

Standard IIB: Student Development and Support Services

IIB. *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.*

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

The college has established an ongoing process to ensure and facilitate the planning and evaluation of all programs. This process involves systematic data collection and review of information received as outlined in the Fresno City College Program Planning and Evaluation Handbook (IIB.1). The evaluation of student services conforms to a schedule set forth by the program review committee. These reviews are supplemented by formal reviews required by the proponent agencies of the EOPS, DSP&S, and transfer

center programs. Student satisfaction surveys, analysis of student performance, and focus groups are also used to review program activities.

At the Career & Technology Center, the following student services are available: job placement, assessment, counseling, and financial aid (IIB.2). Additionally, health, police, and psychological services personnel are on call to respond to health and safety, environmental health, and mental health issues (IIB.3).

At Fresno City College, the student services staff has placed a high priority on the availability of services required to ensure student success. As a result, all student services are offered during the day on the main campus.

In addition, evening hours have been established in admissions and records, guidance and counseling, financial aid, job placement, assessment, health services, the bookstore, and food services. To accommodate weekend college classes, admissions and records, the assessment center, financial aid, and the book store are open for limited weekend hours, particularly on Saturdays. Police services are open and/or on-call 24/7.

Assessment

Results from the faculty and staff survey indicate that over 65 percent of those completing the survey agree or strongly agree that student support services address the identified needs of students and enhance

a supportive learning environment (IIB.4). Additionally, 65 percent of the faculty and staff agree or strongly agree that the college assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services. To further support this, results from various answers to questions from the ACT College Outcomes Survey that relate to student services show an average point value of 3.50 to 3.98 out of 5.0, indicating that students are satisfied with support services (IIB.5).

The quality of student development and support services is assured by ongoing evaluation of effectiveness. Many activities are evaluated informally at their conclusion by using the “3 ups and 3 downs” process. This practice requires participating staff members to identify three positive and three negative impacts regarding service delivery after major events. This information is then compiled into a document that is used for program improvement. Additionally, the planning of most new initiatives includes the enumeration of expected outcomes and desired impact on student development and learning that serve as criteria for evaluation. The program review process serves as another method for the evaluation of programs and services (IIB.1). However, the phased nature of the five-year process fails to provide in-depth analysis in a timely fashion.

With the increasing use and development of online services, planning and evaluation must be reviewed to accommodate implementation.

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 Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

b. Requirements

- ***Admissions***
- ***Student Fees and Other Financial Obligations***

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. Location or publications where other policies may be found.

Descriptive Summary

The most comprehensive and widely distributed college publication is the Fresno City College Catalog, which is prepared by

the office of instruction every two years. An addendum is published annually (IIB.3). The addendum is posted on the college web site and hard copies are distributed to the admissions and records office and the counseling center.

In addition to the name, address, phone number, and web site address of the college, the college catalog fully describes general information: the college's history and mission; course, program, and degree offerings; academic calendar; length of programs; academic freedom statement; available financial aid and other learning/support services; names and degrees of faculty and administrators; and the names of governing board members.

The requirements for admission, degrees, certificates, graduation, and transfer are also described in the college catalog. Student fees, other financial obligations, and available financial aid are presented along with procedures for refunds and waiver of fees.

Fresno City College accepts transfer courses from other accredited institutions and describes this in the catalog. The college utilizes the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) and the California Articulation Number system (CAN) to ascertain the transferability of courses from other colleges and to award credit. Articulation agreements between the college and other institutions allow for ease and efficacy when determining the transferability of a given course. A specific statement as to the college's procedures for accepting transfer credit from colleges that have no articulation agreements with Fresno City College is not included in the 2004-2006 college catalog (IIB.3).

The major policies of the college are outlined in the college catalog and address the issues of grievance, complaints, and sexual harassment. The college catalog also informs students of their right not to be discriminated against on the basis of race, color, national origin, sex, disability, age, or sexual orientation in any of its policies, procedures, or practices. This statement is provided in both English and Spanish. The college catalog also clearly states the college's commitment to academic freedom (IIB.3).

The college catalog is available in print and online. It is given to all students who attend the new student orientation on campus and at the high schools as part of the college's orientation and Registration-To-Go (RTG) programs. It is also available for purchase for \$2.50 in the college bookstore. In addition to the college catalog, information about the college is presented in a general orientation offered online at the counseling department web site (IIB.6).

In addition to the college catalog, the schedule of classes contains information on class offerings, enrollment policies, procedures, matriculation, testing, and additional student information (IIB.7). The schedule of classes is available free of charge in the admissions and records office and on the college web site.

Assessment

The college meets this standard in all areas with the exception of providing a written statement outlining the procedure for accepting transfer credit from accredited institutions with which there is not an articulation agreement.

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.

Descriptive Summary

Fresno City College researches and identifies the learning support needs of its students through a variety of avenues. The admissions application for the college allows students to identify services they would like to receive by checking appropriate boxes. This information is then distributed to the appropriate programs to follow up with students. The college provides an orientation program that new first-time college students are strongly encouraged to attend. As a result, the majority of new students receive orientation services. At this orientation, students are advised into an educational program based on their assessment results. Counselors and educational advisors at this orientation refer students to appropriate student services during the advising session.

In addition, all departments within the student services area go through the program review process, which is conducted every five years (IIB.1). The college also revises its strategic plan every five years. Both processes involve the research and analysis of each department through student satisfaction surveys, faculty and staff satisfaction surveys, and data analysis conducted by program staff or managers. Through these processes, the institution has identified student needs and developed programs that address identified learning issues.

WebAdvisor, the college's online enrollment system, has broadened student access and has allowed for greater efficiency in the

registration process. For example, common complaints for many years were the long lines at registration. The college has ameliorated this by utilizing WebAdvisor, an internet-based student administrative system, which allows students to apply for admissions and register for classes online. Students also have the option of registering via telephone using TouchTone registration (IIB.7).

The assessment center offers students English and math placement tests in order to evaluate student basic skill needs (IIB.8). This process assists counselors in determining individual academic need and is essential in the preparation of student education plans. In response to student demographic data collected by the institutional research office, the institution provides programs which address cultural and financial needs. Programs including Disabled Students Programs and Services (DSP&S); IDILE, a transfer program for African American students; Puente, a Mexican-American transfer program; and USEAA, a Southeast Asian transfer program, address the needs of a diverse student population that includes ethnicity and disability (IIB.9,10,11,12,38, 39,40). Most recently, as a result of national reports indicating the enormous difficulties encountered for African American male students to succeed in college, Fresno City College instituted the Strengthening Young Men by Academic Achievement (SYMBAA) program (IIB.13). The college has several TRIO programs including upward bound, student support services and talent search (IIB.14). EOPS and the financial aid departments provide services and financial resources to assist low income students (IIB.15). The counseling center promotes student success through its early alert academic intervention program. Guidance

studies classes assist students with their academic, personal, and career needs. To address the vocational needs of students, the college offers career development programs like CalWORKs and Work Assessment Vocational Evaluation (WAVE) that provide career skills, job training, and assessment to a growing number of students interested in vocational training (IIB.16,17).

Assessment

Results from the ACT College Outcomes Survey showed an average rating of 3.76 out of 5.0 that the college responds favorably to nontraditional students (IIB.5). In addition, the survey indicated a 3.50 average rating for providing personal counseling and a 3.62 rating for career planning services. In all, results from program reviews, student surveys, and institutional research are used for planning and implementing changes in the student services area. Development and restructuring of programs and services directly reflect the needs of the student population.

IIB.3a 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

The college is committed to providing appropriate comprehensive and reliable services to students regardless of service location or delivery method.

Students attend classes on the main campus, the Manchester Educational Resource Center located in a nearby retail mall, and the Career & Technology Center located in the industrial

part of Fresno (IIB.2,18). Increased offerings in distance education and online classes provide an alternative means to classroom instruction. Services to students, including admissions, assessment, counseling, orientation, and financial aid, are provided on the main campus and at off-campus sites. The college received a Title V Cooperative Grant in conjunction with Reedley College to develop districtwide student online services (IIB.19).

The campus maintains several outreach programs that include EOPS; upward bound, educational talent search, and student support services program (TRIO); CalWORKs; registration-to-go; and financial aid (IIB.14, 15,16,20,21).

The college offers the following student support services in order to help ensure student success:

- DSP&S support services enhance access of disabled students to participate in college life and achieve independence.
- DSP&S transition to college courses are made available to incoming high school students at many Fresno, Clovis and surrounding area high schools (IIB.9).
- WebAdvisor provides comprehensive online access to student services. (IIB.6,7).
- The web room is a staffed computer lab adjacent to the admissions and records office where students can apply for admission, register for classes, and complete forms online to submit change of address and/or name and request transcripts, for example.
- The help line assists students with the admissions/registration process.

- The phone bank is accessible during business hours to answer student inquiries (IIB.22).
- Registration-To-Go offers convenient, easy-access admissions and registration services to graduating high school students at their high school. This service is provided at all 34 feeder high schools and registers 48 percent of high school seniors each year (IIB.20).
- The employment resource center provides employment services that include a web site accessible by students, employers, and the community (IIB.23).
- The CalWORKs office provides services to students who are receiving public assistance through Temporary Assistance to Needy Families (TANF) (IIB.16).
- The transfer center provides a variety of programs and services designed to assist in transfer to a baccalaureate granting institution (IIB.24).
- The learning resources center provides computer, writing, and math labs; and tutorial services.
- Academic counseling provides counseling services, individual appointments, drop-in, and online general advising.
- Orientation sessions provide new students with services and assistance on campus, online, and at local high school campuses. The counseling department has also created a mini-orientation that is available to students online, regardless of their matriculation status (IIB.25).
- Guidance studies classes are taught on campus by counseling faculty and are designed to assist students with their

academic, personal, and career needs (IIB.26). Two guidance studies courses, a career planning class and a course designed for students on academic and/or progress probation, are taught completely online in a learning community format.

- The financial aid staff in the computer lab assist students with the timely and accurate submission of financial aid forms.

Assessment

Over the last five years, the campus has made great strides in providing online services in the areas of admissions, registration, student records, counseling and orientation, financial aid information, classes, and general campus information.

The admissions and records office provides online and paper application processing (IIB.36). In calendar year 2002, 38,627 applications were processed, of which 34 percent were submitted through the online process. In 2003, 38,616 applications were processed of which 45 percent were submitted through the online process. In 2004 (through November 10), 39,933 applications were processed of which 56 percent were submitted through the online process.

The college provides online registration through WebAdvisor as an additional method in which to register. In 2002, a total of 225,903 class registration transactions were processed of which ten percent were transacted through WebAdvisor. In 2003, a total of 228,257 transactions were processed of which 15 percent were through WebAdvisor. In 2004 (through November 10), a total of 238,549 transactions occurred of which 20 percent were through WebAdvisor.

The college also provides TouchTone (telephone) registration. In 2002, five percent of the total 225,903 registration transactions were processed through TouchTone; in 2003, two percent (the lower percentage was due to technical problems with the TouchTone system that year) of the total of 228,257; and in 2004 (through November 10) ten percent of the 238,549 transactions were processed through TouchTone.

The phone bank is a valuable tool for students and the general public who seek information about the campus and its services. The phone bank averages about 200 calls per day and over 400 calls per day during peak registration periods. The goal of the phone bank is to respond to the caller's query rather than direct that query to another department.

In the last five years, the campus has done an excellent job in assimilating an increasing student population. To accommodate future growth, the campus will need to consider strategies to provide for continued growth.

IIB.3b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all of its students.

Descriptive Summary

One of the primary goals of Fresno City College is to foster human potential as it relates to personal growth, civic responsibility, intellectual achievement, and aesthetic appreciation. With this in mind, the college supports several co-curricular programs that facilitate positive student outcomes.

The college activities program at Fresno City College offers students an opportunity to participate in student government and

social and cultural events. There are currently thirty active special interest student clubs representing a wide array of interests and activities that actively contribute to student growth, social life, and links to the community at large (IIB.27).

The speakers forum provides speakers on a wide range of topics to students, faculty and staff, and the community. These speakers have included nationally renowned guest speakers, such as Maya Angelou and Spike Lee. Participation in these enriching activities fosters leadership and democratic ideals.

Service learning programs, which partner academic instruction with meaningful community service, are an integral part of Fresno City College's curricular offerings. Speech 20, Community Involvement, is a class that provides students an opportunity to participate in a community service experience in a learning environment. Students study communication theory, leadership, teamwork, and citizenship as these concepts apply to community service. Students work in a nonprofit agency of their choice. More than 100 placement sites are available including schools, government offices, hospitals and clinics, and a variety of other nonprofit agencies. Working with the instructor and the site supervisor, students develop a plan for their service experience. Approximately 20 to 25 faculty include some form of service learning as an integral part of their curricular activities (IIB.28).

Fresno City College also sponsors an AmeriCorps program that provides community service in the area of literacy development. Members of this program are placed in ten school sites. They provide one-on-one and small group tutoring to students in grades K-6 who are performing below grade

level in reading. This program also offers a semester-long class that focuses on community service, literacy tutorial techniques, and civic responsibility (IIB.29).

Fresno City College also has several learning communities that allow students and faculty to work collaboratively for positive student and faculty outcomes.

The college offers students the opportunity to participate in a full spectrum of intercollegiate sports. In addition, the college's fine, performing, and communication arts division provides a full offering of live theater, music programs, and dance performances (IIB.6). Students enrolled in the journalism program have the opportunity to gain valuable experience in the production of the college newspaper, *The Rampage* (IIB.30).

The counseling department encourages personal development through guidance studies classes, special programs, career services and workshops, and individual and group counseling. The department currently offers 12 guidance studies courses, each with a component to facilitate personal development. Each special program offered through the counseling department assists students in exploring personal matters as they relate to and affect their academic success via mentoring, counseling support, and guidance studies courses (IIB.3,6,7).

The career center provides another method for students to participate in self-awareness exploration activities that apply to potential careers, majors, and occupations. Students are assisted through group and one-on-one sessions (IIB.31).

Health services is supported by a student health fee of \$14 per semester and district

general fund monies. Due to the high percentage of students receiving the Board of Governors Grant (BOGG) waiver and financial aid, more than 70 percent of students do not pay the health fee. The services are provided by college public health nurses and are available to all enrolled students. These services include nursing assessment; treatment and referral for medical problems; health counseling; medical screening; crisis and emergency care; communicable disease control, including MMR, Hep-B immunizations, and TB testing; and a self-care center. When available, flu immunizations are offered annually. Selected services are available to campus employees, including first reporting and referral for industrial injuries. The district provides an insurance plan for uninsured students in case they are injured while under college supervision.

Health services nurses provide support to both staff and students. This support includes, but is not limited to, crisis care when needed in the classroom; assisting instructors in medical emergencies, such as seizures, diabetic crisis, and fainting (IIB.32).

The health services office is located on the first floor of the student services building and is open from 8 a.m. to 5 p.m. Monday through Friday. More than 130 first-aid kits are placed throughout the campus and maintained annually (IIB.32).

Psychological services are also available by a clinical psychologist and the Association of Psychology Internship Centers (APIC) level pre-doctoral interns (IIB.33). Services include short-term psychotherapy, crisis intervention, college consultation, group presentations, and campus mental health screenings. The program, which is American Psychological

Association (APA) accredited through its membership in the Central Valley Internship Consortium, provides information to students about personal issues. It also sponsors and coordinates special awareness days. These may include Depression Awareness Day and smoking cessation assistance. The psychological services office is located on the second floor of the bookstore building and is open from 8 a.m. to 5 p.m. Monday through Friday.

The district police, college nurses, psychological services, and dean of students are members of the Campus Crisis Team and are available by police radio. The team is activated by the district police and responds to campus health, psychological, and disruptive situations.

Assessment

Results from the ACT College Outcomes Survey indicate a 3.62 average satisfaction rating in terms of opportunities for campus involvement. Similar ratings are also indicated with regards to career planning services, student health and wellness services, student mental health services, and recreational and intramural programs (IIB.5). In all, the college is effective in helping students address and overcome personal challenges, develop civic responsibility, and attain greater intellectual and aesthetic awareness. This area will be continually assessed as student needs change.

IIB.3c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The college's counseling and academic advising programs and services are comprehensive. Such program areas as the transfer and career centers; the IDILE, Puente, and USEAA programs; the honors program; EAGLE; DSP&S; EOPS; CARES; TRIO; upward bound; CalWORKs; international students program, education talent search, veterans counseling services, and transition to college programs were designed to meet student needs as they relate to their academic, personal, vocational and/or career goals. Resources include individual appointments, on- and off-campus and online orientations, group sessions and workshops, and online counseling. Other services include courses, class presentations, and the counseling department's web site. Counselors assist students with educational plans, personal or crisis intervention counseling, and academic advising in areas such as certificate programs, graduation requirements, transfer planning, selecting courses and majors, developing career plans, and enhancing study skills.

The college provides counseling services via individual appointments, drop-in appointments, and online access. Some counselors are generalists and others divide their time among general counseling duties, coordination of special programs, and division liaison responsibilities. Counselors are available both day and evening.

The transfer center program ensures that students, counselors, and the college community receive accurate and current academic and transfer information. The center staff coordinates transfer services throughout the college and with inter-segmental university partners. The center

staff coordinates and schedules the following activities: Transfer College and University Day; transfer admission and application workshops; transfer inservice training for counselors and the college community; transfer orientations; guarantee transfer contracts with UC Davis, UC Santa Barbara, UC Santa Cruz, UC Riverside, and UC Merced; and transfer counseling for students in the honors program (IIB.24).

Student services faculty and staff are provided training in their service area to facilitate and support student development and success. Counselors attend transfer success conferences annually pertaining to both the University of California and California State University systems. Many of the special programs arrange for assigned counseling and teaching faculty to attend conferences to keep up to date on student success strategies. In addition, they participate in staff development activities each semester to enhance their skills. To ensure accurate dissemination of information, counselors from all programs meet weekly. The online counseling committee meets weekly to maintain technology goals set forth by the counseling department and the college.

Assessment

The counseling and guidance department and specialized counseling programs continue to emphasize ongoing assessment and improvement of counseling programs. These programs are committed to evaluating the effect that support services have on student achievement relative to retention, persistence, grade point average, certificate/degree completion, and transfer rates.

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

Descriptive Summary

Fresno City College is strongly committed to diversity. The college continues to support and emphasize hiring practices that result in faculty and staff who are sensitive to cultural diversity. Counseling staff who speak foreign languages are available to many students for whom English is a second language. In addition, materials are printed in other languages, including Spanish and Hmong. Several flex day workshops and sensitivity training sessions that address the issue of diversity have been offered for administrators, faculty, and staff (IIB.34).

The college supports its diverse student population by providing programs, events, and services that are designed to enhance student understanding and appreciation of diversity. According to the ACT Student Satisfaction Survey, 70 percent agree that the college is equally supportive of all racial/ethnic groups (IIB.5). The college's commitment to student diversity is exemplified in the comprehensive academic and co-curricular programs designed to meet the needs of a diverse student population that includes disabled, socio-economically disadvantaged, immigrant, and international students. These programs include Puente, IDILE, SYMBAA, TRIO, USEAA (IIB.9,10,11,12,13).

The college activities office is responsible for special events, campus clubs and organizations, and student government (IIB.27). The student survey found that 86 percent believe that interaction with

people from cultures other than their own is important in their personal growth. There are currently 30 active clubs at Fresno City College representing a wide array of cultural interests: Anime Club, Art Club, Campus Crusade, Club Azteca, Disabled Students Program Booster Club, Bonsai Club, Filipino-American Club, Hmong Students Club, Korean-American Student Association, Lao Student Association, Muslim Student Association, Native American Indian Student Association, Pan African Student Union, and the People to People International Club. The college also provides support for campuswide events and ongoing activities, such as Asian Awareness Week, Black History Month, Women's History Month, Cinco de Mayo, Disability Awareness Day, and College Night, which include special performances and guest speakers. In addition to these various events, the college activities office offers forums and lectures for students and staff on issues such as race, ethnicity, and tolerance in both the classroom and in open forums on campus.

Programs and events are well planned and are used to attract and introduce students to culturally diverse experiences. A high level of participation in many of the cultural events indicates students and staff are interested in promoting diversity at the college.

Assessment

Results from the ACT College Outcomes Survey indicate a 3.66 out of 5.0 average satisfaction rating in terms of college social activities. Thus, overall, students are satisfied with the services provided by the college, and the college remains committed to providing programs and events that appeal to the multicultural student population (IIB.5).

IIB.3e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Students take English and math assessment tests to participate in matriculation; for guidance information; and/or to meet course prerequisites, graduation, and financial aid requirements. The assessment center coordinates with the college relations office to provide less stressful, convenient opportunities for high school seniors to participate in matriculation by offering assessment at each high school (IIB.8,35). Fresno City College has established comprehensive guidelines for evaluating assessment instruments and placement practices consistent with the California Community Colleges Chancellor's Office standards. This effort includes the systematic review of student performance in selected courses and reliability of these instruments as predictors of student performance consistent with acceptable research standards and practices.

Local validation and cut score studies have been constructed for all exams by the matriculation researcher. Cut scores are re-evaluated every three to five years or as needed by changes in the curriculum or placement scheme. The college's assessment staff continues to monitor legislation and new regulations affecting admission policies and procedures. Where applicable, admissions publications, procedures, and inter-district communications are modified to reflect these legislative and systemwide changes in regulations.

The assessment center conducts English, English as a Second Language (ESL), Ability to Benefit (ATB), study skills, and math tests to prospective, enrolled, and nonexempt students. Approximately 11,000 of the tests are administered each year to English speakers and 1,000 to nonnative English speakers. The student may repeat the test every three months. Testing is free and placements are valid for three years. Fresno City College accepts placement recommendations from other institutions of higher learning. Applicants are tested on a first-come first-served basis on regularly appointed days and times at the assessment center. The testing schedule is available online, by phone, and at the counseling center. Assessment testing determines basic skills competencies in reading, written English, and math, and are used as a benchmark in assessing reading/writing levels for non-English courses. The assessment scores determine the initial placement in English writing, reading, ESL, mathematics, and other classes that have prerequisites. The college uses multiple measures to determine a student's academic readiness in reading, written English, and math. The college does not use tests to determine eligibility for admission (IIB.8).

Adaptive testing is available to students referred by DSP&S (IIB.8,9). International students are given the Combined English Language Skills Assessment (CELSA), the college's ESL exam. After considering other measures (previous grades, education level, and overall GPA), a counselor determines the student's course eligibility in English. Students can provide Test of English as a Foreign Language (TOEFL) scores and

related data in order to discuss their academic objectives with counselors if they wish to dispute their placements.

Counselors use assessment scores to advise students during the registration process and in creating educational plans. Counselors also review transcripts from other accredited educational institutions to verify prerequisite completion for transfer students registering in math and/or English courses.

Assessment

Standards for admission are consistent with the State Center Community College Board of Trustees policies and are effectively linked to the college's educational mission (IIB.41). The assessment center participates in the program review process. Their staff and the district dean of admissions and records, associate dean of students for counseling and guidance, and director of financial aid consult with faculty in the appropriate departments and programs for advice and assistance with tests and services.

IIB.3f 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

The management of student records is a districtwide function under the district dean of admissions and records (IIB.36). Student services and programs follow the regulations and policies outlined in the Family Education Rights and Privacy Act (FERPA), the California Code of Regulations (Title 5)

54626, and State Center Community College District's Board Policy 5240 (IIB.42).

As a result, the following policies and procedures have been developed:

- Password-protected computerized records
- Secured backup of student record files to allow for recovery from accidents or disasters
- Signed confidentiality agreements for student aides prior to employment
- Limited key access to the student records vault
- Limited and locked access to office file cabinets
- The use of secure forms for online student records access
- Retention of original copies of final semester grades in the records vault after computer input
- Computerization of all student records as students request Fresno City College transcripts, microfilm and/or microfiche information
- Required written authorization to release student directory information and student records to public or private institutions in accordance with board policy, state, and federal law
- Information provided on the SCCCD admission application providing students with the opportunity to exercise their right to object to the release of their directory information (IIB.37)
- Formal notification to students when records have been requested through a

subpoena sent to the last known address advising students of the subpoena and the length of time in which they have to object to the release

- Documenting the release of nondirectory information as set forth in Board Policy 5240 (IIB.42), including a signatory that identifies the purpose for the needed information and acknowledging acceptance that any unauthorized or misuse may cause legal action

Assessment

The college securely maintains student records permanently. The college continues to work toward imaging grade rosters and computerizing historical student records in order to provide additional security for these records.

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 area is committed to ongoing formal and informal evaluation of programs. The evaluation is based on annual plans developed by each area and periodic reviews of campus reports. As indicated, each area of student services is responsible for the development of an annual plan based on administrative guidance and analysis of the impact resulting from the implementation of the plan the proceeding year (IIB.38). This facet of the evaluation process is most

important because it affords the college an opportunity to view the evaluation of student support services in a comparative and incremental manner.

The program review process has provided helpful insights into the evaluation process, including the limitations of the annual plan, which fails to address the issue of student learning outcomes. To date, the areas that have completed the program review process are guidance and counseling, CalWorks, and DSP&S.

The college has successfully employed a process which includes reliance on available data and student feedback (IIB.39). Examples include Welcome Week, which was conceptualized as a result of data that indicated many new students who registered for classes failed to persist until census. After observing the flow of students on the first day of classes, it was concluded that many students, including those who were familiar with the campus, had to enter the student services building for such information as the replacement of individual class schedules, the location of classes, financial aid disbursement dates, available and open class lists, and general campus information.

As a result, a group of highly motivated students was recruited, trained, and stationed at information booths at four high student traffic areas. This minor adjustment which has been in existence since 2000 has made a discernable difference in the amount of traffic in the student services building.

The college phone bank was created for similar reasons. During peak activity periods, which include the weeks surrounding the commencement of the semester, all student services offices receive numerous telephone

calls that interrupt major areas of activity. In order to provide quality service to walk-in and phone customers, the college routed most of the inbound student services phone traffic (with the exceptions of financial aid and counseling) to the phone bank. The college also has a toll free number (866-24-LEARN). During these peak traffic periods, a record high of 765 calls were received by the phone bank on the first day of the Fall 2003 semester. Indicators of the phone bank's success are that over 65 percent of the 47,560 inquiries received during 2003-2004 were resolved without having to transfer callers to other offices. That rate increased to 69 percent in Fall 2004 (IIB.22).

Another example of programs developed based on student needs validated by data is the EAGL³E program (IIB.40). This program was implemented based on data that confirmed new students who completed their first semester in many cases failed to perform academically.

Assessment

Although the college evaluates its student support services, the current schedule of program review must be accelerated to ensure that information is available for program improvement decisions. Additionally, the current program review needs to be augmented by the inclusion of elements designed to measure the impact of new and existing programs and services on student development.

Planning Agenda for Standard IIB

1. Develop a comprehensive plan to improve the college transfer rate.
2. Assess current evaluation methods to better support student development and success.

Resource Documents

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|--------|---|--------|---|
| IIB.1 | Program Planning and Evaluation Handbook | IIB.11 | Puente Documents |
| IIB.2 | http://www.fresnocitycollege.edu/ctc/ | IIB.12 | USEAA Documents |
| IIB.3 | Fresno City College 2004-2006 Catalog | IIB.13 | SYMBAA Documents |
| IIB.4 | Accreditation Faculty and Staff Survey Results
Accreditation Faculty and Staff Survey: Executive Summary | IIB.14 | TRIO Documents |
| IIB.5 | ACT College Student Outcomes Survey Data Summary
ACT College Student Outcomes Graphics Report | IIB.15 | EOPS Documents |
| IIB.6 | http://www.fresnocitycollege.edu/counseling/ | IIB.16 | CalWORKS Documents |
| IIB.7 | Fresno City College Fall 2005 Class Schedule | IIB.17 | WAVE Documents |
| IIB.8 | Fresno City College Assessment Center | IIB.18 | Manchester Educational Resources Documents |
| IIB.9 | Disabled Students Programs and Services (DSP&S) Documents | IIB.19 | Fresno City College and Reedley College Title V Cooperative Grant |
| IIB.10 | IDILE Documents | IIB.20 | Registration-To-Go (RTG) Documents |
| | | IIB.21 | Financial Aid Documents |
| | | IIB.22 | Phone Bank Documents |
| | | IIB.23 | Employment Resource Center Documents |
| | | IIB.24 | Transfer Center Documents |
| | | IIB.25 | Orientation Documents |

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|--------|-------------------------------------|--------|---|
| IIB.26 | Counseling Department Documents | IIB.36 | Admission and Records Office |
| IIB.27 | College Activities Documents | IIB.37 | State Center Community College District Application Documents |
| IIB.28 | Service Learning Documents | IIB.38 | Student Services Annual Plans |
| IIB.29 | AmeriCorps Documents | IIB.39 | Student Feedback Data-Student Services |
| IIB.30 | The Rampage | IIB.40 | EAGL ³ E Program Documents |
| IIB.31 | Career Center Documents | IIB.41 | Board Policy 0200, Mission |
| IIB.32 | Health Services Documents | IIB.42 | Board Policy 5240, Student Records—Confidentiality |
| IIB.33 | Psychological Services Documents | | |
| IIB.34 | Student Services Flex Day Documents | | |
| IIB.35 | College Relations Office Documents | | |