalog.<sup>4</sup>
- Financial Aid: online application for financial aid and information on scholarships, the ability to view financial aid awards, and the ability to submit financial aid verification documents. This site also provides access to Financial Aid TV, which contains videos on

---

<sup>1</sup> [Student Development Website](#)

<sup>2</sup> [Screenshot of Student Services for Distance Learners](#), (Source: [Student Services for Distance Learners](#))

<sup>3</sup> [Student Development units](#)

<sup>4</sup> [Credit and Noncredit Admissions Web Page](#); [Online Transcript Requests](#); [Registration Web Page](#); [Add/Drop Procedure Web Page](#); [Employee Directory](#); [Online Class Schedule](#); [Fall Semester 2016 Academic Calendar](#); [College Catalog](#)

a variety of topics related to financial aid, including a Satisfactory Academic Progress workshop.<sup>5</sup>

- Counseling and matriculation: online orientation and appointment scheduling and the ability to communicate with counselors via email and telephone.<sup>6</sup>
- Remote placement testing.<sup>7</sup>
- Library and learning resources, including access to library materials and online tutoring, via NetTutor.<sup>8</sup>
- Online access to bookstore services, complaints and grievances, and information on co-curricular activities.<sup>9</sup>
- Students can schedule TB appointments online and access a variety of health resources through the Student Health Services website, including *Student Health 101*, a monthly customizable online publication, which all students also receive by email.<sup>10 11</sup>

**The Institution Regularly Evaluates the Quality of Student Support Services.** The College uses a number of assessment methods to regularly evaluate the quality of student support services. These methods of assessment include the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), Center Surveys, Program Review, Student Equity Plan, Student Success and Support Program (SSSP) Plan, and Town Halls.<sup>12</sup> Each method of assessment captures different audiences and perspectives and provides different forms of data related to the quality of the College's student support services.

**The Community College Survey of Student Engagement (CCSSE).**<sup>13</sup> The CCSSE survey items focus on how students spend their time, the nature and quality of students' interactions with faculty members and peers, and what students have gained from their classes and other aspects of their college experience. CCSSE is conducted in credit sections only. The College first conducted the survey in 2007, most recently in Spring 2014, and will conduct it again in Spring 2017. (Standard I.A.2. includes a description of CCSSE and the overall results.)

**Student services assessed within CCSSE.** CCSSE results provide data about student use and needs in student services. Overall, CCSF performed well compared to extra-large colleges on the CCSSE benchmarks, which measure active and collaborative learning, student effort,

---

<sup>5</sup> [Financial Aid Videos](#)

<sup>6</sup> [Online orientation](#)

<sup>7</sup> [Remote testing website](#)

<sup>8</sup> [Library resources; online tutor help](#)

<sup>9</sup> [Screenshot to online access to Bookstore \(Source: Online access to bookstore\); complaints and grievances; information on co-curricular activities](#)

<sup>10</sup> [Student Health Website](#)

<sup>11</sup> [Student Health 101](#)

<sup>12</sup> [Student Surveys on Engagement and Use of Student Services - see CCSSE](#)

<sup>13</sup> [Student Surveys on Engagement and Use of Student Services - see CCSSE](#)

academic challenge, student-faculty interaction, and support for learners.<sup>14</sup> For each, CCSSE provides standardized test scores where the average is 50. CCSF scores averaged 51.6 (range 49.0 to 52.6), whereas the extra-large colleges' scores averaged 49.1. For the support for learners benchmark, CCSF students were slightly more likely than students at other extra-large colleges to indicate "very much" or "quite a bit" when asked about how much the College emphasizes these five areas: academic support provided, encouraging student interaction, financial support, social support, and nonacademic support provided.<sup>15</sup>

**CCSSE results reveal substantial improvements and areas for future focus.** A comparison of CCSSE results from 2007 with results from 2014 shows improvement related to the use and delivery of student services at the College overall. The following table illustrates the proportion of students responding positively:<sup>16</sup>

#	Question	CCSF 2007	CCSF 2014
9b.*	Providing the support you need to help you succeed at this college	63%	72%
9c.*	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	55%	65%
9d.*	Helping you cope with your non-academic responsibilities (work, family, etc.)	21%	33%
9e.*	Providing the support you need to thrive socially	26%	38%
9f.*	Providing the financial support you need to afford your education	33%	51%
13a.**	Used academic advising/planning services	42%	55%
13b.**	Used career counseling services	29%	36%

\* Proportion of students indicating "very much" or "quite a bit" when asked how much CCSF emphasizes these areas

\*\* Proportion of students indicating that they use these services "sometimes" or "often"

The College has used CCSSE results to focus discussions that are College wide and division and department specific. For example, the January 2015 FLEX Day, Student Development Division meetings in Spring 2015, and department meetings such as those of Counseling, featured CCSSE.<sup>17</sup>

**Survey of Entering Student Engagement (SENSE).** The College also administered the Survey of Entering Student Engagement (SENSE) in Fall 2015.<sup>18</sup> This survey is administered during the

---

<sup>14</sup> [Screenshot of CCSSE 2014 Student Services Presentation, p.4](#) (Source: [CCSSE 2014 Student Services Presentation, p.4](#))

<sup>15</sup> [Screenshot of CCSSE 2014 Student Services Presentation, p.6](#) (Source: [CCSSE 2014 Student Services Presentation, p.6](#))

<sup>16</sup> [Screenshot of CCSSE 2014 Student Services Presentation, p.8](#) (Source: [CCSSE 2014 Student Services Presentation, p.8](#))

<sup>17</sup> [CCSSE Presentations and Discussions](#)

<sup>18</sup> Analysis of SENSE data will be available in Fall 2016.

fourth and fifth weeks of the fall academic term and captures early student experiences, serving as a complementary tool to the CCSSE. The College received SENSE results in late Spring 2016 and is reviewing and analyzing those results (Summer 2016). The results will inform improvements in student services.

**Center Survey.** A third method of evaluation is the College-wide Center Survey, which the College created to gain better insight into the delivery of student support services at the Centers.<sup>19</sup> The College has conducted the Center Survey on an annual basis, since Spring 2013, to gather information about students' needs and experiences with the various student services offered through the College's Centers. Analysis of survey results focused on differences between credit and noncredit respondents among Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast Centers. The next scheduled Center Survey is Spring 2017.

**Specific services assessed within Center Surveys.** The Spring 2015 Center Survey asked students questions to evaluate specific student services at each of the College's primary Centers. Questions included topics such as the convenience of taking classes at the Centers, the times that students attended classes, awareness of different academic programs and transfer pathways, helpfulness of the Admissions and Enrollment Office, placement testing completion, academic counseling, financial aid counseling, veterans services, disabled students services, tutoring, library services, bookstore services, and primary languages spoken. When the Equal Access to Success Emergency (EASE) Task Force met to evaluate the needs of students at the various Centers, the College identified three areas in which to improve the Center Surveys breadth of data (Standard II.C.3. describes the EASE Task Forces in more detail). To implement this improvement, the 2016 Center Surveys focused exclusively on Student Activities, Student Grievances, and Campus Safety. The Survey was administered during the 2016 Associated Students Elections. Students were asked to evaluate their participation in a student activity, their familiarity with the grievance processes, and their perceived safety on campus and in the surrounding neighborhoods.

**Results of Center Surveys respondents in credit and/or noncredit courses.**<sup>20 21</sup> The results of the Center Surveys demonstrated that, while students used student support services and found them satisfactory when available, some areas had room for improvement. For example:

- While almost one third (27 percent) of students reported being aware of several programs and academic pathways at the Centers, almost another third (29 percent) knew of only a few, and the most common response (32 percent) reported being unaware of programs and pathways offered at the Center. Another 11 percent did not reply to this particular question, perhaps because they are unfamiliar with the terminology. Overall, these numbers reveal a need for greater outreach and awareness of opportunities available to students.

<sup>19</sup> [Student Surveys on Engagement and Use of Student Services - see Center Survey](#)

<sup>20</sup> [Spring 2015 Center Survey including both Credit and/or Noncredit Results](#)

<sup>21</sup> [Center Survey 2016 Supplemental Questions](#)

- Student indicated receiving “the most” assistance from “my teachers” (38 percent) regarding which classes to take. Of course, students also received assistance from the Admissions and Enrollment Office, and the vast majority of students found their services to be “very helpful” (48 percent) or “somewhat helpful” (25 percent). For those students who did not receive helpful assistance from the Admissions and Enrollment Office, the primary reason was access to Office hours (11 percent).
- Although 39 percent of respondents indicated they had not seen an academic counselor at the particular Center and 12 percent did not respond, the vast majority of students who saw a counselor found the counselor “somewhat helpful” (15 percent) or “very helpful” (31 percent), with only 2 percent indicating that the counselor was not helpful. Of those who did not see a counselor, most students had either already seen a counselor at another location (34 percent) or indicated they did not need to see a counselor (28 percent).
- Most respondents had not seen a financial aid counselor (69 percent) at the particular Center. Additionally, most students also stated that they did not need to see a financial aid counselor (48 percent). However, a large proportion of students acknowledged not knowing that financial aid was available (22 percent), suggesting a need for the College to adjust the financial aid services at the Centers.
- Most students had also already taken (45 percent) or did not need to take (30 percent) a placement test. However, a large enough proportion of students either did not know if they needed to take a placement test, were unsure if they needed a placement test, or the availability of the placement test did not meet students' schedules (a combined total of 20 percent), suggesting a need for the College to adjust the availability of placement testing at the Centers.
- While many students found the Center libraries helpful (35 percent), even more had not used the library services (41 percent). A substantial proportion of students reported that the library hours did not fit their schedule (18 percent), prompting the College to redistribute library resources (see Standard II.B.).
- While students who used bookstore services found them very helpful (27 percent), many students buy their course materials elsewhere (27 percent), and a substantial portion of students identified the hours the bookstore was accessible as not a good fit for students' schedules (19 percent). This prompted the College to adjust the bookstore hours across the Centers.
- Most students who responded (52 percent) had participated in a student activity meeting and felt it was beneficial. However, enough students (15 percent) reported being unaware of student activities for the College to consider expanding the outreach for Associated Students.
- Only a few students (16 percent) were very familiar with the student grievance process while the largest proportion of respondents (43 percent) were not familiar.

- The vast majority of students (68 percent) felt safe at the Centers.
- Many respondents felt very safe in the communities surrounding the Centers (44 percent) but enough students only “usually feel safe” (42 percent) or “sometimes” (10 percent) for the College to further evaluate safety issues at the Centers.

**Results disaggregated by credit or noncredit courses.**<sup>22 23</sup> Oftentimes, the needs of credit and noncredit students differ. Because the Centers historically offered primarily noncredit courses and programs, and have only more recently offered credit courses, it is important to ensure that the Centers meet both credit and noncredit students' needs. In addition, the College's continued expansion of credit offerings at the Centers means that assessing the quality of services for credit students is essential. In order to assess the different student needs, the College disaggregated the Center Surveys by credit or noncredit courses. The following results informed changes in the delivery of services at the Centers:

- Noncredit students were more likely to receive assistance from their teachers about what classes to take (45 percent), and fewer cited academic counseling services as the most helpful service (11 percent). While credit students also received most of their assistance from their teachers (28 percent), a nearly identical proportion of them cited the academic counseling resources as most helpful for determining what courses to take (26 percent). This reveals a need to make academic counseling more available and increase awareness of these services for noncredit students in particular.
- Awareness levels of the different academic pathways and transfer pathways were similar between credit (29 percent) and noncredit (27 percent) student respondents.
- While noncredit students were more likely to describe the Admissions and Enrollment Office as “very helpful” (57 percent), both groups of students were equally likely to describe the office hours as inconvenient to their schedule (11 percent and 12 percent). This revealed a need to adjust the Admissions and Enrollment Office hours.
- Both credit and noncredit students were equally likely to either not need to take a placement test (31 percent and 30 percent) or to have already taken a placement test (49 percent and 44 percent).
- Both credit and noncredit students were equally likely to report their academic counseling experience as “very helpful” (29 percent and 34 percent). However, noncredit students were more likely to report not knowing that academic counseling was available (21 percent). This reveals a need to improve awareness of services, particularly for noncredit students.
- The majority of both credit and noncredit students reported not seeing a financial aid counselor at the particular Center (64 percent and 77 percent). However, noncredit

---

<sup>22</sup> [2015 Center Survey Respondents Attending Noncredit Courses](#)

<sup>23</sup> [2015 Center Survey Respondents Attending Credit Courses](#)

students were more likely to report that they did not know financial counseling was available (26 percent). This reveals a need to improve awareness of services, particularly for noncredit students.

- While a substantial portion of credit students reported that they were already aware of tutoring services (18 percent) or had no interest in tutoring (40 percent), most credit students expressed an interest in receiving more information about tutoring services (42 percent).
- While the majority of both credit and noncredit students found the library services at the Centers either “somewhat helpful” (18 percent and 16 percent) or “very helpful” (40 percent and 34 percent), noncredit students were less likely to have used library services (47 percent), and noncredit students were also more likely to respond that library hours did not match their class attendance schedules (22 percent).
- While credit and noncredit students were equally likely to respond that their bookstore experiences were very helpful (26 percent and 29 percent), noncredit students were more likely to identify bookstore hours as inconvenient to their schedules (23 percent).

**Results disaggregated by location.**<sup>24</sup> The College originally developed each of the Centers to serve an identified need within the larger San Francisco community. As a result, the Centers tend to continue to serve unique communities with differing needs. Disaggregating the Center Surveys by location revealed differences in experiences and potential gaps in service at each location. For example, using the combined Spring 2015 Center Survey results:

- While most students left home and arrived at the Center using public transportation, parking at the Evans campus makes attendance there convenient (56 percent).
- Students at the Chinatown and Downtown Centers (15 percent each) were more likely to report that the Admissions and Enrollment Office hours were not convenient to their class schedules.
- Students at the Southeast Center reported the lowest level of satisfaction with academic counseling (only 21 percent reported academic counseling to be “very helpful”), the lowest level of satisfaction with financial aid counseling (only 9 percent reported financial aid counseling to be “very helpful”). These same students also reported the lowest level of knowledge about programs and pathways offered at the College (50 percent reported being unaware) and were the least likely to have already taken a placement test, yet almost half of the students (42 percent) reported that they did not need academic counseling. Students at the Southeast Center also reported low usage of the Admissions and Enrollment Office (see more in next section). These results demonstrated a need for outreach at the Southeast Center.

---

<sup>24</sup> [Spring 2015 Center Survey Respondents in Credit and/or Noncredit Courses](#)

In addition, during the EASE Task Force meetings, the Office of Research and Planning highlighted some of the points that came up during meeting discussions:

- Results related to counseling indicated high usage at Chinatown/North Beach and lower usage at Southeast and Evans Centers. This led to a discussion of the types of students attending the different Centers and the lack of a dedicated counseling faculty at some of the locations.
- A large proportion of noncredit respondents at Southeast Center did not use the Admissions and Enrollment Office. The Dean of Southeast Center attributed this result to the noncredit students' connection with San Bruno Family Connect.
- The differences between respondents on usage of library and bookstore at various Centers focused on the different hours of availability at each Center and the lack of a library at Evans and Airport Centers.
- Higher proportions of respondents at Chinatown/North Beach indicated "hours did not fit my schedule" for both bookstore and library services. EASE Task Force members pointed out respondents' time of attendance could affect the results.
- Primary language spoken at home responses were of interest to various EASE Task Force members as they examined bilingual services needs for services offered at the Centers.<sup>25</sup>

These Center Survey findings were used by the EASE Task Force to inform the 2015 EASE Plan. The response to Standard II.C.3. further discusses the EASE Plan.

**Program Review.** While the Center Survey provides student feedback specifically from the Centers, personnel in each department have the opportunity, through Program Review, to analyze student data, collect feedback from personnel who teach and work at both the Ocean Campus and at the Centers, evaluate this feedback, and devise improvement plans. Thus, a fourth method of assessment is the Program Review process.<sup>26</sup>

**Description of Program Review as a tool.** The Program Review process integrates planning and budgeting while at the same time serving as a tool to evaluate and document strengths and opportunities for improvement. Each Student Development program, with comprehensive participation in dialogue around program improvement, thoughtfully assesses the program and uses this program assessment to plan for the future. Key questions that all programs, with comprehensive participation, answered are:

- What do the data say about your programs?
- What external and internal developments have occurred to your program that help explain/inform data analysis?

---

<sup>25</sup> [Data Overview for Centers and EASE](#)

<sup>26</sup> [Program Review Website](#)

- What program improvements did you make since your last program review?
- What progress did you make on last year's program objectives?
- Based on the current data and developments and analysis—and informed by college mission, plans, and priorities—what are your unit's planning objectives for next year?<sup>27</sup>

Based on the evaluations of each service area, the Student Development Division has experienced an overall loss of enrollments and corresponding budgets and a slight shift in the demographics of students being served. However, each area has also engaged in key improvements to services offered and continues to engage in a cycle of continuous quality improvement even while faced with substantial challenges. The overall findings in Program Review, particularly in the areas of planned improvements, align with the conversations taking place on the EASE Task Force and support the priorities established for the implementation of the EASE Plan.

**Data trends demonstrated in Program Review.** A review of the Program Reviews for each of the 16 student services areas reveals that many areas are experiencing a decline in the number of students seeking services that reflects the overall loss in enrollment at the College. However, in some areas, students are making greater use of the services offered. Changes in the demographics of the students being served align with the increase in proportion of students coming from Latino backgrounds and reveal an overall increase in use of services by underrepresented minority students. Details on trends:

- **Students are making active use of services offered.** Overall, in most student services areas, there is a marked decline in the number of students seeking services. For example, Academic Counseling, Gateway to College, International Student Counseling, Student Health Services, and Financial Aid all reported declines in student participation that generally matched the College's overall decline in enrollment. However, in some areas, more students are taking advantage of services offered. The number of students using of Summer counseling increased. Disabled Students Programs and Services (DSPS) saw an overall decline in students served, while at the same time the number of students receiving testing services remained steady, and the number of students taking DSPS classes increased. The Career Center and International Student Counseling reported almost 100 percent of all available appointments were booked. Physical Education increased the number of students counseled by 27 percent. The Learning Assistance Center and the Transfer Center experienced substantially lower declines in participation (10 percent and 4.3 percent respectively) than the College overall and, at the same time, increased the number of students receiving Intersegmental General Education Transfer Curriculum (IGETC) certificates and transferring to the University of California system.

---

<sup>27</sup> [Program Review Guidelines Fall 2015 Website](#)

- **Changes in demographics support College equity goals.** Many areas also noticed changes in the demographics of the students they are serving. For example, while the Career Center saw an overall decline in student participation of 46 percent, the participation rate of students aged 40-49 increased by 25 percent. Admissions and Records, New Student Counseling, the Learning Assistance Center, Summer counseling, and New Student Counseling all saw increases in the proportion of Latino student participation. Student Health Services met its outreach goal of encouraging more Asian students to participate, Asian students now take advantage of health services at the same rate as their proportion in the student population. These findings support the efforts of the College in closing achievement gaps.

**Improvements derived from Program Review.** Overall, the Student Development Division was reorganized into a more traditional structure with all services organized under a Vice Chancellor of Student Development. Each service area identified improvements it made to the delivery of services for students. The Division made adjustments to counseling coverage areas, implemented new technologies and revised policies, and engaged in greater collaboration with the Academic Affairs Division. Specific improvements included:

- **Increased services and coverage.** Several areas added services. CalWORKS developed off-campus work study placement opportunities. DSPS added new classes. Student Health Services increased vaccination services. Matriculation Services implemented a call center and expanded HiSET (high school equivalency) testing services to John Adams and Mission Centers. International Student Counseling, New Student Counseling, Continuing Student Counseling, Extended Opportunity Programs and Services (EOPS), Financial Aid, Matriculation Services, and Student Health Services all reported expansions of service coverage to the Centers prior to the completion of and implementation of the EASE Plan. For example, the expansion of EOPS to the Centers had already generated more student participation from the Centers by Fall 2015.
- **Increased outreach.** The Homeless At-Risk Transitional Students Program (HARTS) expanded outreach to 44 agencies, Student Health Services expanded its relationship with Licensed Vocational Nursing (LVN) services, Matriculation Services aligned its outreach services with local high schools, and Financial Aid made more brochures available to the community to encourage students to enroll.
- **New technologies.** Almost every service area reported expanding the use of technology to provide services. This included adding new computer labs, making increased registration services and video orientations available online, implementing NetTutor and online GED testing, upgrading websites, conducting document imaging training, and piloting electronic education planning.
- **Improved policies and practices.** Various service areas engaged in the following improvements: enforcing more prerequisites, revising positive attendance methods for

efficiency, validating assessment tests, creating the Breathe Healthy Task Force, and increasing professional development opportunities.

- **Greater collaboration.** Almost all student service areas reported greater collaboration in a variety of venues across the College, from increased attention to Student Service Outcomes dialogue and assessment to cross-division collaboration between specific services and academic departments. For example, Financial Aid continued to work with the Latino Services Network and Voices of Immigrants Demonstrating Achievement (VIDA) to increase access for DREAM students; the Multicultural Retention Services Department worked with CBOs to increase scholarship opportunities; and the Learning Assistance Center worked with Center Deans to increase usage of NetTutor.

These improvements already implemented demonstrate that the the restructuring of services developed in the EASE Plan (discussed in more detail in Standard II.C.3.) is a continuation of ongoing changes at the College.

**Challenges faced by Student Development identified in Program Review.** The Student Development Division does face some challenges. The continued focus on accreditation activities, bad press, and subsequent loss of enrollment, and turnover in the College's leadership led several student services areas to report a loss in morale. Budget cuts led to both layoffs and a practice of not hiring replacements when full-time personnel retired, became ill, or found other jobs. This loss in personnel, combined with greater state reporting, assessment, and new software training demands has strained the ability of student services to maintain the same level of service that led to the aforementioned improvements in student engagement and reported experiences highlighted at the beginning of this Standard. As a result, most student services areas reported a lack of personnel as a primary challenge faced. This finding supports the priority given to the staffing element of the EASE Plan implementation.

**Connecting student service area planned improvements from Program Review to College actions.** There are clear connections between the findings of each individual department in assessing the services provided and needs of each student services area. Besides increased staffing, student services areas have identified increased services, including hours of operation overall and increased coverage at the Centers, increased outreach, improved use of technology, increased collaboration, better use of space, and refined research data as areas of intended improvement.

- **Increased services.** Student services' improvement plans were focused on direct support to students across the College. Plans included: launch financial aid specialists at the Centers, increase evening and weekend counseling, increase number of counseling contacts, reinstate the DSPS computer skills classes, increase student participation in FRISCO Day (an annual event with San Francisco Unified School District in which high school students visit the College to learn more about the College and, in many cases, enroll in classes), offer services to English Language Learner (ELL) students in high

schools, apply for Gateway to College to be a Five Keys Charter school, implement multiple measures for all assessed students, gain traction on implementation of early alert, establish a Puente club at the Mission Center, pilot Puente Program student mentors at Ocean and Mission, launch an Office Mentoring and Service Learning Program, update the website with continued offerings of free health services for students, and provide increased tutoring and mentoring opportunities with an emphasis on students experiencing a disproportionate impact.

- **Increased outreach and in-reach.** The decline in enrollment and negative press received during the accreditation crisis highlight the need to rebuild the College's community reputation and presence. Improvement plans included: increase community awareness of financial aid resources, find at least one more community agency to host a DSPS class, promote awareness of AB540 services to the Latino community, and improve support services for students transitioning from noncredit to credit with special attention on the Centers.
- **Improved use of technology.** The following activities will help with both access and efficiency of services: expanding the availability and use of online services such as eTranscript, International Admissions Application, Banner Document Management Software (BDMS), updated Banner Baseline, electronic document submission, Cal B Banner module, tutoring services including NetTutor, services for distance education students, the SARS grid, online counseling appointments, and a shared communication drive.
- **Increased collaboration.** The recognition that student success improves when students are engaged in multiple ways at the College leads to a natural conclusion that increased collaboration across departments and divisions is necessary. Almost every student services area identified collaborations necessary for student success. For example, the Office of Financial Aid proposed to engage more with support services to reduce the loan default rate, the Counseling Department intends to expand the use of student service liaisons with academic departments, the Multicultural Retention Services Department intends to serve as a lead for outreach into the high schools, and the Office of Student Affairs intended to secure more facilitators for commencement.
- **Space usage.** The College has identified a number of services that need a physical space in which to provide services. For example, the Office of Mentoring and Service Learning needs a home, several counseling areas need private offices so that students can speak confidentially, and accessible areas for the provision and availability of print materials need to be maintained regularly at the Centers.
- **Refined research data.** In addition, in order to move the needle on student success in specific areas, refined research data is needed. For example, HARTS needs assistance with data collection, the Multicultural Retention Services Department and Puente need to be able to better identify and track students in the system in order to assess if the services

provided led to increases in student achievement, and data on students most in need of tutoring or mentoring will direct services in a more efficient manner.

These identified improvements align well with the findings of the EASE Task Force and helped drive the prioritization of the implementation phases of the EASE Plan.

**SLOs/SSOs in Program Review.** In addition, included within the Program Review process is the opportunity for each department and program to evaluate their student services SLOs/SSOs and devise plans for improvement. The response to Standard II.C.2. discusses these SLOs/SSOs and the related improvement plans more fully.

**Required California State Plans as Assessment and Improvement Opportunities.** The College also uses required California state plans as an opportunity to assess specific services provided and explore strategies to improve those services. The Student Equity Plan, for example, assesses student achievement through five areas: Access Indicators, Course Completion, ESL/Basic Skills, Degree and Certificate Completion, and Transfer. Disaggregating student success on these achievement metrics allows the College to identify strategies to ensure that the effective provision of support services is more equitable. The Student Success and Support Programs Plans, in both credit and noncredit, allow the College to assess and explore strategies for improved service provision overall, and specifically to noncredit students.

**Student Equity Plan.** An important means through which to assess the quality of services offered to students is to evaluate the data through an equity lens. The 2015 Equity Plan provided an opportunity to disaggregate data and intentionally explore the results by student population group. In Fall 2015, an Equity Task Force consisting of administrators, classified staff, faculty, and students re-evaluated disaggregated student achievement data and revised the 2014 Equity Plan based on this data. The College found that, of the students included in the federal definition of underrepresented minority (African American, Latino, Veterans, Disabled Students, and Foster Youth), all experience a disproportionate impact at the College, including in access to and use of student services.<sup>28</sup> For example:

- Basic Skills - The Student Equity Plan explored course success within credit non-degree applicable basic skills courses and credit transferable courses in Math and English from the start point of the 2014-15 academic year. To accomplish this task, the ESL, English, and Math department are working on 11 activities that target course completion, sequence persistence, and the redesign of the English Basic Skills sequence.

In addition, classroom instructors and tutors received support for additional time to meet and coordinate their activities.

- In collaboration with the Bridge to Success Task Force, the Math and English Departments are piloting Enhanced Multiple Measures placement. This pilot includes

---

<sup>28</sup> [Screenshot of 2015-2016 Student Equity Plan, pages 6-8](#) (Source: [2015-2016 Student Equity Plan](#), pages 6-8)

newly matriculating seniors from SFUSD. These departments are using GPA and coursework to place students in transfer-level English and math courses. This placement method uses the RP Group's Multiple Measures Assessment Project (MMAP) decision rules.

- African American, underrepresented minority males, and foster youth experience disproportionate impact in course completion. As a result, the College expanded the Bookloan Program and enhanced the library reserves of materials for courses with high enrollment and lower success rates for focus populations; provided transportation vouchers to students through the College retention programs; and established childcare vouchers.<sup>29</sup> The College also made enhancements to the Student Mentoring Program and extended Historically Black Colleges and Universities (HBCU) College Tours.<sup>30</sup>
- Underrepresented minority students also experience a disproportionate impact in access to college-level coursework. As a result, the College is enhancing support services in below college-level courses in English and Math and piloting a pathway from noncredit to credit ESL at the Mission Center, including the enhancement of tutoring services and provision of supplies, with the eventual goal of expanding college-level English coursework there.<sup>31</sup>
- Underrepresented minority students also experience a disproportionate impact in successfully meeting transfer requirements and transferring to four-year universities. As a result, the College has enhanced its college tours and Transfer and Support Workshops, increased Transfer support coordination activities, and developed hybrid/online courses for students experiencing academic probation.<sup>32</sup>
- The College recognized that, while numerous student support services and programs were provided, benefits were gained from greater collaboration among those services and programs. As a result, the Office of Equity was funded and staffed with an Associate Dean of Equity, a dedicated classified staff, and faculty coordinators.<sup>33</sup>
- Additional funding was also provided to the Transfer Center, the Learning Assistance Center, the Writing Success Project, Project Survive, and Puente, in addition to funding to restructure the delivery of education in instructional programs.<sup>34</sup>

**The Credit SSSP Plan.** The Credit Student Success and Support Program Plan provides another opportunity for the College to evaluate the delivery and effectiveness of services. In Fall 2015, an ad hoc SSSP workgroup collaborated with existing College committees (Matriculation

---

<sup>29</sup> [Screenshot of 2015-2016 Student Equity Plan, pages 29-33](#) (Source: [2015-2016 Student Equity Plan](#), pages 29-33)

<sup>30</sup> [Screenshot of 2015-2016 Student Equity Plan, page 41](#) (Source: [2015-2016 Student Equity Plan](#), page 41)

<sup>31</sup> [Screenshot of 2015-2016 Student Equity Plan, pages 46-74](#) (Source: [2015-2016 Student Equity Plan](#), pages 46-74)

<sup>32</sup> [Screenshot of 2015-2016 Student Equity Plan, pages 87-89](#) (Source: [2015-2016 Student Equity Plan](#), pages 87-89)

<sup>33</sup> [Screenshot of 2015-2016 Student Equity Plan, page 6](#) (Source: [2015-2016 Student Equity Plan](#), pages 6)

<sup>34</sup> [Screenshot of 2015-2016 Student Equity Plan, pages 122-124](#) (Source: [2015 Student Equity Plan](#), pages 122-124)

Advisory, Fan5, Student Equity Strategies) in developing the 2015 Credit SSSP and Noncredit SSSP Plans. One purpose of the plans included an evaluation of the improvement in services from the previous year. Areas of improvement were recognized, including the recognition that, overall, students need to be more aware of the required services. However, in 2014-15, 83 percent of the target student population participated in orientation, an increase of 30 percent over the previous year.<sup>35</sup> The College made the following improvements:

- Addition of Enhanced Multiple Measures to the placement assessment process
- Consistent enforcement of Banner pre-register
- Increased number of direct matriculants from SFUSD to CCSF (via work with Innovation in Higher Education award that includes Bridge to Success and Frisco Day)
- Increased student participation and offerings in All-in-One orientation days that include core SSSP services
- In-person, DSPS-specific orientation for incoming high school students
- Revised and updated online orientation

**The Noncredit SSSP Plan.** The Noncredit Student Success and Support Plan identifies the specific services services the College provides for noncredit students. The College has a substantial noncredit student population with many noncredit students taking courses at the Centers. Most noncredit students intend to enroll in ESL courses, however, the College also offers a number of noncredit vocational training programs as well as a Transitional Studies program for students intending to earn a high school diploma. After noncredit students apply to the College and take an assessment placement test, an in-person orientation provides the following information:

- Academic expectations and progress standards pursuant to section 55031
- Prerequisite or co-requisite challenge process pursuant to section 55003
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timelines
- Registration and costs related to attendance.
- Any costs related to attendance – required supplies or texts
- Available education planning services
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students

The EASE Plan (discussed in Standard II.C.3.) identified areas for improvement for noncredit services at the Centers.

---

<sup>35</sup> [Screenshot of Credit SSSP](#), page 6 (Source: [Credit SSSP Plan](#), pages 6)

**Town Halls.** The Chancellor and Vice Chancellors also hold town hall meetings at Ocean Campus and each of the Centers. During the 2015-16 academic year, the following town halls took place:

### CCSF Town Hall Schedule 2015-16<sup>36</sup>

CENTER	DATES
Ocean Campus	8/14/2015
Southeast Center	9/16/2015
John Adams Center	9/29/2015
Mission Center	10/7/2015
Downtown Center	10/21/2015
Fort Mason Center	11/3/2015
Civic Center	11/3/2015
Evans Center	11/4/2015
Chinatown/ North Beach Center	11/4/2015
Civic Center	2/26/2016

**Description of town halls as a tool.** Regular town halls at each Center serve as a fifth method of assessment to improve the quality of student services.<sup>37</sup> Town halls provide the opportunity for high-level administrators to hear directly from students, staff, faculty, administrators, and members of the community on issues that are affecting each of the locations.

**Results of town halls.** Feedback from the town halls highlighted concerns similar to those revealed during the EASE Task Force evaluation of data (Standard II.C.3. provides more detail about EASE). Examples include: bringing new programs to the Centers, improving access to and use of technology, expanding library services, providing student leadership opportunities, increasing outreach efforts, and ensuring student safety.

**Results of town halls disaggregated by location.** The College identified two Center locations that needed specific enhancements to the student support services provided at those Centers. Evans Center needed a greater breadth of student services.<sup>38</sup> Civic Center needed a physical library.<sup>39</sup> The EASE Plan also identified both of these needs and the College implemented these improvements in Spring 2016.

<sup>36</sup> [CCSF Town Hall Schedule 2015-2016](#)

<sup>37</sup> [Evans Center Town Hall Notes - 2/26/16; Southeast Center Town Hall Notes - 9/16/15](#)

<sup>38</sup> [Evans Center Town Hall Notes - 2/26/16](#)

<sup>39</sup> [Southeast Center Town Hall Notes - 9/16/15](#)

**Student Support Services Enhance the Accomplishment of the College's Mission.** As stated in City College of San Francisco's mission:

The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic achievements.<sup>40</sup>

Regular evaluation and improvement to student services enhance the achievement of this mission.<sup>41</sup> For example:

- At Centers where students were more likely to report receiving assistance from the Admissions and Enrollment Office, students also reported higher awareness of the academic programs and transfer pathways offered at the Center.<sup>42</sup>
- DSPS students who enrolled in the DSPS Strategy Lab performed better than DSPS students not enrolled in the Strategy Lab in both English 90 (15 percent increased success) and English 91 (6 percent increased success). DSPS students enrolled in the Strategy Lab appear more persistent (18 percent fewer withdrawals for English 90 and 2 percent fewer withdrawals for English 91) than DSPS students not enrolled in the Strategy Lab (DSPS-O or DSPS-M). DSPS utilized grant funding to provide tutoring. New hiring for more DSPS Strategy Lab classified staff was also performed in the Fall 2015 semester.
- The College is responding to constituent concerns about smoking on campus. A 2012 survey of the College community led to the creation of designated smoking areas with a revised Board Policy approved in June 2015.<sup>43</sup>

In Fall 2015, the College re-surveyed the College community to assess the effectiveness of the current smoking policy that includes designated smoking areas. The College found that, while 74.1 percent of respondents (427 of 576) reported they were aware that CCSF has a smoke-free policy that includes designated smoking areas, 31.4 percent (181 of 576) believe this policy is not effective. For example, 82 percent (472 of 576) reported secondhand smoke exposure on campus; and 79 percent (455 of 576) reported being bothered by secondhand smoke on campus. Of the 576 total, 66.7 percent (384 of 576) reported they would support CCSF becoming a 100 percent smoke/tobacco-free campus.

In support of this effort, the College created the Breathe Healthy CCSF Task Force through the Participatory Governance process, which includes representatives of the Student Health Advisory Committee.<sup>44</sup> This task force is supported by a \$5,000 grant to facilitate the adoption of a 100 percent smoke/tobacco-free campus. Student Health

---

<sup>40</sup> [CCSF Mission Statement](#)

<sup>41</sup> [Mission Statement Annual Review Fall 2015, Part A: Data](#)

<sup>42</sup> [Spring 2015 Center Survey combined Credit and/or Noncredit Courses](#)

<sup>43</sup> [Board Policy on Smoking, Smoking Policy at CCSF](#)

<sup>44</sup> [Breathe Healthy Task Force](#)

Services will also continue offering one-on-one smoking cessation visits at Student Health Services with licensed nurse practitioners and mental health professionals; continue distributing nicotine replacement free of charge and prescribing pharmacotherapy as indicated; and continue conducting outreach via student orientation, email, online student health magazine, classroom presentations, and outreach events.

**Services Support Student Learning, Regardless of Location or Means of Delivery.** CCSF provides student services, regardless of location or means of delivery, including distance education, that support student learning.

Locations for services include the Ocean Campus and the following educational Centers: Airport, Chinatown/North Beach, Civic Center, Downtown, Evans, John Adams, Mission, and Southeast.

A large proportion of students who enroll in distance education at the College (65 percent) also attend face-to-face classes. These students all have access to all of the student services that are offered. In addition, online services are provided in Admissions and Records, Financial Aid, Counseling and Matriculation, Library and Learning Resources (including access to tutoring), bookstore services, the student grievance process, and information on co-curricular activities. Among those students exclusively attending exclusively online section(s), the majority live in San Francisco (59.4 percent). Most of the remainder are from surrounding counties, only 1 in ten are from outside the College's region, and very few of those are from outside of California.<sup>45</sup>

For this percentage of students, the College believes the level of online support is sufficient.

### **II.C.1. Analysis and Evaluation**

The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic achievements.

CCSF provides core student support services across the College. These core activities, taken together, provide comprehensive services at each location. The College also provides student health services through the Ocean Campus Student Health clinic facility and through the Student Health Services website and information stations, health fairs, and vaccination clinics it offers periodically at the Centers. CCSF provides comprehensive information about student services for all students through its Student Development website, including specialized information for distance education students.

The College uses a number of assessment methods to regularly evaluate the quality of student support services. The CCSSE survey items focus on how students spend their time, the nature and quality of students' interactions with faculty members and peers, and what students have gained from their classes and other aspects of their college experience. CCSSE results provide data about student use and needs in student services. A comparison of CCSSE results from 2007

---

<sup>45</sup> [Residence of Distance Education Students Enrolled Exclusively Online](#)

with results from 2014 reveal improvements in the use and delivery of student services at the College overall. The College also administered the Survey of Entering Student Engagement (SENSE) in Fall 2015, and the results will inform improvements in student services. The college employed an additional method of evaluation by implementing the College-wide Center survey. This survey gathered information about students' needs and experiences pertaining to the student services offered at all College Centers. The Spring 2015 Center Survey asked students questions to evaluate student satisfaction with specific student services at each of the College's primary Centers. The results of the Center Surveys demonstrated that, while students used Student Support Services and find them satisfactory when available, some areas had room for improvement, and the College is addressing these areas. The needs of credit and noncredit students differ since the Centers primarily offered noncredit courses and programs. With the Centers expansion to offer credit courses, it was imperative that the College meet the needs of both credit and noncredit students. In order to assess the different student needs, the College disaggregated the Center Surveys by credit or noncredit courses. Disaggregating the Center Surveys by location revealed differences in experiences and potential gaps in service at each location.

Program Review provides the opportunity to analyze student data, collect feedback from personnel at both the Ocean Campus and at the Centers, evaluate the feedback and devise improvement plans. The Program Review process integrates planning and budgeting while at the same time serving as a tool to evaluate and document strengths and opportunities for improvement. Based on the evaluations of each service area, the Student Development Division has experienced an overall loss of enrollments and corresponding budgets and a slight shift in the demographics of students being served. A review of the Program Reviews for each of the 16 student services areas reveals that many areas are experiencing a decline in the number of students seeking services that reflects the overall loss in enrollment at the College. The Student Development Division was reorganized into a more traditional structure with all services organized under a Vice Chancellor of Student Development. Each service area identified improvements it made to the delivery of services for students. There are clear connections between the findings of each individual department in assessing the services provided and needs of each student services area. The Program Review process is the opportunity for each department and program to evaluate their Student Services SLOs/SSOs and devise plans for improvement.

The Student Equity Plan assesses student achievement through five areas: Access Indicators, Course Completion, ESL/Basic Skills, Degree and Certificate Completion, and Transfer. The Credit Student Success and Support Program Plan provides another opportunity for the College to evaluate the delivery and effectiveness of services. The Noncredit Student Success and Support Program Plan identifies the specific services the College provides for noncredit students. CCSF provides student services, regardless of location or means of delivery, including distance education, that support student learning.

**Conclusion.** The College meets Standard II.C.1.

**II.C.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+*

## **II.C.2. Evidence of Meeting the Standard**

CCSF defines and assesses learning support outcomes for its diverse student population, provides appropriate support programs and services to achieve outcomes, and utilizes assessment findings to continuously improve student support programs and services.

**Established College Processes Provide Ongoing and Systematic Assessment.** The College mission drives the creation of learning support outcomes. Each student service department's program mission maps to the College mission. The departments define Student Learning Outcomes (SLOs) and/or Student Services Outcomes (SSOs) and identify assessment measures by reviewing the College mission, the Institutional Learning Outcomes (ILOs), and their respective program mission statements.

Each program's mission appears on its assessment webpage, which also includes the SLOs/SSOs, the specific ILOs to which the program's SLOs/SSOs map, links to Program Review and archived outcome assessment reports, and resource links relevant to specific programs.<sup>46</sup> <sup>47</sup> <sup>48</sup> All program assessment webpages can also be accessed directly through the Student Services Outcome Assessment Workgroup website through the College SLO webpage. The program outcome assessment information, outcome assessment reports, and SSO Assessment Workgroup reports are available to inform the College community including faculty, staff, students, and the public about student services program outcome assessment.<sup>49</sup>

Faculty, staff, and administrators in the Student Development Division engage in widespread and a broad range of dialogue about outcome assessment through Division meetings, all-counselor meetings, department meetings, SSO Assessment Workgroup meetings, Academic Senate SLO Committee meetings, regular updates at the Academic Senate Executive Council, and bi-annual College-wide SLO Flex Days.

All student services areas conduct outcome assessment to ensure that those services meet the diverse needs of all students, and to improve them as needed based on assessment results, as described below.

---

<sup>46</sup> [Sample Programmatic Mission - Financial Aid Office](#)

<sup>47</sup> [Sample Assessment Webpage - Matriculation Services](#)

<sup>48</sup> [Institutional Assessment Plan, p.9. Screenshot of ILO mapping of a program](#)

<sup>49</sup> [Student Services Outcomes Website](#); (Example: [CalWORKs](#))

The CCSF Institutional Assessment Plan requires periodic validation of assessment reporting to assess the overall quality of the report as the success of assessment rather than simply measuring by the number of reports submitted.<sup>50</sup> The validation process also serves as a mechanism for feedback to improve future assessment reporting. Overall, comparing Spring 2016 results with those of Spring 2015 shows an improvement in the quality of reporting.<sup>51</sup>

Where applicable, student services units map their program outcomes to the appropriate CCSSE and Center Survey items, which thus serve as one mechanism for measuring the extent to which students meet those outcomes. During all-counselor meetings, Student Development Division meetings, and SSO Assessment Workgroup meetings, student services personnel reviewed the CCSSE and Center Survey data to identify strengths and areas of improvements. Counselors, administrators, classified staff, and students also reviewed these data during the District-wide SLO Flex Days on October 20, 2015, and March 8, 2016. To help administrators, counselors, classified staff, and students to better understand the CCSSE survey (administered in 2007 and 2014) and Center survey (last administered in Spring 2015) data, the Office of Research and Planning created Tableau Dashboards. Tableau Dashboard is user-friendly and serves as an interactive tool to view data and use the data to inform improvements in programs and services.<sup>52</sup>

<sup>53</sup> <sup>54</sup> <sup>55</sup>

Student services SLO and SSO assessment reporting has been in synch with instructional-unit SLO assessment reporting since the college implemented its first coordinated reporting system in Fall 2012. Alongside instructional units, student services assessment reporting migrated to CurricUNET in Spring 2015. Since then, student services outcome assessment reports are submitted in CurricUNET. Each service unit that produces a Program Review also has SLOs or SSOs, and these outcomes are listed under the two outcome assessment types in CurricUNET: (1) Counseling SLO or SSO Assessment and (2) Academic and Student Service Area SSO or SLO Assessment. These outcomes are assessed once every three years minimum, results analyzed, improvement plans made, and data, analysis, and next steps reported through CurricUNET. Program Reviews then pull these reports in for connection to resource requests and to plan the upcoming year's assessments. The SLO Coordinators provide ongoing support to individual service units. The SSO Assessment Workgroup regularly discusses the importance of making continuous quality improvement based on documented evidence of SSO/SLO assessment. Trainings and ongoing support are provided by the SLO Coordinator team.

**The College Identifies Student Learning Support Outcomes.** Each student services area identified specific student services SLOs/SSOs for a total of 57 SLOs/SSOs. For the purposes of

---

<sup>50</sup> [CCSF Institutional Assessment Plan](#)

<sup>51</sup> [Spring 2016 Validation Summary Report](#)

<sup>52</sup> [CCSSE and Center Survey Presentation on Oct. 20, 2015 SLO Flex Day](#)

<sup>53</sup> [CCSSE Survey Presentation to Student Services](#)

<sup>54</sup> [CCSSE Tableau Dashboard](#)

<sup>55</sup> [Center Survey Tableau Dashboard](#)

assessing outcomes, student services are divided into areas identified as: Admissions and Records; Calworks, Continuing Student Counseling; Veteran's Services; Athletic Counseling; DSPS; Extended Opportunities Programs and Services (EOPS); EOPS Counseling; Financial Aid (Counseling); Financial Aid Academic Counseling; Financial Aid Office; Guardian Scholars; Homeless At-Risk Transitional Students (HARTS); Learning Assistance Center; Matriculation and Counseling; Matriculation Services; Matriculation Services (Gateway to College); Multicultural Retention Services; New Student Counseling; Outreach and Recruitment; Puente; Scholarship Office; Single Stop; Student Activities; Student Affairs and Wellness; and Student Health. Each of these areas assesses at least one SLO and/or SSO.

**Each of the Student Service Outcomes (SSOs and SLOs) map to at least one of the four to Institutional Learning Outcomes.** The College recognizes the important connections between class instruction and student services support necessary to promote student success. Fifty five (55) out of the 57 Student Services Outcomes map to at least one of the ILOs. Two, Calworks and Puente, have Approximately half of the SSOs map to more than one ILO, and approximately 20 percent map to all four ILOs.

**The SSO Detailed Status Report.** The Student Learning Outcomes Coordination Team has tracked the assessment, documentation, and reporting of Student Services Outcomes since Fall 2012. In Fall 2015 and Spring 2016, the state of outcomes and assessment across all service units was synthesized and published in an SSO Detailed Status Report.<sup>56</sup> This report tracks each Student Service area SSO, the assessment activity, the assessment method, brief evaluation and immediate improvements, future (longer-term) improvements, direct links to the SLO reports from CurriCUNET, and mapping to the Institutional Learning Outcome. It also verifies whether or not the SLO/SSO is at continuous quality improvement (CQI) status.

**The Unified Counseling Student Services Outcome.** To systematically review counseling services through outcome assessment, the counseling department chairs and counselors developed a unified counseling outcome after robust dialogue:

After receiving counseling services, students will be able to understand the purpose of educational planning and the requirements necessary to achieve their educational goals.<sup>57</sup>

To assess the extent to which students achieved this outcome, the College developed and administered a counseling survey to students at the Ocean Campus and Centers in February 2016. Students could choose to complete the survey in English, Chinese, and Spanish. The survey collected student IDs to allow for disaggregated data analysis beyond the survey results. The College collected a total of 694 student survey scantrons from both credit and noncredit students who completed a 30- to 60-minute credit and/or noncredit education planning counseling appointment.<sup>58</sup> The survey confirmed the need identified by the EASE Task Force to

---

<sup>56</sup> [SSO Detailed Status Report](#)

<sup>57</sup> [Counseling Assessment Website - see outcomes statement](#)

<sup>58</sup> [Counseling Survey Results](#)

expand the services it was already providing at the Centers, including counseling for both noncredit and credit students and bilingual/bicultural counseling.<sup>59</sup>

### **The College Assesses each Student Services Outcome and uses those assessments to make improvements.**

**All SLOs/SSOs are assessed.** Each of the student services areas have at least one outcome that was assessed and is at CQI. The regular assessment cycle means that each student services outcome is assessed at least once every three years. In the process of evaluating the comprehensiveness of Student Services Outcomes processes, two areas (Learning Assistance Center, Matriculation and Counseling) decided to add new outcomes in addition to the existing ones. These two new outcomes will reach CQI by 2016-17.

**Improvements are made based on assessment results.** Student services units use assessment data to identify improvements that better ensure student success. Student Development engages in SLO/SSO assessment through the SSO Workgroup at the department level and during division-wide meetings. Conversations about SLO/SSO results lead to changes in the programs and services that the Division offers.

Outcome assessment reports document the outcome being assessed, assessment methods, criteria used to determine whether or not the outcome was met, improvements made since the last assessment, summary of data, analysis, and discussion, plan for improvement, resources needed, and highlights of the program.

Each outcome on the SSO Detailed Status Report includes a section on both immediate improvements to be made and future improvements to aim for. Forty-seven of the assessed and evaluated outcomes led to an immediate improvement. For example:<sup>60</sup>

- The CalWORKs program modified its presentation to include a more visual format, enhanced their website to put “key program information” at student “fingertips,” and “created job-readiness workshops and trainings [for] students based on skill,” created an early semester check-in procedure, created probation workshops, and after further assessment, made pedagogical changes to the delivery of orientations.
- Continuing Student Counseling, in the Job Recruitment Fair, included more employer representatives from a wider variety of industries, began offering a “Getting Ready for the Job Fair” workshop including the provision of a list of potential employers in advance, expanded the volunteer pool to include representatives from more services across the college, and increased publicity for the event.
- Continuing Student Counseling revised the outcomes for and created and made available online a Transfer Information Workshop; created an orientation specifically for veteran

---

<sup>59</sup> [Counseling Schedule for Fall 2015](#)

<sup>60</sup> [SSO Detailed Status Report](#)

students; revised the Orientation for Student Athletes and created a Student Athlete Handbook.

- Matriculation Services changed the design of the website to clarify the matriculation steps and added All-In-One days so that students can matriculate more easily.
- The Multicultural Retention Services Department created a departmental brochure to advertise programs and services.
- Outreach and Recruitment made changes to the Campus Tour script to include more information about services at the various College Centers.
- Puente added a cohort at the Mission Center.
- Student Health Services updated their clinical protocol for smoking cessation.

Longer-term improvements were also identified and steps taken to begin implementation:

- Admissions and Records has identified website changes that will create clearer instructions. Simplified online transcript ordering process.
- CalWORKs identified a potential need for additional tutors in the homework club that go beyond basic skills assistance.
- Continuing Student Counseling identified a potential need for additional counselors, new software to facilitate in posting job announcements and advertising job fairs, and extending and make more specific orientations.
- DSPS is exploring the inclusion of English tutors in the DSPS Strategy Lab.
- The Learning Assistance Center is working to include Peer Mentors as part of their outreach to students.
- Matriculation Services is including Math, English, and ESL advisors at All-In-One days.
- Gateway to College is looking at ways to increase staff interaction with students.
- Student Health Services is making changes to the pedagogy in their Anxiety Workshops to include more role play to assist students in increasing social skills.

**Student Support Services and Programs that Help Achieve these Outcomes.** CCSF serves a diverse student population in credit and noncredit courses at the Ocean Campus and all Centers, and supports those students with more than 30 services and programs that promote student achievement and success.<sup>61</sup> In addition to providing support services for the general student population, the College provides targeted programs for special populations which include, but are not limited to, homeless students, foster youth, students who are returning to school to obtain

---

<sup>61</sup> [List of Student Services on Student Development Website](#) - Student Development Quick Link Resources

their high school diploma, transfer students, veteran students, student athletes, single parent students, and first-generation college students.

**Institutional Resources that Support SSO Assessment.** In addition, the College commits substantial and ongoing institutional resources to support the assessment of SLOs/SSOs.

Resources to support faculty, staff, and administrators in carrying out SLOs/SSO assessment include the following:

- **Dedicated Student Services SLO Coordinator.** To better coordinate and improve SLOs/SSOs, the College added a Student Services SLO Coordinator position to the SLO Coordination Team in Fall 2015. Duties of the Student Services SLO Coordinator include serving as a resource for program leads, conducting professional development activities, and facilitating dialogue about assessment.<sup>62</sup> <sup>63</sup>
- **Student Services Outcome Assessment Workgroup.** The Student Services Outcome Assessment Workgroup provides leadership in the coordination of the outcome assessment process in the Student Development Division and other student services areas. This is a workgroup of the Planning Committee, a Participatory Governance Council (PGC) standing committee. The Description of the purpose and goals of the SSO Assessment Workgroup is as follows:

Review and refine the plans, models, timelines, and reporting methods for assessing student learning outcomes and student services outcomes in the Student Development Division and other student services areas.

Support and improve the assessment processes and activities, including professional development, dialogue, evidence-gathering, and reporting in cooperation with the SLO Coordinators Team.<sup>64</sup>

The Student Services SLO Coordinator chairs the SSO Assessment Workgroup, and participants include faculty, department chairs, classified staff, and administrators from the Student Development Division and other student services areas. To ensure ongoing dialogue, the Workgroup meets twice a month.<sup>65</sup> The results of these activities are more robust dialogues and discussions at department, division, and College levels about student services outcome assessment. The Director of Research and research analyst meet with individual student services departments and provide assistance on collecting and analyzing data. The Office of Research and Planning also created Tableau Dashboards for the CCSSE Survey, Center Survey, and Counseling Survey to allow student development professionals and students to view the disaggregated data in a user-friendly dashboard. The Director of Research and research analyst provided three Argos training sessions to the Student Development Division to train administrators, department chairs,

---

<sup>62</sup> [Student Services SLO Coordinator Job Description](#)

<sup>63</sup> [SLO Coordinator Website](#)

<sup>64</sup> [SSO Assessment Team \(Workgroup\) Website](#)

<sup>65</sup> [SSO Assessment Workgroup Website - see meeting schedules](#)

faculty, and classified staff to access and use data more effectively to make improvements. Through professional development activities, student development professionals shared assessment ideas and strategies and discussed best practices in student services outcome assessments. For example, DSPS collaborated with the Office of Research and Planning to use Banner data to assess SLOs and found that DSPS students who enroll in DSPS Strategy Lab perform better than DSPS students not enrolled in the Strategy Lab in both English 90 (15 percent increased success) and English 91 (6 percent increased success). Furthermore, the data shows that DSPS students enrolled in the strategy lab appear more persistent (18 percent fewer withdrawals for English 90 and 2 percent fewer withdrawals for English 91) than DSPS students not enrolled in the Strategy Lab.

- **Collaboration with the Office of Research and Planning.** Student services personnel have strengthened collaboration with the Office of Research and Planning in data collection and analysis to assess SLOs/SSOs. The Office of Research and Planning provides ongoing support and assistance in accessing, gathering, and analyzing both College-wide and department-level data to improve programs and services, including. For example, the CCSSE survey, Center survey, SARS Grid Data, and other data available in Argos and Tableau provide useful data to help improve programs and services.<sup>66</sup>
- **Professional development.** The SLO Team organizes numerous professional development opportunities related to outcomes assessment, a number of which focus on student development and include Flex Days, a drop-in support lab, brown bag lunches, and Argos training.<sup>67</sup>
- **SLO communications.** To more efficiently share outcome assessment updates and professional development activities related to outcome assessment, a new Student Development Division email list with an automatic update feature of the contact list was created to allow more widespread sharing and communication with the entire division. Further, weekly or biweekly SLO updates are communicated via College-wide email list to all employees.<sup>68</sup>

**Results of institutional resources and support.** These activities have resulted in more robust dialogue at the department, division, and college levels about student services outcome assessment. The Director of Research and research analyst meet with individual student services departments and provide assistance on collecting and analyzing data. The Office of Research and Planning also created Tableau Dashboards for the CCSSE Survey, Center Survey, and Counseling Survey to allow student development professionals and students to view the disaggregated data in a user-friendly dashboard. The Director of Research and research analyst

---

<sup>66</sup> [Tableau](#)

<sup>67</sup> [SLO Professional Development Website](#)

<sup>68</sup> [SLO Communications Website](#)

provided three Argos training sessions to the Student Development Division to train administrators, department chairs, faculty, and classified staff to access and use data more effectively to make improvements. Through professional development activities, student development professionals shared assessment ideas and strategies and discussed best practices in student services outcome assessments. For example, DSPS collaborated with Office of Research and Planning to use Banner data to assess SLOs and found that DSPS students who enroll in DSPS Strategy Lab perform better than DSPS students not enrolled in the Strategy Lab in both English 90 (15 percent increased success) and English 91 (6 percent increased success). Furthermore, the data shows that DSPS students enrolled in the strategy lab appear more persistent (18 percent fewer withdrawals for English 90 and 2 percent fewer withdrawals for English 91) than DSPS students not enrolled in the Strategy Lab.

### **II.C.2. Analysis and Evaluation**

The College mission drives the creation of learning support outcomes. Each program's mission appears on its assessment webpage, which also includes the SLOs/SSOs, the specific ILOs to which the program's SLOs/SSOs map, links to Program Review and archived outcome assessment reports, and resource links relevant to specific programs. The CCSF Institutional Assessment Plan requires periodic validation of assessment reporting to assess the overall quality of the report as the success of assessment rather than simply measuring by the number of reports submitted. Student Services SLO and SSO assessment reporting has been in sync with instructional-unit SLO assessment reporting since the College implemented its first coordinated reporting system in Fall 2012. The College assesses academic and student service area SSOs or SLOs once every three years at a minimum, analyzes results, makes improvement plans, and reports data, analysis, and next steps through CurricUNET. Each student services area identified specific student services SLOs/SSOs. The College recognizes the important connections between class instruction and student services support necessary to promote student success. The Student Learning Outcomes Coordination Team has tracked the assessment, documentation, and reporting of Student Services Outcomes since Fall 2012. To systematically review counseling services through outcome assessment, the counseling department chairs and counselors developed a unified counseling outcome after robust dialogue. Each of the student services areas have at least one outcome that was assessed and is at continuous quality improvement. Student services units use assessment data to identify improvements that better ensure student success. CCSF serves a diverse student population in credit and noncredit courses at the Ocean Campus and all Centers, and supports those students with more than 30 services and programs that promote student achievement and success. The College commits substantial and ongoing institutional resources to support the assessment of SLOs/SSOs.

**Response to findings from the Restoration Evaluation Team/January 2015 Action Letter.**  
The Restoration Evaluation Report included the following comments related to this Standard:

*[The College must] secure permanent staff in key positions including Vice Chancellor, Student Development, and reduce the reliance on temporary personnel. Finalize the SSSP and Student Equity plans currently under development ...*

*... 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 relationships between unit objectives and services at the centers ...*

*... 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 ...*

*... Continue to emphasize service areas outcomes and student learning outcomes and commit to using the analysis of the data to develop future planning agendas (2012 Standard II.B.4.) ...*

*... Planning must lead to implementation and evaluation to be fully responsive (2012 Standard II.B.1.) ...*

*... Systematically review counseling services through SLO and SUO evaluation (2012 Standard II.B.3.c.).*

## **Securing Permanent Staff and Clarifying the Organization Chart for Student**

**Development.** The College has hired three permanent Student Development positions, including the Dean of Matriculation and Counseling, Associate Dean of Financial Aid and Special Programs, and Associate Dean of Outreach. In addition, the College appointed the Vice Chancellor of Student Development on an interim basis for two years.<sup>69</sup>

**Finalizing the SSSP and Student Equity Plans.** The College has completed both the Student Success and Support Program (SSSP) and Student Equity Plans by the state-mandated deadlines and has revised and updated both plans following the Guidelines of the State Chancellor's Office.<sup>70</sup> Implementing those plans has included appointing faculty coordinators for each and filling the position of interim Associate Dean of Student Equity.<sup>71</sup>

The College has also assured that these plans integrate with the College's overall planning by incorporating Student Equity questions in the annual Program Review process. Departments are asked to disaggregate data in order to address Access, Course Completion, ESL and Basic Skills Completion, Degree and Certification Completion, and Transfer.

---

<sup>69</sup> [Student Development Organizational Chart](#)

<sup>70</sup> [SSSP Plan for credit](#); [SSSP Plan for noncredit](#); [Student Equity Plan](#)

<sup>71</sup> [Board Resolution Approving Interim Associate Dean of Equity](#), March 24, 2016

Departments and units can also request funding from these plans through Program Review. The College ensures coordination among all categorically funded state plans as illustrated in the College's decision making flowcharts.<sup>72</sup> See also below.

### **Sustaining a Continuous Cycle of Improvement for SLOs, Improving Student Services**

**Planning Processes.** To improve the coordination within student services, in Fall 2014, the SLO Coordinator jumpstarted and co-led the Student Services Outcome Assessment Workgroup. In Fall 2015, the College hired a dedicated student development faculty SLO coordinator, who then helped lead the workgroup, expanding its outreach and efforts so that it met bimonthly and oversaw the regular completion of semester SLO assessment reports and participation in the dedicated FLEX Days to SLOs with a parallel track focused on Student Development Outcomes Assessment.

Each department in Student Development has demonstrated a continuous cycle of Program Review for the past three years. These Program Reviews are integrated into the institution wide planning process for allocating resources toward faculty and classified vacancies, supply budgets, and equipment needs. Additionally, it is a tool to document opportunities for program improvement and innovation/special projects. The College responds to programmatic needs that have been identified in Program Review and SLOs, thus creating a more systematic and transparent planning process, including allocation of resources.

**Systematic Review of Counseling Services through Outcomes Assessment.** As described above, the counseling department chairs and counselors developed a unified counseling outcome and now assesses the extent to which students achieve this outcome in addition to assessing SLOs/SSOs. As a result, the College expanded the services it was already providing at the Centers, including counseling for both noncredit and credit students and bilingual/bicultural counseling.

**Conclusion.** The College meets Standard II.C.2.

**II.C.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*

### **II.C.3. Evidence of Meeting the Standard**

The institution assures equitable access to all of its students by providing services to students regardless of service location or delivery method.

**CCSF's History of Responding to Student Needs.** CCSF has experienced both decentralized and centralized organizational systems. Founded as one site, Ocean Campus, the College began

---

<sup>72</sup> [Roles, Responsibilities, and Processes Flowcharts and Narratives](#)

to expand out to multiple locations to meet students in their local communities in the 1950s and 1960s. In response to changing student needs and organizational philosophies, CCSF experienced a decentralized organizational structure where the current Centers were separate entities. In addition, up until 1990, the current Centers offered only noncredit courses. During each organizational period, the College redefined and re-prioritized the delivery of student support services. In 2015 the College again reassessed and adjusted the delivery of services across the entire College in order to best serve student needs. In addition, the development of new, enhanced technological resources allowed for additional adjustments to resources as students become more accustomed to both immediate and comprehensive information available online.

**The Charge of the EASE Task Force of 2015.** In Summer 2015, the College created the Equal Access to Success Emergency (EASE) Task Force. The Chancellor selected tri-chairs with the input and direction of each constituent group leadership. The 35-member Task Force was composed of credit and noncredit students from across the District, classified staff, counseling department chairs, and counseling faculty. Student Development Deans (representing areas within Admissions and Records, Counseling and Matriculation, Financial Aid, and Student Affairs and Wellness), Center Deans representing seven Centers, and the Dean representing the airport site were also members of EASE Task Force (for a comprehensive list of Task Force membership, see Appendix A of the EASE Plan). Additionally, several staff members from the Office of Research and Planning served as resource members providing the Task Force with data to help inform the creation of a plan.<sup>73</sup>

EASE Task Force was charged with three goals:

1. identifying core student services
2. identifying gaps in services at specific locations, and
3. creating an implementation plan to address the deficiencies.<sup>74</sup>

The EASE Task Force re-evaluated the College's definition of comprehensive student support services and analyzed the delivery of those services at each of its primary locations. Based on these analyzes, an EASE plan was developed to assure equitable access to student support services regardless of location or delivery.

**Defining the Working Definitions of Comprehensive versus Core Services.** The EASE Task Force identified core services through conversations in Task Force meetings. Key considerations for the identification of a core services included: access to all necessary information about programs offered, financial aid services, materials and services needed to enroll and participate

---

<sup>73</sup> Screenshot of EASE Plan, page iv, (Source: [EASE Plan, page iv](#))

<sup>74</sup> Screenshot of EASE Plan, page iv, (Source: [EASE Plan, page iv](#))

in classes, access to co-curricular activities that build community and a sense of belonging, and access to career counseling to help students “find their passion.”<sup>75</sup>

**Defining “Equitable.”** While not all of the Centers is sufficiently large enough to support the delivery of all the unique services and programs offered at the Ocean Campus, or the delivery of services for an equal number of hours at each Center, the EASE Task Force identified the seven core services necessary for success and used data to evaluate and plan for an equitable distribution of support services. The EASE Task Force considered included in their working definition of “equitable” both “proportional” services aligned with student presence, and services “sufficient” to meet the goals of students in programs at particular locations.<sup>76</sup>

**Identification of Core Services.** The EASE Task Force developed the draft implementation plan in four parts. First, it identified core services and locations. Second, it created and tested a uniform template to identify gaps in services and opportunities for improvement. Third, breakout workgroups completed a template for each core service identified. Fourth, each workgroup presented templates to the full Task Force for a full and thorough discussion on identified gaps and proposed plans to address those gaps. These templates were the core guiding documents for the full implementation draft report. The EASE Task Force identified eight locations and the following seven core services:

- Admissions and Records
- Bookstore/Access to Course Materials
- Counseling
- Co-curricular Activities
- Financial Aid
- Library and Learning Resources
- Uniform practice and processes related to student complaints and grievances

Information about these core services and their availability is available to students on each Center's website, along with a Center-specific “Guide to Student Services” at each site. The eight locations identified are the following Centers: Airport,<sup>77</sup> Civic Center,<sup>78</sup> Chinatown/North Beach,<sup>79</sup> Downtown,<sup>80</sup> Evans,<sup>81</sup> John Adams,<sup>82</sup> Mission,<sup>83</sup> and Southeast.<sup>84</sup> The criteria set for providing the seven core services required one specific criteria—if a student is able to start and

---

<sup>75</sup> [EASE Task Force Meeting Notes August 3, 2015](#)

<sup>76</sup> [EASE Task Force Meeting Notes August 3, 2015](#)

<sup>77</sup> [Student Services at Airport Center](#)

<sup>78</sup> [Student Services at Civic Center](#)

<sup>79</sup> [Student Services at Chinatown/North Beach](#)

<sup>80</sup> [Student Services at Downtown Center](#)

<sup>81</sup> [Student Services at Evans Center](#)

<sup>82</sup> [Student Services at John Adams Center](#)

<sup>83</sup> [Student Services at Mission Center](#)

<sup>84</sup> [Student Services at Southeast Center](#)

complete an academic program at a particular location, then the EASE Task Force identified that location as a site required for the seven core services.<sup>85</sup>

**Using Data to Identify Gaps in Service.** The EASE Task Force used the data from the CCSSE, SENSE, and Center Surveys along with local data (Banner, Argos, and Tableau) from the Office of Research and Planning to identify the needs of each Center in order to assure equitable access to success. In general, the EASE Task Force identified four key areas for change:

1. Staffing: There needed to be sufficient staffing of both classified staff and counselors at each center. At specific Centers, EASE identified bilingual services as beneficial.
2. Space Usage: A more uniform delivery model would serve students better. For example, a one-stop shop design that was similar across the Centers would assist in efficient delivery of more services to more students. In addition, the provision of maps of student supports services at each location, both in print, online, and in multiple languages, would help students locate and use support services.
3. Improved Technology: EASE identified technology as a resource that, if deployed intentionally, could make additional services at the Centers more accessible.
4. Training: Equitable services for Centers of various sizes and with varying student populations requires that personnel both be cross-trained and kept up to date on all changes and improvements in service delivery.<sup>86</sup>

Finally, beyond the seven core services identified at the eight locations, the EASE Task Force also identified a number of future factors and services to continue once the core services are implemented. A comprehensive list can be found in the meeting notes and drafts on the EASE Task Force web page.<sup>87</sup>

While the primary focus was on the first four key areas of priority above, the College has implemented elements of a broader set of action plans in the EASE Plan. A review of the EASE Plan Action Items identified eight categories of actions to be taken in order to ensure equitable access to student support services at each location. In addition to the aforementioned categories of Staffing, Space Usage, Technology, Professional Development and Training, the eight categories also included Services, Outreach and In-Reach, Ongoing Collaboration, and Further Research as described below.

**Services.** As noted above, the College adopted the EASE Task Force recommendations of both “proportional” and “sufficient” services for every location in order to provide equitable access to success for all students. For example, every location has library services and bookstore access. Additional workshops have been added, included the “Steps to Credit” workshop for

---

<sup>85</sup> [Screenshot of EASE Plan, page iv](#), (Source: [EASE Plan, page iv](#))

<sup>86</sup> [Screenshot of EASE Plan, page v](#) (Source: [EASE Plan pg. v](#))

<sup>87</sup> [Screenshot of EASE Task Force Plan, table of contents in page 2](#) (Source: [EASE Task Force Plan](#) , see table of contents in p.2)

noncredit students interested in enrolling in credit programs. Career counselors provide career-information workshops across all locations and program-specific orientations are provided at the appropriate Centers.

**Staffing.** The College recognized that authentic access to services required cross-training of existing personnel and the creation of a new civil service exempt classification of Student Services Specialist (1490) in addition to personnel at the Centers. As a result, an Associate Dean of Outreach, five new 1490 classified personnel, additional counselors, and an Interim Associate Dean of Equity were hired.<sup>88</sup> An emphasis was placed on bilingual skills as a desirable qualification. In addition, faculty assignments were rearranged to create broader coverage across all locations.<sup>89</sup>

**Space usage.** In order to fully implement the seven core services across the College, each Center designated a primary location from which all services can be accessed. Multi-lingual signage and a Center-specific “Guide to Student Services” are available at each location.

**Technology.** Taking advantage of advances in technology allows for a wider array of services to be provided to students no matter at which location they take classes. For example, the College recently acquired Campus Logic, a software platform that allows for electronic submission of student documents records with the Financial Aid Office. In addition, the College consolidated the complaint and grievance process into one page for easy accessibility to all students. The Admissions and Records staff received training during Fall 2015 for Banner Document Management (BDM), an imaging system that images student records. Training was completed in November with implementation in January 2016.

**Professional development and training.** The College recognized that in order to most efficiently deliver a wider variety of services to a broader group of students, cross-training of specific personnel and a deliberate expansion of professional development training sessions were necessary in order to fully cover services at the Centers. For example, the initial EASE Task Force 1490 kick-off meeting provided a comprehensive presentation of student development core services in addition to state mandates, Title 5 regulations, and best practices in supporting students. In addition, Center personnel were trained on the use of the Banner Document Management Suite in order to provide electronic data sharing between locations.

**Outreach and in-reach.** Both outreach to new students and in-reach to existing students is essential for student services to play its role in promoting student development. Student success increases when students are engaged and supported. In order to inform and encourage students to make use of all the services that the College provides, the College increased both outreach and in-reach activities. For example, the Associate Dean of Outreach oversaw the creation of a College brochure that provides an overview of the enrollment process and programs

---

<sup>88</sup> Board approval of [Interim Associate Dean of Student Equity](#); [Interim Associate Dean of Outreach](#); New counselors: [2/25/16 Board Resolution 160225-IX-58](#), [3/24/16 Board Resolution 160324-X-81](#)

<sup>89</sup> 1490 positions, Counseling Schedule for Fall 2015

and services offered at each location. In addition, both counseling faculty and classified staff visit noncredit ESL classrooms to invite students to counseling services. Data gathered from SENSE will further inform this.

**Ongoing collaboration.** Feedback from the EASE Task Force demonstrated a clear understanding that improving the services offered will be facilitated by greater collaboration between programs, services, and constituents. Action items identified as “collaboration” reflect an awareness of the need to make some shifts in the work culture. For example, communications and planning between instructional faculty and counseling faculty to promote the use of student services is facilitated by a greater institutional knowledge of other roles at the College and how one’s own work fits within the larger system, then making connections where possible. Faculty and counselors, working together with students who need DSPS services, can find solutions at each Center that meet student needs. Stronger connections between Associated Students and Student Activities at the Ocean Campus and Centers will facilitate the provision of leadership and involvement opportunities for students. These collaborations can be facilitated in multiple ways. Collaboration efforts are a regular agenda item for ongoing Student Development Division meetings. For example, at Counseling professional development meetings faculty representatives are invited. Faculty representatives from English and Math participated and shared information with counselors about the different academic expectations in different levels of English and Math. The College also includes collaboration discussion as Flex Activities: during the March 8, 2016, Flex Day, all of student services participated in conversations about how to create student success. Six panels were held to discuss different ways that constituents potentially impacted student success. This was followed by a Student Development Division meeting to discuss further.

**Further research.** The EASE Task Force relied on several sources of data including the Center Surveys, the CCSSE Survey, and overall enrollment and FTES information and upcoming SENSE data. However, in order to maximize the delivery of discrete services that best match student availability, further research questions were pursued. For example, student participation rates in Associated Student activities, perceptions of campus safety, and student familiarity with the grievance process were surveyed.

**Implementation of Equitable Services at Each Primary Location.** The College used the EASE Plan Action Item Categories to drive the activities that ensure equitable services at each primary location.

**Equity Projects at the Centers.** Data used by the College to inform the 2015 Equity Plan revealed a disproportionate impact in access to credit ESL coursework at the Mission Center. Under the umbrella of the Equity Plan, the College implemented the beginning phases of the following projects:

- The ESL AB540 Pathway aims to increase the number of undocumented students entering credit level coursework through a collaboration of Academic Counseling, Admissions and Records, and the ESL and Transitional Studies Departments.<sup>90</sup>
- The enhancement of the Steps to Credit program at the Mission Center is an enhancement of counseling services including workshops, assistance with paperwork, and placement testing designed to encourage noncredit students to transition into credit coursework.
- As a result of a pilot project that found that assisting non-English speakers move to a modest proficiency level has a direct impact on their lifetime earnings, the ESL department selected two sections of noncredit ESL at Mission Campus to receive the following interventions during the Spring semester:
  - Tutoring will focus on reinforcing materials being used in class, independent extensive reading, developing strategies for independent learning, and conversation.
  - Extensive reading/free vocabulary reading (FVR) – student reading library in the classroom using starter books
  - Student journals and outside learning logs – students will keep journals with weekly entries on their experience, to be reviewed by the instructor and the ESL Academic Preparation Program (APP) coordinator. Outside Learning Logs will allow students to analyze their own language learning outside class.

**The College Provides Appropriate, Comprehensive, and Reliable Services.** As noted the EASE Task Force identified seven core services that students should be able to access at all primary locations.

The seven core services include: Admissions and Records; Financial Aid; Matriculation and Counseling; Library and Learning Resources; Bookstore and Access to Course Materials; Co-curricular Activities; and Access to Complaints, Grievances and Students Rights and Responsibilities.

The primary locations that require core services in addition to the Ocean Campus include the Airport, Chinatown/North Beach, Civic Center, Downtown, Evans, John Adams, Mission, and Southeast Centers.

CCSF meets the needs of distance education students through its Student Development and associated websites. Each unit regularly updates its website to ensure accurate and reliable information.

The response to Standard II.C.1. provides additional information about these services.

Now that the College has begun implementing the EASE Plan, it is continually evaluating the implementation of EASE—and the extent to which all services, regardless of location or

---

<sup>90</sup> Screenshot of 2015 Student Equity Plan, pages 57-62 (Source: [2015 Student Equity Plan](#), pages 57-62)

delivery, meet student needs. The Plan was developed in Fall 2015 with first implementation in Spring 2016 with continual assessment throughout initial implementation. As of Summer 2016, the College has begun a more formal evaluation of the EASE implementation.

### **II.C.3. Analysis and Evaluation**

The institution assures equitable access to all of its students by providing services to students regardless of service location or delivery method. CCSF has experienced both decentralized and centralized organizational systems. In 2015, the College again reassessed and adjusted the delivery of services across the entire College in order to best serve student needs. In Summer 2015, the College created the Equal Access to Success Emergency (EASE) Task Force. The EASE Task Force re-evaluated the College's definition of comprehensive student support services and analyzed the delivery of those services at each of its primary locations. Core services were identified by the EASE Task Force through conversations in Task Force meetings. The EASE Task Force included the definition of both "equitable" and "proportional" services aligned with student presence and services sufficient to meet the goals of students in programs at particular locations. The EASE Task Force identified core services and drafted a four-part implementation plan. The EASE Task Force used the data from the CCSSE, SENSE, and Center Surveys along with local data (Banner, Argos, and Tableau) from the Office of Research and Planning to identify the needs of each Center in order to assure equitable access to success.

Data used by the College to inform the 2015 Equity Plan revealed a disproportionate impact in access to credit ESL coursework at the Mission Center. The Task Force identified seven core services that students should be able to access at all primary locations. These identified core services will ensure that the College provides appropriate, comprehensive, and reliable services in support of student learning and achievement.

**Response to findings from the Restoration Evaluation Team/January 2015 Action Letter.**  
The Restoration Evaluation Report included the following comments related to this Standard:

*Implement the identified actionable improvement plan and the comprehensive plan for assessment of the student support service needs of the Ocean campus and the Centers (2012 Standard I.B.).*

*Implement the assessment of student support service needs at the Ocean campus and centers, and adopt identified improvements (2012 Standard II.B.).*

*Conduct planned student surveys to assess student needs, particularly at the Centers. Utilize planned evaluation of services to inform counseling and scheduling changes at the Center locations. Incorporate questions related to student support needs within the district planning systems. Work with the Office of Research and Planning to assess the needs of both credit and noncredit students at the Centers (2012 Standard II.B.3.).*

*Develop a comprehensive plan to provide student services at the Centers and main campus. Implement the goals for an online student orientation, calendar of student*

*programming, and education plan program. Implement a comprehensive plan for quality services across all sites (2012 Standard II.B.3.a.).*

**Surveys to Assess Student Needs at All Sites.** As noted in the response to Standard II.C.1., the College has used the following assessment instruments to assess student support services needs: CCSSE, SENSE, and the Center Survey. CCSSE items focus on how students spend their time, the nature and quality of students' interactions with faculty members and peers, and what students have gained from their classes and other aspects of their college experience. SENSE captures new student experiences in first month of CCSF. The College-developed Center Survey gathers information on Centers and noncredit students' needs and experiences with student services at Centers. Furthermore, the College held town hall forums to provide an opportunity for students to share positive and negative experiences and suggest solutions for improvement.

**Implement the Actionable Improvement Plan.** The College developed and implemented an actionable improvement plan, which became the Equal Access to Success Emergency Task Force Plan. A 35-member task force identified gaps in services and has implemented the EASE Plan, focusing on seven core services at all locations. As guided by the EASE Plan, the College has made several improvements to Student Development services at the Centers including: hiring Student Services Specialists to work at the Centers, ensuring counseling availability, expanding library services, and implementing online tutoring. The College will continue assessing and refining services, guided by assessments of student needs.

**Conclusion.** The College meets Standard II.C.3.

**II.C.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*

#### **II.C.4. Evidence of Meeting the Standard**

**Co-curricular Programs.** CCSF offers co-curricular program aligned with the mission of the College and that contribute to the social and cultural dimensions of the educational experience of students. Co-curricular programs can be found in different venues at the College including the Associated Students, Clubs and Organizations, and Athletics. These various opportunities allow for students to contribute to the social and cultural dimensions of college life both inside and outside the classroom.

The Student Activities Office facilitates a number of co-curricular opportunities, including the Associated Students and Clubs and Organizations. These programs support student engagement and leadership by strengthening student participation in the life, governance, and success of the College. The Office provides diverse opportunities for students to engage in creating and

building a community on campus, many of which include activities that are promoted on the Student Events Calendar.<sup>91</sup>

Students at the Ocean Campus and Centers across the District are provided an opportunity to create and participate in the Associated Student Council at their location. Currently, there are nine active Associated Student Councils throughout the District including the Executive Council.<sup>92</sup> The Associated Students is part of the college governance structure and serves as the representative voice of the students across the District.

Additionally, the Associated Students support a number of student-run Programs and Resource Centers including: a Bookloan Program, Each One Teach One Program, Family Resource Center, VIDA (Voices of Immigrants Demonstrating Achievement), Multicultural Resource Center, Queer Resource Center, Veterans Resource Center, Women's Resource Center, Students Supporting Students (peer mentoring), and assists with activities for Guardian Scholars (current/former foster youth), HARTS (Homeless, At-Risk Transitional Services), and Student Health Services.<sup>93</sup>

The Student Activities Office provides support for over 60 student clubs and organizations throughout the District. Clubs offer diverse student engagement opportunities for students and vary in type such as academic, art/music, cultural, religious, political, service, and sports.<sup>94</sup>

Additional District-wide co-curricular learning opportunities include: Concert and Lecture Series, which produces more than 60 events each year at many of the College's sites. The Concert and Lecture Series events celebrate the many cultures and the superlative creativity found in the Bay Area. The series also supports the curriculum and student success by bringing masters at their craft to the College, addresses current issues and world events, and brings together the diverse points of views found in the community.<sup>95</sup>

**Athletics Programs.** CCSF offers athletic programs aligned with the mission of the College and that contribute to the social and cultural dimensions of the educational experience of students. The Athletic Department at CCSF is dedicated to providing athletically oriented students with opportunities and support services to enhance their collegiate education. The Athletic Department is committed to supporting the recruitment, student eligibility, retention, graduation, and transfer of student-athletes it serves by providing academic support and counseling services. In addition, the Athletic Department is committed to providing students opportunities to develop educational leadership, physical wellness, sports and participation, and academic and athletic excellence through a competitive intercollegiate athletics program.

---

<sup>91</sup> [Student Events Calendar](#)

<sup>92</sup> [Associated Students Website](#)

<sup>93</sup> [Student Activities Website](#)

<sup>94</sup> [Recognized Clubs of CCSE](#)

<sup>95</sup> [Concert and Lecture Series Website](#)

The Athletic Department is student focused and stresses the importance of student-athlete success while at CCSF, and in preparation beyond the institution. The athletic directors, coaching staff, academic counselor, athletic trainers, and support staff involved with the day-to-day operations for each sport program serve as both academic and character mentors to its student athletes. Currently CCSF supports 15 intercollegiate sport programs for men and women dependent on sufficient student interests and adequate financial resources: Women's Badminton, Men's Baseball, Men's and Women's Basketball, Men's and Women's Cross Country, Men's Football, Men's and Women's Soccer, Women's Swimming, Men's and Women's Track and Field, Women's Tennis, Women's Volleyball, and Women's Water Polo.<sup>96</sup>

**Co-Curricular Programs Are Conducted with Sound Educational Policy and Standards of Integrity.** The Student Activities Office oversees co-curricular programs including the Associated Students and Clubs and Organizations. These programs are conducted with sound educational policy and standards of integrity consistent with District Policies and the California Education Code. In particular, the Associated Students and Clubs and Organizations are guided by a constitution and bylaws for each Campus/Center council. Operations for the Associated Students align with Education Codes 76060-76067 and 72023.5. Additionally, the Associated Students follows policies outlined in the Guidelines for the Management of Associated Students Funds which are consistent with the Education Code and FCMAT. The Associated Students and Clubs and Organization budgets and expenditures are approved in accordance with the Education Code. Students involved in the Associated Students receive training on various areas of leadership, including appropriate Education Code pertinent to student government and college governance.

**Athletics Programs Are Conducted with Sound Educational Policy and Standards of Integrity.** CCSF Athletic Programs follow the governance, policies, procedures, operational structure and bylaws established and administered by the California Community College Athletic Association (CCCAA). The athletic program is structured for intercollegiate student-athletes and provides opportunities for men and women to participate equally, in accordance with Title IX, the California Education Code, and the Equity in Athletics Disclosure Act (EADA). Appropriate conduct and knowledge of CCCAA bylaws and decorum policy is expected by all CCSF athletic representatives at all time. To ensure student eligibility compliance with the CCCAA bylaws, each individual affiliated with a sport program must take a compliance exam and pass with a score of 80 percent or higher. Additionally, in-service training is provided two times a year (fall and spring) to review the following: CCSF Mission, CCSF Athletic Department Mission, CCSF Student-Athlete Code of Conduct, Expectation of the Student-Athlete, Expectations of the Coaches, CCCAA Legislative Updates, Eligibility, Recruiting, Contest and Season of Sport, Playing rules for each sport, Decorum, Coaches Code of Professional Conduct and Ethics and

---

<sup>96</sup> [CCSF Intercollegiate Athletics Programs Website](#)

Concussion Management.<sup>97</sup> Upon completion of the exam and training, a statement of compliance (R-2 form) is sent to the commissioner and the CCCAA.

**Responsibility for the Control of these Programs, Including Finances.** The College evaluates these programs and activities through the Program Review process and through the Student Learning Outcomes process under the Student Activities Office. The programs and activities meet set industry standards, the Education Code, and comply with Associated Students financial guidelines.

#### **II.C.4. Analysis and Evaluation**

CCSF offers co-curricular programs aligned with the mission of the College and that contribute to the social and cultural dimensions of the educational experience of students. The Student Activities Office facilitates a number of co-curricular opportunities, including the Associated Students and Clubs and Organizations. Students at the Ocean Campus and Centers across the District are provided an opportunity to create and participate in the Associated Student Council at their location. Additionally, the Associated Students support a number of student-run Programs and Resource Center. The Student Activities Office provides support for over 60 student clubs and organizations throughout the District.

CCSF offers athletic programs aligned with the mission of the College and that contribute to the social and cultural dimensions of the educational experience of students. The Athletic Department is committed to supporting the recruitment, student eligibility, retention, graduation, and transfer of student-athletes it serves by providing academic support and counseling services. The Athletic Department is student focused and stresses the importance of student-athlete success while at CCSF, and in preparation beyond the institution.

These programs are conducted with sound educational policy and standards of integrity consistent with District Policies and the California Education Code.

CCSF Athletic Programs follow the governance, policies, procedures, operational structure and bylaws established and administered by the California Community College Athletic Association (CCCAA). In addition, the athletic programs adhere to Title IX, California Education Code, and the Equity in Athletics Disclosure Act (EADA).

Finances for all co-curricular and athletic programs are controlled by the College, and follow the established Program Review and budget development process set for the entire College.

**Conclusion.** The College meets Standard II.C.4.

**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*

---

<sup>97</sup> [In-service training manual](#)

*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+*

## **II.C.5. Evidence of Meeting the Standard**

**Counseling and/or Academic Advising Programs to Support Student Development and Success.** CCSF provides counseling through a number of programs that support student development and success. Counselors provide educational planning and services through appointments, drop-in services, workshops, and classes. Specialized counseling programs focus on specific populations, including Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), CalWORKs, Transfer Center, Guardian Scholars, and the Veterans Services Office.<sup>98</sup> A variety of programs rely on partnerships between instructional and counseling faculty to provide comprehensive services that enhance program and student success. These include: Puente, the Multicultural Retention Services programs (African American Scholastic Programs, Asian Pacific American Student Success Program, Latino Services Network, and Tulay), and Metro Academies.<sup>99</sup> Programs list their SLOs/SSOs on the assessment portion of their websites.<sup>100</sup>

**Preparation of Faculty and Other Personnel Responsible for Advising.** CCSF prepares counseling faculty through ongoing professional development activities, including Flex Day events, Student Development Division meetings, Counseling professional development meetings, department meetings, special College-wide SLO activities, committee work, and professional conferences. Specific examples include the following:

- All counseling faculty attend bi-monthly professional development meetings. Topics and presentations keep counselors abreast of new or changing information. Recent topics included updated Financial Aid regulations, as well as placement assessment and multiple measures. An assessment presentation was in the form of a panel discussion with Matriculation Services and representatives from the English, ESL, and Math Departments.
- Representatives from the California State University (CSU) and University of California (UC) systems make annual presentations regarding transfer admissions and services to support successful transfer. Counselors attend conferences to enhance and expand knowledge of issues affecting student success and achieving goals, including: the UC Ensuring Transfer Success conference, campus- and program-specific conferences (e.g., San Francisco State University's Registered Nursing program, UC Berkeley's Haas School of Business, University of San Francisco Counselor Conference, etc.), the UC

---

<sup>98</sup> [EOPS Website](#); [DSPS Website](#); [CalWORKs Website](#); [CCSF Transfer Center Website](#); [CCSF Veterans Services Office Website](#)

<sup>99</sup> [Puente Website](#); [AAPSP Website](#); [APASS Website](#); [LSN Website](#); [Tulay Filipino American Student Success Program Website](#); [CCSF Metro Academies Website](#)

<sup>100</sup> See, for example, [EOPS Assessment Website](#); [DSPS Assessment Website](#); [Multicultural Retention Department Assessment Website](#)

Davis Transfer Opportunity Program (TOP) Summit, the Strengthening Student Success Conference, the National Conference on Race and Ethnicity (NCORE), and the Asian Pacific Americans in Higher Education (APAHE) national conference.

- Instructional faculty and department chairs attend discipline-specific conferences and participate in curriculum development activities to update knowledge of program requirements in order to advise students.
- Many instructional department chairs and instructors/advisors foster relationships with industry advisory boards to remain current with career/employment trends.
- Through College-wide programs such as SLO Flex Days, the College encourages collaboration among students, instructional and counseling faculty, staff, and administrators to increase communications throughout the College community, and to develop comprehensive processes to support student learning/student service outcomes (SLOs/SSOs).<sup>101</sup>

**Counselors and Advisors Provide Timely, Useful, and Accurate Information about Relevant Academic Requirements.** Counselors provide orientations for new students as mandated by the Student Success and Support Program (SSSP). These take place in person through “All in One Days” and online.<sup>102 103</sup> Orientation includes information about:

- Academic expectations and progress standards pursuant to section 55031
- Prerequisite or co-requisite challenge process pursuant to section 55003
- Description of available programs, support services, and campus facilities, and how students can access them
- Academic calendar and important timelines
- Registration and costs related to attendance
- Available education planning services
- How to interpret one’s English/ESL and math placement
- How to schedule classes, manage time, calculate GPA, and avoid Academic/Progress Probation
- General education course requirements
- Transferring to CSU or UC
- Financial aid/scholarships
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students

---

<sup>101</sup> [SLO Professional Development Website](#)

<sup>102</sup> [Student Orientation Website](#)

<sup>103</sup> [Online Student Orientation](#)

Noncredit students take an ESL or Comprehensive Adult Student Assessment Systems (CASAS) placement exam as part of their matriculation process. Immediately following placement testing, students attend a noncredit orientation presented by a counselor and, if applicable, take part in educational planning with a counselor.

After completing orientation, students meet with a counselor to begin the educational planning process and discuss first-semester course choices. Comprehensive educational plans encompass semester-by-semester course choice including prerequisites, general education requirements, and major requirements. To ensure access to educational plans for all students at all times, including those enrolled in online courses, the College will be piloting the statewide education planning and degree audit platform in 2016-17.<sup>104</sup> Based on the student's academic goals, counselors provide information about certificate requirements, the differences between General Education patterns for Associate Degrees and transfer, program/major prerequisites and requirements, and additional policies necessary for successful graduation and/or transfer to a four-year institution. In some cases, counselors and subject matter instructors use multiple measures to determine course recommendations.

In addition to student support from counselors, programs such as Registered Nursing, Diagnostic Medical Imaging, and Culinary Arts and Hospitality have faculty advisors who orient students to program-specific requirements and connect academic requirements to professional skills.

Counselors also teach a number of counseling courses that support student success. Examples include: AAPS 100 (Achieving Academic Success), LERN/IDST 50 (College Success), and CRER 60 (Creating Career Options).<sup>105</sup> Workshops such as career and transfer workshops support students seeking more information about career exploration or transfer information.<sup>106</sup> Academic advising in some departments (e.g., Culinary Arts and Hospitality Studies) provide an avenue for students to receive additional academic support once admitted to specific degree/certificate programs.

As noted in the Standard II.C.2. "Evidence of Meeting the Standard" section, the College assesses a unified counseling outcome to determine whether the information and services that counselors provide help students meet that outcome and makes changes to services accordingly.

### **II.C.5. Analysis and Evaluation**

CCSF provides counseling through a number of programs that support student development and success. Counselors provide educational planning and services through appointments, drop-in services, workshops, and classes. A variety of instructional programs include counseling as part of comprehensive services to enhance program and student success.

---

<sup>104</sup> [Statewide Educational Planning Initiative Press Release](#)

<sup>105</sup> [Academic Counseling Courses](#); [Counseling New Student Course Listing](#); [Counseling Development Course Listing](#); [AAPS 100 Course Outline](#); [AAPS 101 Course Outline](#); [AAPS 103 Course Outline](#); [AAPS 104 Course Outline](#); [Learning Assistance \(LERN\) Course Listings](#); [LERN 50 Course Outline](#); [Career Development \(CRER\) Course Listing](#); [CRER 60 Course Outline](#); [CRER 60 Course Outline Distance Ed Addenda](#)

<sup>106</sup> [Career workshops](#); [Career fairs](#); [Transfer workshops](#)

CCSF prepares counseling faculty through ongoing professional development activities, including Flex Day events, Student Development Division meetings, Counseling Professional Development meetings, Department meetings, special college wide SLO activities, committee work, and professional conferences.

Counselors provide orientations for new students as mandated by the Student Success and Support Program (SSSP). These take place in person through “All in One Days” and online. After completing orientation, students meet with a counselor to begin the educational planning process and discuss first-semester course choices. The College have faculty advisors who orient students to program-specific requirements and connect academic requirements to professional skills. Counselors also teach a number of counseling courses that support student success. The College employs a common assessment of a counseling outcome to evaluate if the information and services provided to students meets the expected learning outcome.

**Response to findings from the Restoration Evaluation Team/January 2015 Action Letter.**  
The Restoration Evaluation Report included the following comments related to this Standard:

*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.*

*Develop an institutional plan to communicate regarding counseling services to student and faculty. (2012 Standard II.B.3.c.)*

**Counseling Services Plan and Communications.** The EASE Plan included counseling as a core service and identified which sites should have onsite counseling services available. Each of the main educational Centers has at least 1 FTE counselor. The College communicates the counseling hours and schedules by posting them at each Center in high-traffic areas. In addition, the Class Schedule includes phone numbers and locations for counseling offices. The College website also provides locations and phone numbers for counseling services.

**Systematically Assessing Counseling Services.** As noted in the Evidence of Meeting the Standard section above and in more detail in Standard II.C.2., the College developed a unified counseling outcome and administered a survey during February 2016 to assess the extent to which counseling services help students achieve that outcome. As a result, the College expanded services at the Centers such as bilingual/bicultural counseling and counseling for both noncredit and credit students.

**Conclusion.** The College meets this Standard.

**II.C.6.** *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines*

*and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16) CW New*

## **II.C.6. Evidence of Meeting the Standard**

**Admission Policies Are Consistent with the College's Mission.** City College of San Francisco has adopted admission policies consistent with its mission and in accordance with state requirements that promote diversity and accessibility.

**Admission Policies Specify Qualifications Appropriate for the College's Programs.** The College has an “open door” admissions policy.<sup>107</sup> <sup>108</sup> Eligibility to attend City College of San Francisco’s credit program is satisfied if students have met at least one of the following requirements: (1) students are 18 years old on or before the first day of instruction for the term for which they are applying; (2) they are a high school graduate; or (3) they are the equivalent of a high school graduate, i.e., passed the GED or a state's high school proficiency examination. The noncredit program is open to anyone 18 years or older. In addition, the District admits persons under the age of 18 years who do not possess a high school diploma or the equivalent as “special part-time students” or on a full-time basis as provisional students if they meet appropriate criteria (e.g., when a student has dropped out of high school for an extended period).

**The Institution Defines Clear Pathways to Degree and Certificate Completion and Transfer.** The College defines pathways for certificates and degrees by working with the Curriculum committee and submitting requests to the State Chancellor's Office for approval of new courses, certificates and degrees. State-approved courses/programs are communicated to faculty, and are added to printed/online publications such as the College Catalog.

**The Institution Advises Students on Clear Pathways to Degree and Certificate Completion and Transfer.** Students receive information about pathways via the counseling process, through printed materials, and through the College's website. Students meet with counselors during orientations and one-on-one counseling sessions, including short drop-in and longer pre-scheduled appointments. During counseling sessions, counseling faculty advise students about requirements needed to complete certificates, degrees, or transfer preparation. Counselors help students define their educational goals and plan courses accordingly.

Multiple counseling resources, such as the Transfer Center and Career Development Counseling Center, also provide workshops and annual fairs to reach greater numbers of students. Articulation agreements describe the requirements for major or general education patterns. Counselors introduce students to the ASSIST website, which offers updated CSU/UC articulation agreements and major information; articulation agreements with private and out-of-state institutions are available through the Articulation Office webpage.

---

<sup>107</sup> [Board Policy 5.05 - Admission, Classification, Tuition, and Enrollment](#)

<sup>108</sup> [College Catalog - Admission to the College](#)

All counselors are well versed in transfer requirements. The Transfer Center offers additional campus-specific or major-specific information. CCSF has relationships with local universities and the Transfer Center schedules visits from transfer institution representatives to answer specific questions. In addition to working with counselors, students may consult with instructional departments to inquire about certificates and degrees. Students attending noncredit programs can learn about credit programs at CCSF Educational Centers by meeting with counselors describe and assist with the transition from noncredit to credit programs. Students may participate in Steps-to-Credit orientations each semester to learn more about matriculation into credit courses and programs.

### **II.C.6. Analysis and Evaluation**

City College of San Francisco has adopted admission policies consistent with its mission and in accordance with state requirements that promote diversity and accessibility. The College has an “open door” admissions policy. In parallel efforts to respond to the statewide requirements of SSSP, the College has scaled up its creation of clear pathways for students to complete degree, certificate, and transfer goals. The College defines pathways for certificates and degrees by working with the Curriculum Committee and submitting requests to the State Chancellor’s Office for approval of new courses, certificates, and degrees. Students receive information about pathways via the counseling process, through printed materials, and through the College’s website. Multiple counseling resources, such as the Transfer Center and Career Development Counseling Center, also provide workshops and annual fairs to reach greater numbers of students. The College has articulation agreements that describe the requirements for major and general education patterns. The ASSIST website provides students with information related to CSU/UC agreements and major information. All counselors are well versed in transfer requirements. The Transfer Center offers additional campus-specific or major-specific information.

At all locations, the College offers services to ensure that students get information in a timely manner and in a learning environment that can teach students to independently navigate processes and procedures without always needing assistance from College staff.

**Conclusion.** The College meets Standard II.C.7.

**II.C.7.** *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. CW IIB3e*

### **II.C.7. Evidence of Meeting the Standard**

**The Institution Regularly Evaluates Admissions Instruments and Practices.** As noted in the response to Standard II.C.6., City College of San Francisco has an admissions policy that is consistent with its vision and mission: inclusive and open to anyone that has satisfied at least one of several requirements.

The College's Office of Admissions and Records uses CCCApply, an online admissions application that was developed and is supported by the California Community Colleges Technology Center.<sup>109</sup> <sup>110</sup> CCSF is a member of the CCCApply Steering Committee which evaluates and votes on change requests submitted from California Community Colleges to improve the online application.<sup>111</sup> Based on the Steering Committee's evaluation, the state created their own application (previously, CCCApply had been supported by a private company); CCSF has switched over to the new state-supported version of CCCApply as a result of SLO assessment. CCCApply is used by almost every California Community College. The state upgrades the system annually each spring based on feedback from member colleges.

Students are asked to complete a Satisfaction Survey once they have completed the application. Survey results indicate that students find the application much easier to navigate than the previous online application, although students generally find that there are too many questions to answer.<sup>112</sup>

**The College Regularly Evaluates and Validates Placement Assessment Instruments and Practices.** As mandated by the California Community Colleges Chancellor's Office (CCCCO), all CCSF placement assessment instruments have been evaluated and approved by the CCCCO for use in the College's math, English, and ESL credit and noncredit course processes. CCSF currently administers locally developed placement tests in English and ESL (credit and noncredit) as well as College Board published assessment instruments in mathematics.

The CCCCO assessment standards require that colleges evaluate their assessment instruments for content validity, cut score validity, reliability, minimization of bias, and disproportionate impact on special populations. During the research and development process for each assessment instrument, faculty and staff who represent various cultural and linguistic backgrounds evaluate test content for possible cultural and linguistic bias and insensitivity. Their role is to identify and recommend removal of biased or insensitive test content which may negatively impact the test performance of certain groups (by age, ethnicity, gender). In addition, test content must avoid cultural references that are not equally accessible to all groups in the tested population.

The requisite validation studies were submitted in compliance with the CCCCO requirements; this resulted in CCCCO approval for use in the College's placement processes.

These CCSF Placement Instruments include:

- CCSF English Placement Test: Full Approval until 7/1/2018
- CCSF ESL Grammar and Reading Placement Test: Full Approval until 3/1/2020
- CCSF ESL Writing Sample: Full Approval until 3/1/2019

---

<sup>109</sup> [CCC Technology Center Website](#)

<sup>110</sup> [CCCApplied Website](#)

<sup>111</sup> [CCCApplied Annual Report](#)

<sup>112</sup> [CCCAPPLY survey findings, Fall 2015 SLO Report](#)

- CCSF Noncredit ESL Placement Test: Full Approval until 3/1/2022
- College Board Accuplacer/Companion Math (Arithmetic, Elementary Algebra and College Level Math) Tests: Probationary Approval until 3/1/2017
- California Chemistry Diagnostic Test (CCDT), 2006 version: Probationary Approval until 3/1/2017

**Multiple Measures for Placement Assessment.** As mandated by Title 5, the College uses multiple measures in addition to the testing instruments listed above to determine course placement recommendations. Before students take a placement test, they must answer background questions that may increase their final placement level. Counselors and advisors may also bump students up one level if they determine that doing so is warranted based on their knowledge of a student's ability. This involves a comprehensive interview. In addition, the College is currently piloting high school coursework and GPA as part of course placement.

### **II.C.7. Analysis and Evaluation**

City College of San Francisco has an admissions policy that is consistent with its vision and mission. CCSF's admissions policy is inclusive and open to anyone that has satisfied at least one of several requirements. Admissions and placement processes are monitored to ensure the College fulfills its mission to provide equal access to all students. The College's Office of Admissions and Records uses CCCApply, an online admissions application that was developed and is supported by the California Community Colleges Technology Center. Students are asked to complete a Satisfaction Survey once they have completed the application. All CCSF placement assessment instruments have been evaluated and approved by the CCCCO for use in the College's math, English, and ESL credit and noncredit course processes. During the research and development process for each assessment instrument, faculty and staff who represent various cultural and linguistic backgrounds evaluate test content for possible cultural and linguistic bias and insensitivity. The College evaluates its assessment instruments for content validity, cut score validity, reliability, minimization of bias and disproportionate impact on special populations in accordance with CCCCO assessment standards. As mandated by Title 5, the College uses multiple measures in addition to the testing instruments listed above to determine course placement recommendations. In addition, the College is currently piloting high school coursework and GPA as part of course placement.

**Conclusion.** The College meets Standard II.C.7.

**II.C.8.** *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. CW IIB3f*

### **II.C.8. Evidence of Meeting the Standard**

**The College Maintains Student Records Permanently.** Board Policy 8.16 (Record Retention and Destruction) and the accompanying administrative procedures specify the circumstances under which records must be retained or can be destroyed.<sup>113</sup> All units in the student services area adhere to Board policies, and, by extension, to federal and state laws and the Family Educational Rights and Privacy Act (FERPA) regulations that define the maintenance and classification of student records.

The College's Banner system serves as the main (electronic) depository for all student records, student accounts, financial aid, and academic records. Staff scan student records in PDF format and then save and index them in Banner's Document Management Suite. All scanned records are stored digitally and indefinitely in Banner. Students apply for admission electronically through CCCApply; the College uploads those records into Banner.

**The College Maintains Student Records Securely and Confidentially with Provision for Secure Backup.** Per Board Policy 5.04 (Student Records):

The access to student records, as well as the inspection, revision, and handling thereof, shall be governed by applicable laws as well as District regulations.<sup>114</sup>

CCSF adheres to all Title 5 California Code of regulations (59023-59029) regarding the retention and destruction of records. To ensure compliance with Board policy and Title 5, Information Technology Services (ITS) maintains security with assistance from Ellucian consultants and remote database and system administrators.

Access to student records is limited to those who have been designated by their managers as needing permission. Additionally, "data owners" are required to sign off on granting permissions. For student records, the data owner is the Dean of Admissions and Records. Individuals granted access have secure login information and must read and agree to a confidentiality statement. Ongoing staff training on the Family Educational Rights and Privacy Act (FERPA) helps ensure the proper handling of student records.

ITS provides backup services for the College, including all Banner data, which allows for the retrieval of records in the event of any online data issues. In 2015, ITS implemented a new online backup system from Dell (NetVault) and deployed two systems, one in the data center and one for redundancy at a hardened off site data/telecommunications center on Paul Avenue in San

---

<sup>113</sup> [Board Policy 8.16](#); [Administrative Procedures 8.16](#)

<sup>114</sup> [Board Policy 5.04](#)

Francisco. Additionally, the College can stream data from the online backup appliances to tape if needed.

ITS continuously monitors and upgrades the College's network firewalls. As part of the regular upgrade cycle for this equipment, ITS implemented new firewalls in Spring 2016.

The scanning of existing paper records is ongoing. A considerable number of paper records are still being converted to an electronic format. Admissions and Records has worked with ViaTRON, a company that does bulk scanning and securely stores original records for one year and then shreds the original paper documents pending Board approval per Title 5. ViaTRON scans and indexes student records in a format that is compatible with the Banner Document Management Suite (BDMS), which the District is implementing throughout all units. In Spring 2015, ViaTRON began scanning and indexing student records, which included grade books, class lists, and grade cards. In May 2016, ViaTron started the process to convert records that were imaged utilizing the Alchemy data system. Alchemy is a proprietary imaging software system which made it incompatible with all other imaging systems.<sup>115</sup> This work is ongoing pending the availability of funding.

Additionally, CCSF continues to scan locally using the BDMS. Members of the Admissions and Records staff attended a BDMS training session in Fall 2015 and launched the use of BDMS in January 2016. BDMS provides high-speed and high-volume scanning in a secure environment. The use of BDMS is sustainable now that employees have received training, and there is no additional cost beyond scanning machines. The College's goal is to increase the use of BDMS across the District, therefore reducing—and ultimately eliminating—the need to rely on outside scanning services. Relevant student services faculty and staff are all receiving training on the BDMS to support the College's goal.

Student Health Services uses the Medicat electronic health record (EHR) system. Information is stored securely onsite and backed up on a dedicated CCSF server for health records only, ensuring confidentiality and integrity of healthcare information. Varying levels of access to these health records are provided to clinicians and health services staff dependent on their respective roles, as part of ensuring privacy, confidentiality and integrity of healthcare information. New staff receive orientation and ongoing training on how to handle student health information and electronic records and sign a confidentiality agreement as part of employment.<sup>116</sup> Any updates to the system and/or acquisition of new modules to improve efficacy of care are accompanied by training of all staff, which occurs within the context of the monthly all-staff meeting. Backup of electronic files is done according to District ITS.

**The College Publishes and Follows Policies for Release of Student Records.** As noted above, Board Policy 5.04 regulates access to student records.<sup>117</sup> This policy is available on the Board of

---

<sup>115</sup> [ViaTRON Contract](#)

<sup>116</sup> [Student Health Services Orientation Manual & Checklist](#)

<sup>117</sup> [Board Policy 5.04 - Student Records](#)

Trustees' Policies and Administrative Procedures website, in the College Catalog, and on the Admissions and Records website.<sup>118</sup>

The College follows the guidelines mandated by Family Educational Rights and Privacy Act (FERPA) concerning the release of student information and records. College Rules and Regulations regarding Privacy of Students Records are published in the College Catalog and on the College's website.<sup>119 120</sup>

Students must complete an "Authorization to Release Information" form to the Office of Admissions and Records if they wish to share information. This form is available on the Admissions and Records web page.<sup>121</sup>

All students accessing care in Student Health Services receive information about their healthcare rights and responsibilities as well as to consent for care. Each student signs a release of information to acknowledge that records may be shared with other health care providers in compliance with the Health Insurance Portability and Accountability Act (HIPAA). This information is part of what students review and agree to within the Medicat electronic check-in process. When a student has a unique health care need, a clinician may need to request additional information and consent from the student.

#### **II.C.8. Analysis and Evaluation**

Board Policy 8.16 and the accompanying Administrative Procedures specify the circumstances under which records must be retained or can be destroyed. The College's Banner system serves as the main (electronic) depository for all student records, student accounts, financial aid, and academic records. Student records are scanned in PDF format and then saved and indexed in Banner's Document Management Suite.

Per Board Policy 5.04, the access to student records, as well as the inspection, revision, and handling thereof, shall be governed by applicable laws as well as District regulations. The College follows the guidelines mandated by FERPA concerning the release of student information and records. College Rules and Regulations regarding Privacy of Students Records are published in the College Catalog and on the College's website.

CCSF adheres to all Title 5 California Code of Regulations regarding the retention and destruction of records. To ensure compliance with Board Policy and Title 5, the Information Technology Services (ITS) Department maintains security with assistance from Ellucian consultants and remote database and system administrators. The ITS Department provides backup services for the College, including all Banner data, which allows for the retrieval of records in the event of any online data issues.

---

<sup>118</sup> [Policies and Administrative Procedures Website](#)

<sup>119</sup> [Screenshot of College Catalog - College Rules and Regulations, pp-431-432](#) (Source: [College Catalog - College Rules and Regulations](#), see pages 431-432)

<sup>120</sup> [Annual Notification to City College of San Francisco Students - FERPA and Privacy Rights of Students](#)

<sup>121</sup> [Authorization to Release Information](#)

**Response to findings from the Restoration Evaluation Team/January 2015 Action Letter.**

The Restoration Evaluation Report included the following comments related to this Standard:

*Insure equitable service between locations while minimizing complications that arise during the transfer of records and implement the training identified in the actionable improvement plan for this Standard (2012 Standard II.B.3.f.).*

The EASE Plan recognizes the need for the use of scanning to improve transfer of records. Using the Banner Document Management Suite (described above) to scan student documents at the Centers and at the Ocean Campus means that individuals who have clearance to access records can do so through the BDMS at any site. Training for the newly hired Student Support Specialists has included FERPA requirements, BDMS training, and how to process student petitions and forms, and handling Financial Aid documents. As noted above, other relevant Student Development faculty and staff are also receiving BDMS training to ensure that all files are ultimately accessible online from any location for those users who have permission to access files.

**Conclusion.** The College meets Standard II.C.8.

**Standard II.C. Changes and Plans Arising out of the Self Evaluation Process**

Standard II.C. Changes Arising Out of the Self Evaluation Process				
Goal	Associated Action(s)	Person(s) Responsible	Completion Date	Outcome
Secure permanent staff and clarify the organization chart for Student Development (Standard II.C.2.)	Complete hiring processes for vacant positions	Chancellor VC Student Development	Clarification of organization chart - Completed  Securing permanent staff - in progress to be completed by Fall 2016	Staffing level and clarification of organization chart will enhance Student Development Division's capacity to ensure equitable services at all locations and ongoing improvement of services
Finalize the SSSP and Student Equity Plans (Standard II.C.2.)	Develop and submit plans	VC Student Development	Fall 2014 and 2015	College received SSSP and Student Equity funding and is ensuring coordination/integration of these and all College plans

Standard II.C. Changes Arising Out of the Self Evaluation Process				
Goal	Associated Action(s)	Person(s) Responsible	Completion Date	Outcome
Sustain a continuous cycle of improvement for SLOs, improving Student Services planning processes.  (Standard II.C.2.)	Engage in ongoing student services outcomes assessment	VC Student Development SLO/SSO Coordinator	Initiated with a variety of institutional resources in place to ensure continuation	Ongoing improvement of student services as needed based on results; each student service area demonstrates CQI for at least one SSO
Systematic Review of Counseling Services through Outcomes Assessment.  (Standard II.C.2. and II.C.4.)	Engage in ongoing student services outcomes assessment for counseling	Vice Chancellor of Student Development Dean of Counseling	Initiated and ongoing	Ongoing improvement of counseling services based on SSO analysis
Ensure equitable access to services at all locations  (Standard II.C.3.)	Create EASE Task Force to identify core services and primary locations and to develop a plan for ensuring that access is equitable, using data to support findings	Vice Chancellor of Student Development EASE Task Force	Plan completed in Fall 2016	Students will have equitable access to core services at each primary location
Ensure that EASE implementation meets student needs at all locations  (Standard II.C.3.)	Evaluate EASE informally upon implementation in Spring 2016 and formally beginning in Summer 2016	Vice Chancellor of Student Development	Initiated in Spring 2016 and ongoing	Continuous cycle of assessment and evaluation will promote student success, evidenced by improved SSO and achievement outcomes
Ensure that students receive information regarding counseling services  (Standard II.C.5.)	Post information about counseling services in high-traffic areas at each Center  Post information about counseling services in Class Schedule  Post information about counseling services on website	Vice Chancellor of Student Development Dean of Counseling	Initiated in Spring 2016 and ongoing	Students will be aware of counseling services available to them at each Center

Standard II.C. Plans Arising Out of the Self Evaluation Process				
Goal	Associated Action(s)	Person(s) Responsible	Expected Completion Date	Expected Outcome
Create a better system for the transfer of records from site to site  (Standard II.C.8.)	Utilize the Banner Document Management System (scanning) to minimize the issues that arise in transferring records from site to site	All Student Services Offices	Initiated in Spring 2016 and ongoing	Counselors and other student support services personnel will have easier access to student records which will enhance their ability to provide appropriate counseling and advising services.
Analyze SENSE results  (Standard II.C.1.)	Review and analyze SENSE results to determine whether the results suggest a need for any changes related to services for incoming students	Office of Research and Planning  VC of Student Development	Fall 2016	A set of recommendations, as appropriate, for changes based on SENSE results