

## Standard IIB Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

### Overview:

The college offers an extensive, comprehensive program of student services that may well be better described as student development. The Student Services division assists students in credit courses from pre-enrollment to enrollment to retention to graduation to job placement. Inherent throughout the delivery of services to student is the Learning College model, which stresses student access, progress, learning, and success. Student Services departments include: Admissions and Records, Counseling, Associated Students of Ohlone College (ASOC) - student government, CalWORKS, Campus Activities, Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSPS), Deaf Studies and Special Services, Extended Opportunities Programs and Services (EOPS), Financial Aid, Information Center, International Student Programs and Services, Job Placement, Mental Health Counseling, Placement Center, Recruitment and Outreach, Student Health Center, Student Success Center, Transfer Center, Tri-Cities One Stop Career Center, and the Veterans Affairs Office. Other services for students that report to the instructional and/or administrative services divisions of the college include the bookstore, computer accounts/ WebAdvisor, the English Learning Center, program specific tutoring labs,, the Learning Resource Center, Library, the Math Learning Center, the Student Technology Center, and the Tutorial Center. All of the faculty and staff involved in services to students at The college are aware of the wide diversity of our students and embrace the college's mission of creating an environment where students learning success is highly valued, supported and continually assessed.

The college exists amid a highly diverse community. As such, recruiting efforts reflect the diversity of our community. Student access begins with Recruitment and Outreach where faculty, staff and Student Ambassadors visit area high schools to inform potential students of the multiple programs and services available at Ohlone. Workshops and lunch tables are offered in the Fall Semester. In the Spring, visits are made again to assist students with the application and enrollment processes. Placement testing is also done at the local high schools in the Spring, after which, students are invited to a special New Student Orientation. At this orientation, students meet individually with a counselor where they begin their Student Education Plan (SEP) to facilitate the completion of their registration. In following the Learning College model, new students are encouraged to join one of the many Learning Communities that Ohlone provides, or to join University Express, a Learning Community designed to fast track students bound for transfer. Each

Learning Community is designed around a theme and classes are taught co-curricularly. Each Learning Community also includes at least one transfer level class and a Personal Development (PD) class taught by a counselor. The PD class is included in the Learning Community to monitor and ensure student progress, learning and success.

Because the percentage of Latino students matriculating at the college does not reflect the percentages of Latinos in the community, the college has developed specialized recruiting efforts for these potential students. In addition to the traditional recruiting done at the area high schools, workshops are conducted in the evening for students and their parents. These workshops are presented in English and Spanish. In addition, RAZA Day is held every year in the Spring for Latino juniors and seniors and their parents. RAZA Day provides tours of campus, panel presentations, speakers, and information about enrollment, Financial Aid, academic programs, and transfer. The Learning Alliance for Bioscience (LAB) project, funded by the National Science Foundation (NSF) represents yet another recruiting and outreach effort for Latino students. The LAB project is a partnership with local K – 12 school districts, industry and the college to provide summer programs, tutoring, outreach, professional development for faculty, internships and PD courses at the high schools for underrepresented students to become involved in the Biotechnology field. The college also has a Puente Program for Latino students, where students are co-enrolled in an English class and a PD class. The Puente program is a holistic approach to encourage Latino students to finish their two year degrees and transfer. Puente provides community mentors, guides the development of civic and social responsibility, and engages students in visiting a variety of four year institutions.

Student Services is responsible for providing processes to ensure that admitted students will benefit and achieve success while enrolled at the college. The processes fall into two categories: the regular student population and special populations.

#### General Processes:

The college admits any person who has graduated from high school, or any adult over the age of 18, who can benefit from the instruction the college provides. K-12 students can also be admitted to the college with appropriate approvals. The Admissions and Records office staff screens all applications. The college also requires placement testing for students who desire to take any courses in English and Math, or any courses where English and Math are pre-requisites. English as a Second Language (ESL) placement testing is also offered, for those students who desire to take ESL courses. The Placement Center also administers the reading competency test for the Nursing Program, and the Chemistry Placement test. Scores for all placement tests are maintained in the college's Datatel system.

Students with special support needs are identified in two different ways. During the on-line application process, students are requested to identify any special support needs they may have. Or, students with special support needs visit the particular office from which they will receive that support, and meet with the staff and faculty in that office.

The Student Services Deans and Directors, led by the Vice President of Student Services and including the leadership of Admissions and Records, Financial Aid, International Students Programs and Services, EOPS, Campus Activities, Student Health Center, Associated Students of Ohlone College, Counseling, and DSPS meet with the Vice President weekly on an individual basis, and biweekly as a group to discuss issues pertaining to student access and support services for student success.

#### Special Populations Processes:

Disabled Students Programs and Services (DSPS) recruits, admits, assesses, and registers students with disabilities who are able to benefit from the college's programs. DSPS Counselors and Specialists meet with students individually to utilize a holistic, multiple measures approach to evaluate students' ability to benefit from instruction at the college and to develop a plan for the delivery of appropriate support services to enable students to succeed. Specialized orientations, placement testing, registration and orientations to the Adaptive Technology Center are provided for each disability group to encourage student success. Liaisons with the California Department of Rehabilitation, and College faculty and staff are an important part of the students' experiences at the college as they matriculate, so continual dialogue occurs related to students' access, progress, learning and success. Staff and faculty from DSPS participate widely in College-wide discussions and are represented on Faculty Senate, College Council, the Deans, Directors and Administrative Secretaries group, and Student Services Deans and Directors meetings.

Extended Opportunity Programs and Services (EOPS), Cal Works, and Cooperative Agencies Resources for Education (CARE) work closely with the college to ensure that students who are educationally and economically disadvantaged are able to easily apply and register. Specially trained EOPS/CARE counselors and CalWORKS staff provide a special intake process, financial aid application assistance, orientation, and service selection process for each student to ensure student success. Progress is monitored on an ongoing, individualized basis.

The International Students Program and Services follows procedures to ensure that only students capable of benefiting from the college's programs are accepted. All applicants from non-English speaking countries are required to furnish evidence of a minimum proficiency level of English. Students can demonstrate this proficiency by a TOEFL score of 470 (paper-based exam), or 152 (computer-based exam), or 52 (Internet-based exam), or an IELTS Band score of 5.0 or higher, or a STEP-EIKEN score of 2A. The college also began an English Language Institute (ELI) in the Spring of 2007. The ELI is an intensive, full-time English language program for students who do not demonstrate the necessary proficiency in English to be admitted to the regular International Student Program, and who want to study English full-time in preparation for admittance to either The college or a four year institution in the United States. Students in the International Students Program and those in the ELI participate in special

orientations and registration procedures. In addition, they have a counselor assigned to work with them both to monitor their progress and learning, and ensure their success.

#### Standard IIB 1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

#### Descriptive Summary:

In 1999-2000, the college incorporated all Student Services departments into the program review process. The format for these reviews utilized the instructional program review guidelines which were focused on academic teaching and student learning outcomes in a classroom setting. After attempting to perform program reviews in Student Services areas using the instructional model, the Student Services Division decided to modify the instructional program review guidelines by creating a Student Services Curriculum in 2005 to guide Student Services program reviews identifying and assessing Student Services Learning Outcomes (SSLO) within the Student Services Curriculum and the college's mission and goals. The Student Services Curriculum was developed via dialogue with the Vice President of Student Services, the Campus Activities Student Services Assistant and the Associated Students of Ohlone College (ASOC). The curriculum encompasses student development through five student learning concepts: Responsibility, Respect, Integrity, Leadership and Purpose. With the State-wide changes in program review standards, the emphasis on student learning and the implementation of Student Learning Outcomes, the college decided to extend Program Review deadlines, in 2004-2005, to the Fall of 2005. The Student Services program review cycle, under which Student Services departments are reviewed every four years, followed suit, and implemented the new Student Services program review guidelines for the 2006-07 year. The current program review system, with periodic student and program quantitative and qualitative surveys, is assisting the college in ensuring the provision of quality student services programs. As of 2006-07, all Student Services departments have been reviewed in the last three years. The findings of the review processes include recommendations for improvement.

The Student Services division also has yearly all day staff development retreats, as do the individual departments with Student Services. These retreats are structured to identify and resolve problems, improve service delivery and interpersonal communication, and continually assess and evaluate how to continue to institute the Student Services Curriculum while keeping in mind the mission and the core values of the college, all to serve our students more effectively. This past Spring, the Student Services division decided to adopt a 'core value of the month' approach for all faculty and staff, whereby each person asks themselves and their co-workers how what they do in their jobs supports the core value for that particular month. Ideas and feedback are exchanged in

each department's staff meetings and again shared by Directors and Deans at the Student Services Deans and Directors bi-weekly meeting.

In addition to the program review process, there are several institution-driven evaluative measures within Students Services departments to assure quality services: 1) counseling faculty evaluations that include student evaluation of counseling services; 2) routine evaluation of classified staff and managers within student services; 3) open door policy of all Student Services faculty/staff who actively solicit service delivery feedback from students; 4) active participation of students in some programs in the design of their own service delivery packages; 5) timely resolution of complaints when they arise; and 6) close collaboration and cooperation of faculty and staff within Student Services departments for maximum benefit for the students.

Ongoing academic progress is monitored by an Early Alert Referral system available to Instructional faculty, an "I have a student who..." Workshop offered for all faculty and staff at the college by Student Services each semester, support groups for Student Success offered by the counseling department and the Mental Health counselor for various groups of students, Student Success workshops on a wider variety of topics for students on probation, the participation of counselors in each Learning Community, and the assignment of a specific counselor to all of the Health Occupations majors, all Athletes, and all students with special needs. The college also offers counseling and advising services via electronic counseling. The student feedback from these individual and group counseling sessions provide a direct measure that the services support student learning.

#### Self Evaluation:

The new process for Student Services program review and the adoption of the Student Services Curriculum are both excellent and truly reflect the mission, goals and core values of the college. Cooperation and collaboration of faculty and staff within the various departments of Student Services is also very good. Some improvement is necessary in applying the Student Services Curriculum consistently to the program reviews of all student services, thereby ensuring a standardized approach and an improved delivery of services to students.

The Spring 2007 Student Opinion Survey indicated the following levels of student satisfaction with customer service in Student Services departments:

Service	Yes/Strong Yes	No/Strong No	No Opinion
Financial Aid	35.8%	12.5%	51.6%
Bookstore	79.7%	12.2%	8.1%
Health Center	33.3%	3.1%	63.7%
Academic Advising & Planning	55.1%	21.2%	23.7%
Admissions and Records	55.7%	19.1%	25.2%

While at first glance the percentage of students who responded positively to questions regarding satisfaction with customer service appears to be low, the number of students who had “no opinion” is significant and bears further study. As well, research efforts to track the levels of student contact in student services and of student satisfaction need to be refined and expanded to include all Student Services programs.

The college is in full compliance with this standard.

Planning Agenda:

The following planning agenda is intended to improve compliance:

Outcome: The Student Services Curriculum, incorporating the five student development learning concepts of Responsibility, Respect, Integrity, Leadership and Purpose, will be consistently applied to the program reviews of all student services, thereby ensuring a standardized approach and an improved delivery of services to students.

Tasks: 1) Work with the college Researcher to develop a comprehensive Student Services survey for the purpose of evaluating the achievement of the Student Services Learning Outcomes; 2) Improve record keeping systems that track student contact and achievement of student learning outcomes in all Student Services departments; 3) Revise staffing needs to ensure continuity and to improve the quality and scope of services to students.

Ensuring ongoing compliance: Review the effectiveness and quality of the Student Services Curriculum through the program review process and through regular Student Services meetings.

Impact on student learning: Providing quality Student Services programs will support student learning and enhance achievement of the mission of the institution. Continuity between departments prevents students from “falling through the cracks” and provides a supportive environment for student learning and personal growth. Continuity between departments prevents students from “falling through the cracks” and provides a supportive environment for student learning and personal growth.

Standard IIB 2

The Institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution

- Educational Mission
- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degree of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations of Publications Where Other Policies May be Found

Descriptive Summary:

The college provides a catalog for its constituencies that is precise, accurate, and current. The Catalog includes all requirements set by the pertinent Federal Legislation, the California Education Code, the District Board, and the college. The text and the layout of the catalog are easy to understand and very clearly organized. The catalog accurately conveys the general information about the college including the college mission, course, program and degree offerings, descriptions of all areas of Student Services, including Financial Aid and Learning Resources, names and degrees of all full-time faculty and administrators, names of all district personnel, student requirements, and all major policies affecting students. The catalog is available on request in alternate format for individuals with disabilities.

Major policies affecting students are published in the Schedule of Classes and Student Handbook. Policies are also accessible on the college's website. In addition, printed copies of policies can be found in the Office of the Vice President of Student Development.

In addition to being available on-line, the college catalog and Schedule of Classes is distributed to local libraries, local high schools, and college fairs to ensure that the community receives information about the college. Portions of the schedule of classes are available in other languages to encourage enhance accessibility for the diverse population of the community.

The college has a system in place to review all material in its publications for accuracy and currency. This review process includes the catalog, schedule of classes and student handbook. Two College administrators and a classified staff member oversee the final editing and production of the catalog and the schedule of classes. The initial material for these publications is provided by the department managers who are responsible for the accuracy and currency of their respective sections of the catalog and schedule of classes. The same process is applied to the Student Handbook, which is then reviewed by Campus Activities prior to publication.

Many instructors also publish the college policies in their course syllabi, on their course websites, or they include links to the policies on the college Website.

**Self Evaluation:**

The college catalog is thoroughly examined for adherence to accreditation and legal requirements each year. The Schedule of Classes is reviewed in a similar manner two times per year. Both documents contain all of the required information and the information is consistently accurate, and current.

The college is in full compliance with this standard.

**Planning agenda:**

The following planning agenda is intended to improve beyond compliance:

Outcome: The review and dissemination of all college publications will be managed under one team of individuals to ensure college publications remain an excellent source of information for faculty, staff, students, and the public.

Tasks: 1) Review of the catalog, schedule, and webpage will be managed under one team of individuals.

Ensuring ongoing compliance: All College publications will be reviewed annually for content and consistency.

Impact on student learning: When students have access to accurate and consistent information, they are able to make well-informed decisions regarding their participation in the college community.

### Standard IIB 3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

#### Overview:

The learning support needs of students are identified in a variety of ways within Student Services. As early as the application process, students have the ability to request tutoring, specialized services, financial aid assistance, information about transfer, assistance with job placement, personal counseling, and educational guidance. Once students have requested this assistance, the responsible departments within Student Services reach out to the student. On a one to one basis, students are identified through conversations or through encounters with the various staff and faculty they meet when they are in contact with Student Services personnel.

When students take their placement tests, their proficiency levels in Math and English are identified for them, and they are directed to see a counselor. During Orientation, students meet one to one with a counselor and are able to identify any learning support needs they may have while developing their Student Education Plans (SEP). This initial contact with a counselor also begins the support process for students. Depending on the students' needs and goals, counselors encourage students to become involved in Learning Communities, to take courses to improve their basic skills, to utilize the college's Learning Centers, tutoring labs, and Student Technology Center, and become involved in Campus Activities and clubs.

For students with special needs, the various Student Services departments dedicated to serving those students meet, monitor and develop ongoing relationships with the students to ensure the students' success. These departments include DSPS, EOPS, CARE, CalWORKS, Financial Aid, Athletics, and ASOC.

### Standard IIB 3

- a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

#### Descriptive Summary:

Comprehensive access for students to Student Services begins with outreach and continues with the matriculation components of Admissions, Orientation, Assessment, Counseling/Advising, and Student Follow-up. Additional services available to students are those offered through Admission and Records, Financial Aid, the Transfer Center, the Student Success Center, Mental Health Counseling, the Tri-Cities One Stop Center/Job

Placement, and the International Students Program. Every department within Student Services has an e-mail address providing on-line access to all students for assistance with questions or concerns.

The Student Services Division conducts outreach activities in the surrounding community to meet prospective students' needs in a variety of ways. Visits to local areas high schools are conducted Fall and Spring semesters by Student Services staff and faculty from Admission and Records, Counseling, Financial Aid, the Student Ambassador program, the Puente Program, Deaf Studies, and Disabled Student Programs and Services (DSPS). Inquiries and requests for service from walk-in potential students are handled by the Information Desk, Admission and Records, Office of Public Information, Deaf Studies, DSPS, and the International Students Program. College brochures and other printed information are distributed to all local school district offices and libraries. Information can be accessed online via the college website. Student Services staff and faculty are available to work with non-English-speaking students in Spanish, Chinese, Japanese, Vietnamese, Farsi, German, French, and American Sign Language. Individual departments within Student Services respond to special requests for outreach services.

Students can apply for admission to the college via a paper application or on-line via the college's website. Assistance with either the paper or on-line application is available at the Information Desk, where students can use a computer kiosk attended by Information Desk personnel. Orientations are provided at local high schools, on campus, and on-line. Assessment is computerized and is offered at local high schools and on campus in the placement center. Counseling/Advising and Student Follow-up services are offered in many arenas: during Orientation, in the counselor's offices, at the college's satellite campus sites, in Personal Development classes, and in instructional courses. On-line Counseling/Advising and Student Follow-up and general information about Counseling are also available through the online "electronic counselor." Students can make appointments with counselors by phone, in person at the counseling department reception window, or on-line.

For students with disabilities, Application and Registration, Orientation, Assessment, and Counseling and Student Follow-up are conducted by DSPS and Deaf Students Services staff and faculty. Students' accommodation needs are determined and appropriate arrangements made. The DSPS and Deaf Studies and Special Services offices are accessible to students via e-mail and videophone.

Registration for all students can be accomplished in person or on-line using WebAdvisor. WebAdvisor provides students access from anywhere, 24 hours a day and seven days a week. Students may receive assistance with registration at the Information Desk computer kiosks or in any of the Student Services offices. Financial Aid FAFSA applications may be completed on-line or in person. In addition, students can access the Transfer Center, the Student Success Center, Mental Health Counseling, the Tri-Cities One Stop Center/Job Placement, and the International Students Program by visiting the office itself or communicating on-line.

Student Services Department offices hold evening hours to accommodate night students, and extend hours to weekends during late registration. Individual requests for evening and/or weekend appointments are accommodated on a case-by-case basis.

**Self Evaluation:**

Since the college's last WASC self-study report, new uses of technology have revolutionized service delivery to students. The current level of services is superior, especially considering the limitation of staff and faculty. Student Services will soon face the challenge of expanding services to the Newark campus when it opens in 2008 and maintaining the high quality of service currently delivered.

Nearly 87% of the respondents to the Student Opinion Survey Spring 2007 indicated that registering for classes either through WebAdvisor or at the Admissions and Record window is convenient. The survey also indicated that improvement is warranted in providing support services to evening-only students.

The college is in full compliance with this standard with regard to services on the Fremont Campus.

**Planning Agenda:**

The following planning agenda is intended to ensure equivalent compliance at the Newark Campus when it opens:

Outcome: The appropriate, comprehensive, and reliable Student Services available to students on the Fremont Campus will be expanded to students on the Newark campus. Through the use of technology, improved Student Services will be available to students either in person or electronically any time they are attending classes on either campus.

Tasks: 1) Continue planning a quality delivery system for Student Services on the Newark campus. 2) Advocate for the technological equipment necessary for Student Services to function efficiently on the Newark campus; 3) Follow through on the Title III goals to implement the identified technological improvements in Student Services. 4) Train students on the use of the electronic student services portfolios that will be developed; 5) Cross-train student services staff so that they have the knowledge and skills necessary to assist evening and weekend students with all Student Services.

Ensuring ongoing compliance: Student surveys will be administered annually to assess satisfaction with delivery and reliability of Student Services, regardless of location.

Impact on student learning: Students who have consistent and equitable access to Student Services will benefit from the supportive learning environment necessary for achievement.

### Standard IIB 3

- b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students.

#### Descriptive Summary:

The eight Core Values of the college are the foundation for creating an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for students. The Student Services Curriculum, adopted in 2005, incorporates the five learning concepts of Responsibility, Respect, Integrity, Leadership, and Purpose, thereby furthering this institutional commitment. These five learning concepts are at the center of the division's Student Services Learning Outcomes. The Student Services Division focuses on the whole student and the entire student learning experience.

Student Services counselors, both those in the counseling department and those serving students with special needs in DSPS and EOPS/CARE, encourage students to enroll in courses and Learning Communities that promote personal and civic responsibility. Counselors also encourage students to become involved in ASOC and Student Clubs. All counselors teach Personal Development (PD) classes where students participate in small group instruction. Students have the opportunity to learn not only about themselves, but also how to participate and function in the world. PD classes include Leadership Development, Student Government, and Paraprofessional Counseling. Faculty in the Deaf Studies Division have developed a cohort of classes for Deaf and hard of hearing students on citizenship, human potential, deaf community, and money management. EOPS/CARE faculty offer PD classes specifically designed to meet the needs of CARE students. DSPS faculty teach PD courses focusing on self-advocacy and personal awareness.

The themed Learning Communities also provide avenues for students to develop a sense of personal and civic responsibility. Examples of this are *Debate Today's Issues with Tomorrow's Leaders*, a Learning Community that will be offered in Fall 2007, and the Puente Program, where students are assigned mentors from the community, and where community involvement is required as part of the program. The Student Ambassador program, which involves students in recruiting, outreach and orientation, also encourages personal and civic responsibility. The World Forum program, supported by the President's office, makes students aware of important social, civic and political issues facing everyone in the world today. In addition, the college promotes a campus-wide celebration of Earth Week each year. Throughout the week, students and staff of the college participate in environmental and ecological awareness activities culminating in a campus clean-up. Throughout all of these courses and activities, personal and civic responsibility is stressed, and intellectual and critical thinking is cultivated.

The college maintains a Fine Arts requirement for the Associate of Art and Associate of Science degree. This requirement encourages students' aesthetic development by exposing them to the world of Art, Theater, Drama, Dance, and Music. The Smith Center for the Performing Arts offers a wide variety of events, performances, and gallery shows throughout the school year.

Student Services Division personnel engage in inter-departmental dialogues within the division, across the campus community, within statewide professional organizations and in professional development activities about what represents an effective learning environment for students' development. Student Services faculty and staff lend their voices to the Faculty Senate, the college Council, Student Services meetings, Instructional Division meetings, and numerous other campus meetings to support the Student Services Curriculum and its five learning concepts for students.

**Self Evaluation:**

Since the last WASC self-study, the college, under the President's leadership and vision, has re-invented itself with respect to this standard. With the opening of the Newark Campus in 2008, Student Services will create an environment on that campus that encourages personal and civic responsibility, and intellectual, aesthetic, and personal development for students.

The college is in full compliance with this standard on the Fremont campus.

**Planning Agenda:**

The following planning agenda is intended to expand compliance with this standard at the Newark campus:

Outcome: A College culture that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development among students will be created at the Newark campus.

Tasks: 1) Develop themed learning communities on the Newark campus; 2) Establish a "College Hour" on the Newark campus during which activities and events will focus the development of civic responsibility, and intellectual, aesthetic, and personal development among students; 3) Continue to develop Service Learning, Internships and Practical Work Experience for students taking classes on both the Newark and Fremont campuses.

Ensuring ongoing compliance: Records will be kept of activities and events held on campus and of student and staff participation in learning, internship, and work experiences. Feedback from participants will be gathered through evaluations that will be analyzed to identify areas needing improvement.

Impact on student learning: Providing a learning environment that promotes specific attributes will expand student learning beyond the classroom and support personal and civic development.

### Standard IIB 3

- c. The institution designs, maintains, and evaluates counseling and or academic advising program to support student development and success and prepares faculty and other personnel responsible for the advising function.

#### Descriptive Summary:

The Counseling Department is designed and supported by the institution to serve all current and prospective students of the college. All counselors meet the minimum qualifications outlined in the California Education Code and Title V. Counselors working in special program areas have the additional education and experience mandated by Title V.

The Student Services Division has developed and maintains the college's counseling plan to meet the needs of the diverse student body. A Program review of orientation, counseling, personal development, and transfer is conducted every four years and are focused on the services each area provides. The program review assesses how services in each area support the college's mission and goals, the Student Services Curriculum, and each area's Student Services Learning Outcomes. Counseling Faculty evaluations are conducted following the United Faculty of Ohlone guidelines. Bi-weekly Counseling Department meetings are held to consistently monitor the accuracy of information being given to students and to assess how well the services that are being provided support student development and success. Counselors are involved in every committee on campus, including Faculty Senate and the college Council. In addition, counselors participate in extensive faculty development, training, and conferences.

Training of counselors occurs every semester and is a shared endeavor giving new counselors an opportunity to learn from each of the more experienced counselors. New counselors are also assigned a mentor when they join the department. Each counselor, in addition to providing counseling, has an additional area of specialty or assignment. Some counselors are assigned to a specific program of study, especially in the Health Occupations area. The Counseling Department represents, in its faculty and staff, the greatest diversity of any department on campus, thereby ensuring that students have someone to whom they can easily relate.

The Counseling Department offers most of the counseling services to the majority of the student population. The services include academic, vocational, career, transfer, and articulation counseling. Other student development/student success programs under the Counseling Department are Probation and Dismissal, Early Alert, Career (Tech) Prep, College Connection, Outreach and Recruitment, Orientation, Placement Center, Personal Development Classes, Personal/Mental Health Counseling, Puente, Student Success

Center, Transfer Center, and Work Experience Education (WEX). Having these programs housed in the Counseling Department provides for optimal communication and collaboration for student development and success.

**Self Evaluation:**

The Student Services Division continues to perform well, however, the shortage of classified staff and the increased demands made on counselors' time make improvement and expansion of programs challenging.

The college is in full compliance with this standard.

**Planning Agenda**

The following planning agenda is intended to improve compliance:

Outcome: Adequate counseling and Student Services support staff will be available to support student development and success.

Task: 1) Investigate the acquisition of funds to address program expansion and hiring needs.

Ensuring ongoing compliance: Survey students to assess quality and availability of counseling services to students.

Impact on student learning: Adequate counseling assistance will keep students on track in meeting their academic and personal goals.

**Standard IIB 3**

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

**Descriptive Summary:**

The Student Services Division actively designs and maintains program, practices and services that support and enhance student understanding and appreciation of diversity. Campus Activities takes a leading role in this endeavor through the yearly sponsoring of the Ohlone College Unity week. A wide variety of activities, speakers, panel presentations, movies, music, food fairs and cultural awareness activities are presented day and night during Unity Week, and all of the wide varieties of populations within our

larger community at Ohlone are represented. Disability Awareness week, held each Fall is another example of Ohlone's commitment to enhancing understanding and appreciation of diversity. RAZA day's presence on campus, when 11<sup>th</sup> and 12<sup>th</sup> grade Latino students are on campus all day with their families also serves to raise awareness. The President's office hosts all campus World Forums three to four times a year, where well known speakers are invited to present to the entire college on topics ranging from the starvations in Darfur to the history of the Ohlone Indians. At campus events such as Graduation and Honors night, the diversity of the college population is again highlighted.

. The college demographics in general parallel the ethnic breakdown of the community with the exception of Latino people, and the college is making strong advances in improving this ratio. Within the college staff and faculty, diversity is stressed through the hiring of qualified employees who also are members of underrepresented populations.

#### Self Evaluation:

The college does an excellent job stressing diversity throughout the curriculum and through campus clubs and events. The faculty and staff of Student Services represent great diversity which maximizes open communication, role modeling and level of comfort for students of diverse backgrounds.

The college is in full compliance with this standard.

#### Planning Agenda

No planning agenda is needed.

#### Standard IIB 3

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

#### Descriptive Summary:

The Student Services Division ensures that Admissions Offices practices are effective and that placement instruments are valid and minimize bias using a team approach. For the Admissions and Records office, practices are reviewed each semester by the Student Services Deans and Directors with leadership from the Registrar and oversight from the Vice President of Student Services.

The placement instruments' validity and minimization of bias are led by the Assessment Coordinator. Again using a team approach, the Assessment Coordinator sets up meetings with Math, Reading, English, Chemistry, Nursing and ESL faculty, the college researcher, counselors, the Director of Financial Aid, the Director of International Student Programs, and the Placement Center Student Services Assistant to ensure that the

assessment processes the college is utilizing are holistic, consistent, and incorporate multiple measures. This team of professionals ensures that only approved instruments are used in the placement process and that they are used in a manner that is standardized and accepted by the California Community College Chancellor's Office Approved Assessment Instruments list. The Assessment Coordinator also ensures that there is adequate and appropriate staff to administer the placement tests. The Assessment Coordinator, the Director of DSPS and the disability related counselors ensure that accommodations for students with disabilities in the Placement Center are appropriate to the students' educational limitations. The Assessment Coordinator utilizes departmental teams and an outside consultant to ensure the validity of the placement instruments used at the college following the Standards, Policies, and Procedures for the Evaluation of Assessment Instruments used in California Community College.

**Self Evaluation:**

Having recently converted to computerized assessment testing, the college has surpassed expectation. Reliability and validity activities of the testing process are ongoing. The standards, policies, and procedures for assessment instruments used in California community colleges are strictly adhered to.

The college is in full compliance with this standard.

**Planning Agenda:**

No planning agenda is needed.

**Standard IIB 3**

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Descriptive Summary:**

All departments within the Student Services Division adhere to District Board policies, and Federal and State laws governing the maintenance and retention of student records. Confidentiality policy with regards to student records, educational and personal information about students is strictly adhered to by all personnel in Student Services. Paper records are kept in secure environments. Electronic information regarding students is secured on the college's database system and only authorized personnel have access to this data. No record is released, nor any information shared with another party without the student's written permission.

**Self Evaluation:**

With the assistance of technology, student records have become much more accessible and less cumbersome.

The college is in full compliance with this standard.

Planning Agenda:

The following planning agenda is intended to improve compliance:

Outcome: All student records will be electronically recorded and stored.

Tasks: 1) Purchase equipment and implement digital scanning of students records; 2) Implement electronic Student Education Plans for all students.

Ensuring ongoing compliance: The records are secured through the use of password technology and limited access by authorized personnel.

Impact on student learning: Students' access to their own educational records will increase their independence and responsibility for all aspects of their education.

Standard IIB 4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

The Student Services Division has systematic and regular evaluations built into the operating structure of the Division: 1) Student Services Deans and Directors bi-weekly meetings, and annual retreats; 2) Individual weekly or bi-weekly Department meetings and annual retreats; 3) Focus group and program bi-monthly meetings; 4) Program reviews every four years; 5) Ongoing individual student appointments with Student Services faculty and staff eliciting student feedback; 6) Student Services management involvement with Associate Students of Ohlone (ASOC) weekly meetings; 7) Student involvement of educational plan development; and 8) Student and Faculty surveys. College-wide surveys are used in determining students' feelings of engagement and satisfaction with learning support needs.

Categorically funded programs at the college are reviewed and evaluated by the Chancellor's office. These include EOPS/CARE, DSPS and Matriculation. Financial Aid, Athletics, International Student Program, and the Tri-Cities One Stop Center are evaluated by their specific governing/credentialing bodies.

The results of all evaluations are reviewed at Division meetings and used as a basis for improvement in the following ways: 1) Changes in day to day delivery of service; 2) Changes in policies to reflect student need and learning outcomes; 3) Reassignment of personnel to improve service; 4) Development of a grant proposal to address an area of weakness; 5) Program change/development to satisfy an identified need; 6) Department budget increases; and 7) redirection of staff and faculty training efforts to incorporate improvement.

The newly adopted Student Services Curriculum in program review and the generation of Student Services Learning Outcomes (SSLO) for each department within Student Services has just begun. Evaluation and measurement of the achievement of SSLO's is currently being collected to further assess how Student Support Services contribute to student learning outcomes.

**Self Evaluation:**

The ability to solicit student feedback through surveys has improved greatly since the last WASC self-study. The college now has a researcher who is skilled at designing surveys for research and evaluation of services on a more regular basis.

The college is in full compliance with this standard.

**Planning Agenda:**

The following planning agenda is intended to improve compliance:

Outcome: A process and schedule for regular, ongoing student evaluation of Student Services will be established so that the college can measure achievement of the Student Learning Outcomes.

Tasks: 1) Develop a student survey and schedule dissemination dates for student evaluation of Student Services; 2) Use Student Services Division meetings at both the division and department level to develop additional methods of evaluating the quality of student services.

Ensuring ongoing compliance: Develop a schedule for collecting student satisfaction data on a regular basis.

Impact on student learning: Improvement of student support services will positively impact student growth and learning.