

STANDARD II.C. DRAFT – 9/22/22

Standard II.C. Student Support Services

- 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)**

Evidence of Meeting the Standard

Regular Evaluation of Student Support Services. CCSF evaluates the quality of student support services on a regular basis through the Comprehensive Program Review cycle which includes both annual plans and a comprehensive 3-year plan. The Institutional Assessment Plan sets forth the timeline for student service outcome assessment, a key component of Program Review. (IIC1-1, IIC1-2, IIC1-3, IIC4)

Within the Program Review cycle, each student service department and program must demonstrate how they meet assessment currency by (1) providing plans to ensure that they assess service outcomes at least once every three years and (2) identifying service outcomes that they will assess in the coming year. (IIC1-5, IIC1-6, IIC1-7)

Supporting Student Learning Regardless of Location or Means of Delivery. CCSF provides students with appropriate student support services to support student learning. The College provides services for all students as well as designated student populations and through various modes of delivery. (IIC1-8, IIC1-9)

The delivery of student services changed dramatically when the College moved to remote learning in response to the COVID 19 pandemic. A survey in May 2021 asked how easy or difficult it was to access student services; most respondents reported ease of access to all student services. (IIC1-10; see also response to Standard IIC3)

With the assistance of the Office of Research and in conjunction with the SSO Workgroup, two multi-departmental service assessments are taking place to evaluate virtual interactions with students to ensure access to services in the distance delivery mode is sufficient to support student learning. Assessment components include:

- A qualitative reflection project (currently in progress among the student support services) (IIC1-11, IIC1-12, IIC1-13)
- A quantitative evaluation of virtual counters (currently in progress among the direct student services units) (IIC1-14)

Prior assessments to ensure that services are meeting students' needs included an assessment of Admissions and Records' use of Credentials Solutions to provide students with electronic transcripts. (IIC1-15)

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Enhancing Accomplishment of the College's Mission. CCSF is developing a robust planning and evaluation process that links student service program goals and outcome assessments to the Student Affairs Action Plan which in turn draws on and connects to the Education Master Plan and other College initiatives, all of which support the College's fulfillment of its mission. (IIC1-16)

Additionally, clear alignment between student support services and the mission of the College is through Institutional Learning Outcome (ILO) 4: Career and Personal Development, which speaks to the total student experience at the College and the many services available to help students meet their educational goals. (IIC1-17)

Analysis and Evaluation

The College's Program Review cycle serves as the primary mechanism to evaluate the effectiveness and goals of the College's wide array of student services utilizing outcomes assessment.

Student service programs and departments also work together to evaluate the quality of their services in support of student learning in additional ways as well, particularly when services need to adjust to new circumstances such as during the time of COVID.

The integration of student service outcome assessment practices with the Student Affairs Action Plan further ensures that services enhance accomplishment of the College mission.

- 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.**

Evidence of Meeting the Standard

The College's Institutional Assessment Plan guides the College's continuous cycle of outcomes assessment, which includes student services outcomes (SSOs). SSOs comprise service area outcomes (SAOs) and student service learning outcomes (SSLOs). SAOs describe the level of efficiency and effectiveness of a service area and its ability to serve the department's mission and program objectives. SSLOs describe what a student is able to do after receiving a service. (IIC2-1)

The student service departments define outcomes and identify assessment measures by reviewing the College mission, Institutional Learning Outcomes (ILOs), and their respective program mission statements. This work fosters collaboration and dialog among all service programs and departments. The College's SSO Handbook, Student and Learning Support Services SLO Coordinator, and SSO Workgroup support these student services programs in identifying and assessing SAOs and SSLOs with the goal of utilizing assessment results as the basis for continuous improvement. The workgroup meets regularly to support both unit-level assessments and the collaborative student service outcome assessment process. (IIC2-2, IIC2-3, IIC2-4, IIC2-5, IIC2-6)

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Each service area assesses outcomes at least once every three years, analyzes the results, and identifies improvement plans through the Program Review process. The College utilizes curriQūnet to collect assessment data, analyze that data, report on findings, and describe plans for improvement based on those findings. (IIC2-7, IIC2-8, IIC2-9, IIC2-11, IIC2-12, IIC2-13, IIC2-14, IIC2-15)

Analysis and Evaluation

CCSF defines and assesses learning support outcomes for its diverse student population and provides appropriate support programs and services to achieve outcomes.

Well-established College processes provide ongoing and systematic assessment of student services. 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. The Student and Learning Support Services SLO Coordinator and SSO Workgroup support this work drawing on the College's Institutional Assessment Plan and SSO Handbook.

3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Providing Accessible, Appropriate, Comprehensive, and Reliable Services. The College provides the following core services at the Ocean Campus and at each of the Centers:

- Admissions and Records
- Bookstore/Access to Course Materials
- Counseling
- Financial Aid
- Library and Learning Resources
- Student Conduct/Discipline
- Student Government

In addition, the College provides health services through the Ocean Campus Student Health Services (SHS) clinic and telemedicine through the SHS website. Student Health services also provides information through a monthly newsletter, an annual health fair, and vaccination clinics at the Centers. The College also provides a variety of programs that support specific populations of students such as CalWORKs, EOPS/CARE, HARTS, and Guardian Scholars. In addition, a number of resource centers across the College provides a variety of programs that support specific populations of students such as CalWORKs, EOPS/CARE, HARTS, and Guardian Scholars. In addition, a number of resource centers across the College provide resources, shared spaces, and learning resources. Many of these programs are housed at the Ocean site with branches at other sites, primarily Mission and John Adams.

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The College's Equitable Access to Success Evaluation (EASE) Workgroup evaluates the extent to which students have equitable access to the core services. The most recent findings show that, on balance, students continue to have equitable access to services at the Centers. However, EASE identified some gaps, particularly related to noncredit student registration and alignment of instructional offerings with services. EASE also noted the importance of continuing collaboration across services and locations. (IIC3-1)

Ensuring Access via Online Services. A silver lining of the COVID-19 pandemic was the necessary shift to remote services, which led the College to provide online access for all students regardless of location by developing a virtual campus. As a result, CCSF now offers services in an expanded variety of modalities—in-person, zoom conference, drop-in virtual counter via zoom, email, phone, and through Canvas. In-person services are still available at the Centers to ensure that students continue to have equitable access. (IIC3-2, IIC3-3)

Students have multiple access points to 24/7 information about student services via telephone (1-877-379-2491) as well as through the College's website and Canvas LMS. In addition, students can access resources via the MyRam student portal, which includes class planning and registration, academic records, grades, scholarship, and financial aid details as well as billing information. Students can register, view their schedule of classes, and pay fees all from one site through Admissions and Records. (IIC3-4, IIC3-5, IIC3-6, IIC3-7, IIC3-8, IIC3-9, IIC3-10, IIC3-11, IIC3-12)

Students who need assistance can access the College's Help Desk webpage or its virtual assistance Rocky the Ram at any time online or by phone; if Rocky is not able to be of assistance, the system connects the student with a live agent. (IIC3-13)

Ensuring Access to Online Services via Technology. The Digital Literacy Project (DLP), which is supported by Student Equity funds, is an example of multiple departments working together to close the digital divide for low-income student populations. Their work ensures that all students have the technology they need to access online resources. (IIC3-14)

Ensuring Continuity of Services During Remote Instruction. After the move to remote learning in response to the COVID-19 pandemic, the Office of Research and Planning conducted a survey in May of 2021 that revealed students were able to access services with moderate ease. In addition, the College has been assessing services during COVID-19, including an assessment of the virtual counters and an EASE assessment of the core services at each site. (IIC3-15, IIC3-16, IIC3-17)

Analysis and Evaluation

CCSF provides services in a variety of locations and is accessible from a variety of modalities including both in-person and online as well as both synchronous and asynchronous. CCSF's services strive to meet the needs of the general population of students and the special populations who may need more customized and integrated services. Through EASE, the College monitors the efficacy of and access to services provided in the effort to continuously improve these service offerings.

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Although student access to services is equitable on balance, the College has found it difficult to raise sufficient awareness of resources and services available to students. The Quality Focus Essay contained within this ISER provides more detail about and addresses this challenge.

- 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.**

Evidence of Meeting the Standard

Co-Curricular Programs. The Student Activities Office facilitates student empowerment, leadership, and advocacy by strengthening student participation in the life, governance, and success of the College. The office provides resources, support, and training to eight Associated Student Councils, and more than 40 clubs, student organizations, and resource centers. The wide variety of clubs reflect the diverse interests of CCSF students. (IIC4-1)

All registered students are members of the Associated Students (AS). The AS Constitution sets up an Executive Council as a representative body for all College locations (Ocean Campus and Centers) to facilitate communication, leadership, and advocacy. Board policies demonstrate support for these co-curricular activities at the highest level. (IIC4-2, IIC4-3, IIC4-4, IIC4-5, IIC4-6, IIC4-7, IIC4-8, IIC4-9)

The 2021 Institutional Learning Outcome (ILO4) Report documents students' direct feedback regarding the impact of their involvement in cocurricular programs, specifically noting interactions with peers through clubs, organizations, services, and classes as providing key opportunities for reflection and growth. As noted in the report, students emphasized **the impact of peer-to-peer relationships for students** in supporting their attainment of ILO 4A, both in cultivating resources for career and academic success, and in reflecting on their own achievements and experiencing the confidence that comes from that. Opportunities for student leadership—through Associated Students, clubs, peer counseling, etc.—are vital to this process. (IIC4-10)

Athletics. The mission of the Athletics Program at CCSF is to provide opportunities and resources for all student-athletes to achieve their academic and athletic goals. CCSF Athletics prepares successful members of society by promoting character development, instilling accountability, encouraging self-discipline, and teaching life-long learning skills in the pursuit of academic and athletic excellence. (IIC4-11, IIC4-12)

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,

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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 Concussion Management. Upon completion of the exam and training, a statement of compliance (R-2 form) is sent to the commissioner and the CCCAA. (IIC4-13)

Athletes at CCSF have access to academic counselors. Counselors support intercollegiate athletes in making informed choices by ensuring that they are enrolling in the correct classes and by assisting them in the academic planning process. Athletes also have priority registration and access to a study hall to further support their achievement of their academic goals. (IIC4-14, IIC4-15, IIC4-16)

Analysis and Evaluation

CCSF provides co-curricular and athletic opportunities for its students that support peer connection and contribute to the social and cultural dimensions of the student experience. The College conducts these programs with integrity following sound educational policy and manages these programs, including financial oversight.

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

Evidence of Meeting the Standard

Counseling and/or Academic Advising Programs to Support Student Development and Success. CCSF provides counseling programs and services to enhance student equity, success, and completion. Counselors provide academic, career, personal, and educational planning services through appointments, orientations, workshops, and classes. (IIC5-1)

Specialized counseling programs focus on specific populations, including, but not limited to, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), CalWORKs, Transfer Center, Guardian Scholars, PUENTE, City Dream, New Directions, and Veterans Services. (IIC5-2, IIC5-3, IIC5-4, IIC5-5, IIC5-6, IIC5-7, IIC5-8, IIC5-9, IIC5-10)

Retention programs such as the UMOJA/African American Scholastic Programs, Asian Pacific American Student Success Program, Latino Services Network, TULAY, and VASA/Oceania Student Success Program provide comprehensive support to meet students' basic needs and enhance student success. (IIC5-11)

Additionally, counselors teach several counseling courses and offer career and transfer workshops to support student success. Examples include AAPS 100 (Achieving Academic

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Success), CRER 60 (Creating Career Options), and DSPS 4028 (Coping with Acquired Brain Injury, noncredit class), DSPS 20 (Adapted Fitness and Wellness). Academic advising in some departments (e.g., English, ESL, Math, Culinary Arts and Hospitality Studies) provide an avenue for students to receive additional academic support to specific degree and/or certificate programs. (IIC5-12, IIC5-13)

Preparation of Faculty and Other Personnel Responsible for Advising. CCSF prepares counseling faculty through ongoing professional development activities, including Flex Day events, Student Affairs Division meetings, Counseling professional development meetings, department meetings, SSO Workgroup meetings and activities, committee work, professional conferences, and counseling support staff training program. 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, including curriculum and program updates from instructional departments. (IIC5-14)
- Counselors attend the College Flex Day workshops, annual California State University (CSU) and University of California (UC) conferences to remain current in the professional field. Counselors also participate in statewide and national conferences such as the Strengthening Student Success Conference, the National Conference on Race and Ethnicity (NCORE), and the Asian Pacific Americans in Higher Education (APAHE) national conference to promote student equity.

Counselors and Advisors Orient Students and Provide Timely, Useful, and Accurate Information about Relevant Academic Requirements. Counselors provide orientations for new students as mandated by the Student Equity and Achievement (SEA) Program. These take place in person through “All in One Days” and online. (IIC5-15)

Noncredit students receive their noncredit course advisement using a noncredit ESL leveling tool that the Assessment Center administers as part of the noncredit enrollment process. After students receive their noncredit course advisement, students attend a noncredit orientation presented by a counselor followed by an educational planning appointment with a counselor. (IIC5-16, IIC5-17, IIC5-18)

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.

Systematically Assessing Counseling Services. As noted in the Standard IIC2, the College assesses counseling outcomes to determine whether the information and services that counselors provide help students meet that outcome and make continuous quality improvements accordingly. (IIC5-19, IIC5-20, IIC5-21)

Analysis and Evaluation

CCSF provides counseling through a variety of programs that support student access, equity, success, and completion. Counselors provide academic, career, personal, and educational planning services through appointments, drop-in services, workshops, and classes and orient students to program requirements. During the COVID-19 pandemic, students have been able to

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access counseling services remotely and online. Counseling faculty participate in ongoing professional development activities to ensure that they have accurate information about relevant academic requirements, including graduation and transfer policies.

- 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)**

Evidence of Meeting the Standard

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. Students are eligible to attend City College of San Francisco’s credit program if they 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 (passed the GED or a state's high school proficiency examination).

The noncredit program is open to anyone 18 years or older. In addition, CCSF 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). To be eligible for the noncredit high school program, students must be 18 years old or older, or if between 17 and 18 years old, they must have an exemption from their home school district. (IIC6-1, IIC6-2)

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 certificate and degree programs. Program information and requirements are available on printed/online publications such as the College Catalog and the CCSF website. (IIC6-3, IIC6-4)

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 on the College’s website. The College’s Guided Pathways initiative (Re-imagine the Student Experience, RiSE) engaged departments in clearly mapping their programs, documenting those maps on program pages, and clustering the programs into eight Academic and Career Communities (ACC). (IIC6-5, IIC6-6, IIC6-7)

Students receive information through the new student orientation and meet with counselors to develop an education plan. During counseling sessions, counseling faculty advise students about requirements needed to complete certificates, degrees, or transfer preparation. Counselors work with the students to develop an education plan based on the students’ declared educational goal and program of study. (IIC6-8)

Multiple counseling resources, such as the Transfer Center and Career Center, also provide workshops and annual fairs to reach greater numbers of students. CCSF establishes articulation

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agreements with high schools and other higher education institutions on transferable course and program requirements. Counselors introduce students to the ASSIST website, which offers updated CSU/UC articulation agreements and major information. Other articulation agreements with selected high schools, private and out-of-state institutions are available through the Articulation Office webpage. (IIC6-9, IIC6-10, IIC6-11)

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. Counselors meet with students to develop credit and noncredit education plans and support students to ensure a smooth transition from noncredit to credit programs. Students may also participate in Steps-to-Credit orientations each semester to learn more about matriculation into credit courses and programs. (IIC6-12)

Analysis and Evaluation

City College of San Francisco has adopted admission policies consistent with its mission and in accordance with state requirements that promote access, equity, success, and timely completion. The College has an “open door” admissions policy. Through the implementation of RiSE Initiative, the College has clarified 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 obtaining credit and noncredit program approval from the California Community Colleges Chancellor’s Office. Students receive information about pathways through the counseling process, printed materials, and the College’s website. Multiple counseling resources, such as the Transfer Center and Career Center, also provide workshops and annual fairs for students. The College has articulation agreements for major and general education requirements. The ASSIST website provides students with detailed transfer information and requirements. All counselors are well versed in transfer requirements. The Transfer Center offers additional campus-specific or major-specific information.

At all its locations, the College offers services to ensure that students get information in a timely manner within a supportive and engaging teaching and learning environment.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Institution Regularly Evaluates Admissions Instruments and Practices. As noted in in Standard IIC6, 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. CCSF is a member of the CCCApply User Workgroup which evaluates and votes on change requests submitted from California Community Colleges to improve the online

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application. The state upgrades the system annually each spring based on feedback from member colleges. (IIC7-1)

CCSF started first with the Standard application which is for Credit students and subsequently launched the Noncredit application in Spring 2020 and the international application in Summer 2021. Students 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. (IIC7-2, IIC7-3, IIC7-4, IIC7-5)

The College Regularly Evaluates and Validates Placement Assessment Instruments and Practices. Assembly Bill (AB) 705, signed by the Governor on October 13, 2017, requires that a California community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. With the full implementation of AB 705, the College now places all students into transfer-level English and Math classes using the following high school transcript data: coursework, grades, and grade point average. The course placement process is embedded in the admissions application.

The College also no longer requires placement assessments in English, Math, and ESL. In credit and noncredit ESL, students have the option to use a guided placement tool if they would like guidance in finding ESL courses that would best support their learning. (IIC7-6, IIC7-7, IIC7-8)

Analysis and Evaluation

The College monitors its admissions and placement processes to ensure the College fulfills its mission to provide equal access to all students. The College's Office of Admissions and Records uses CCCApply, a statewide online admissions application developed and supported by the California Community Colleges Technology Center. The College no longer utilizes placement tests in response to state legislation.

- 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 the release of student records.**

Evidence of Meeting the Standard

Permanent, Secure, and Confidential Maintenance 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. (IIC8-1)

All student services units 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. (IIC8-2, IIC8-3, IIC8-4)

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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. (IIC8-5)

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. Ongoing staff training on the Family Educational Rights and Privacy Act (FERPA) helps ensure the proper handling of student records. (IIC8-6)

Secure Backup 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. (IIC8-7, IIC8-8)

Admissions and Records works with the Office of the Vice Chancellor of Student Affairs and TierFive, Inc., which does bulk scanning and securely stores original records for one year and then shreds the original paper documents. TierFive, Inc. scans and indexes student records in a format that is compatible with the Banner Document Management Suite (BDMS), which the College is implementing throughout all units. Additionally, CCSF continues to scan locally using the BDMS. Appropriate 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.

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.

Publishing and Adhering to Policies for the Release of Student Records. As noted above, the College follows the guidelines mandated by Family Educational Rights and Privacy Act (FERPA) concerning the release of student information and records. Board Policy 5.04 regulates access to student records. This policy is available on the Board of Trustees’ Policies and Administrative Procedures website. The College also publishes privacy information in the College catalog and on the College’s website. (IIC8-9, IIC8-10, IIC8-11, IIC8-12)

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. (IIC8-13)

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).

Analysis and Evaluation

CCSF maintains student records in accordance with educational codes and regulations. The College securely, permanently, and confidentially maintains records, with provisions for secure back-up. The institution publishes established policies for the release of student records.

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CCSF is in the process of developing mandatory College-wide FERPA training that will be part of onboarding for new employees.

Conclusions on Standard II.C. Student Support Services

As an “open admissions” institution, the College is in alignment with its mission. The College no longer requires placement assessments and instead uses high school transcript information to place student sin transfer-level math and English. In ESL, students have the option to use a placement tool if they would like guidance in finding ESL courses that would best support their learning.

To support student success and achievement, the College provides seven core services at its Ocean campus and each of its Centers, which include Admissions and Records, Bookstore/Access to Course Materials, Counseling, Financial Aid, Library and Learning Resources, Student Conduct/Discipline, and Student Government. The College also provides health services as well as programs and resource centers that support specific populations of students.

Programs regularly evaluate their services, particularly through the analysis of SSOs, and the EASE Workgroup supports the College in ensuring that students have equitable access to all services, regardless of location. Evaluation results inform improvements in the delivery of services.

Co-curricular activities contribute to the social and cultural dimensions of students’ educational experiences, and the Colleges policies and regulations governing these activities.

The College stores all student records securely, adheres to FERPA requirements, and backs up records regularly.

Improvement Plan(s)

The College is addressing challenges in raising sufficient awareness of resources and services available to students through the Quality Focus Essay contained within this ISER.

Evidence List

IIC1-1 Program Review Web Page (see [IIA16-6](#))

[IIC1-2 2018 New Student Counseling Program Review](#)

[IIC1-3 2018 Student Activities Comprehensive Program Review](#)

[IIC1-4 Institutional Assessment Plan - Section on Student and Learning Support Services](#)

[IIC1-5 Sample 2021-2024 Assessment Plan – Veterans Services](#)

[IIC1-6 Sample 2021-2024 Assessment Plan - DSPS](#)

[IIC1-7 Sample Fall 2021 Annual Plan Assessment Currency - Admissions & Records](#)

IIC1-8 Student Services Web Page (see [IC1-13](#))

[IIC1-9 Student Success Hub within Canvas](#)

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[IIC1-10 Student Survey 2021 COVID - Q5](#)

[IIC1-11 Reflective Inquiry Assessment PowerPoint](#)

[IIC1-12 CQnet Reporting](#)

[IIC1-13 Group Discussion - Reflective Inquiry Project: Semester End Reflection & Synthesis Event](#)

[IIC1-14 Virtual Counters Assessment PowerPoint](#)

[IIC1-15 Admissions and Records Outcomes Report](#)

[IIC1-16 SAAP & SSO Spreadsheet](#)

[IIC1-17 ILO 4 Report: Student and Academic Services Outcomes Reports and Supplementary Reports](#)

IIC2-1 Institutional Assessment Plan (see [IB1-1](#))

[IIC2-2 List of Student Affairs SSOs and Report Dates](#)

IIC2-3 CCSF SSO Handbook (see [IB4-3](#))

[IIC2-4 SSO Workgroup Meeting Notes](#)

[IIC2-5 SSO Progress Report 2022](#)

[IIC2-6 CCSF SSO Assessment Presentation Slides](#)

[IIC2-7 Sample Assessment Plan: Admissions and Records](#)

[IIC2-8 Sample SSO Assessment: Admissions and Records SSO 2](#)

[IIC2-9 Sample Assessment Plan: New Student Counseling](#)

[IIC2-10 Sample SSO Assessment: New Student Counseling SSO 1](#)

[IIC2-11 Sample Assessment Plan: Guardian Scholars](#)

[IIC2-12 Sample SSO Assessment: Guardian Scholars SSO 2](#)

[IIC2-13 Sample Assessment Plan: Student Activities](#)

[IIC2-14 Sample SSO Assessment: Student Activities SSO 3](#)

[IIC2-15 Qualitative SSO Research Report: CalWORKs, EOPS, Guardian Scholars, and HARTS](#)

[IIC3-1 EASE Evaluation 2020-2021 Report to the Accreditation Steering Committee](#)

[IIC3-2 Services by Delivery Mode](#)

[IIC3-3 CCSF Virtual Counters](#)

IIC3-4 Student Services Web Page (see [IC1-13](#))

[IIC3-5 Core Service Web Page - Admissions and Records/Registration](#)

[IIC3-6 Core Service Web Page - Bookstore/Access to Course Materials](#)

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[IIC3-7 Core Service Web Page - Counseling](#)
[IIC3-8 Core Service Web Page - Financial Aid](#)
[IIC3-9 Core Service Web Page - Library and Learning Resources](#)
[IIC3-10 Core Service Web Page - Student Government](#)
[IIC3-11 Student Success Hub via Canvas LMS](#)
[IIC3-12 MyRam Portal](#)
[IIC3-13 College's Help Desk](#)
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