

Planning agenda

None.

(II, A, 7) a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The collective bargaining agreement (sec 4.8.1) makes clear the institution's commitment to "the uninhibited search for truth and its open expression, and to this end both faculty and students must hold the right of full freedom of inquiry and expression." Language on academic freedom in governing board policy 6080.401 speaks to the right of instructors to present findings of their choice. There is no language specifically directed to the responsibility of instructors to differentiate between personal findings and generally accepted views in a discipline.

Self Evaluation

It is difficult to determine if every faculty member distinguishes between personal conviction and professionally accepted views in his or her discipline, but the President indicated that during his time at EVC, there had never been a student complaint in this area.

The degree to which instructors go to make sure that information is presented fairly and objectively has not been studied. It would seem to be an individual matter and a function of the instructor's integrity, not one of school policy.

Planning Agenda

none.

(II, A, 7) b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The EVC policy on student academic honesty is included in the college catalog (2003-04, p.140) (Exhibit II.A.7.b-25). The policy includes

academic issues, actions by the college if a violation of the policy occurs, and a process for student response.

Self Evaluation

The academic honesty policy is widely publicized; it is printed in every catalog, included in many instructor's class information sheets (although this is not a requirement of the college, it is urged of the faculty by the deans), and is posted in classrooms. The student handbook includes a section on student responsibilities but does not include the honesty policy.

Planning agenda

- Include the honesty policy in the EVC Student Handbook
- The statement in the catalog should be expanded to include more examples of academic dishonesty not immediately apparent from the limited EVC list.

(II) B. 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.

(II, B) 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 institution has a comprehensive outreach and recruitment program that focuses its efforts in the East Side Union High School District. An



outreach coordinator and an outreach counselor make regular high school visitations, participate in college fairs, assist students with the application process and conduct assessment/placement tests. In 2003-04, the outreach effort has focused on an Early Admit Program. This effort is three-pronged, including an application workshop, assessment session, and introduction to college components. The outreach coordinator sets up three appointment dates at each high school in the East Side district, and is assisted by the Outreach Counselor and Assessment Specialist. The Extended Opportunity and Services (EOP&S) program and the Calworks/WIN program also perform outreach activities and provide extensive information on the college application and financial aid processes. In 2003-04, a Joint Outreach committee was established, which focuses on collaboration and cooperation between special programs. The committee has created a master outreach calendar posted on the network, and various members assist one another at outreach events. Additionally, Admissions staff members assist the outreach coordinator at local high schools to ensure data integrity and provide more personal customer service from an Admissions perspective. Outreach staff also assists alternative high school programs, such as CCOC, by providing on-site services. The EOP&S program also performs outreach activities and provides extensive information on the college application and financial aid processes.

The college President formed a new Strategic Planning Committee in fall, 2000. The committee was broad-based and all-inclusive. After extensive dialogue, the committee developed several initiatives. One was a student access and services areas focus for the college. The President then requested the College Council to establish the Student Services Committee, (SSC), as a regular standing committee of the College with the following composition: five administrators/supervisors chosen by the president; four faculty representing student services areas, chosen by the Academic Senate; four students chosen by Associated Students;

and four classified staff from student services areas, chosen by the Classified Senate. The College Council established the SSC in October, 2002 (Exhibit II.B.1-1). The SSC is charged with giving substance to the strategic planning focus area of Student Access and Services. The SSC identifies goals for each academic year.

One of the goals of the SSC for 2001-2002 was to develop a student services program review process. The College has had an effective academic program review process for several years but has not had a formal process for program improvement in student services. The SSC felt that such a process was essential to meeting the goal of improving student access and services. At Evergreen Valley College, our motto is "Learning Is Everyone's Responsibility." If we take these words seriously, we must examine everyone's role in accomplishing the mission of the College and devote the resources of the College to improving student learning. Program review is, first and foremost, a process for improving services to students.

A second reason for reviewing student services programs is to provide information to internal and external constituents on student services programs and their effectiveness. "Learning is Everyone's Responsibility," means that everyone at the College has a valuable role in improving and supporting student learning. Learning is not solely the responsibility of students and faculty. Without the dedicated support of a great many staff in areas such as financial aid, admissions and records, the library, and counseling, learning would be greatly diminished. This program review model attempts to standardize the review process across many different programs and services to produce consistent and objective evaluative data for assessment and program improvement. All student services related programs are scheduled for review on a three-year cycle beginning 2002-2003.

The Counseling Department, along with the Office of Student Life, has revamped the new student orientation program. New, first time college students (who are not exempt) are highly encouraged to attend a new student orientation. During the program, students receive valuable information about the college to assist them with their transition. The information provided includes: matriculation, assessment scores, students rights and responsibilities, degree requirements, college programs, educational goals, student programs and services, time management, study skills and how to find their classes (Exhibit II.B.1-2). Students also meet with a counselor, receive academic advising and are able to register for classes following the orientation program. Students who attend an orientation are able to meet with a counselor and enroll in classes sooner than a student who does not attend an orientation program. Student evaluations are collected at the end of each orientation program. They are then analyzed to assess student learning outcomes and improve the overall program. A follow up survey is also mailed to each attendee and retention and persistence statistics are collected and maintained to determine the effectiveness of the orientation program.

Self Evaluation

The Student Services Program Review Process has proven to be effective. It allows us to systematically assess student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. The new student orientation program has proven to be very successful in helping new, first-time college students transition into our college. The revamped program has ensured that all incoming students receive the same information, and there has been a significant increase in the number of students who have attended a new student orientation. This effort and program promises to greatly improve student retention and matriculation. Program Reviews have led to organizational and process changes based on survey feedback, such as customer service training, and improved processes leading to shorter lines in Admissions and Counseling.

Planning Agenda

- The outreach coordinator will work with the Orientation Committee to streamline the orientation program for high school seniors so that there is a more consistent and coordinated effort

(II, B) 2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

(II, B, 2) a. General Information

Catalog Organization Descriptive Summary

The 2002-2003 Evergreen Valley College catalog (Exhibit II.B.2.a-3), when examined according to the criteria established by the Accreditation Commission, fared as follows:

General Information

- Official Name, Address and Phone: Good
- Web Site: None found
- Mission: Needs updating
- Course, Program, and Degree Offerings: Good (needs an improved method to assure accuracy)
- Academic Calendar: Not listed in index
- Program length: not stated
- Academic Freedom Statement: Good
- Available Student Financial Aid: Good
- Available Learning Resources: Good
- Names and Degrees of Administrators and Faculty Members: Needs updating and check for accuracy
- Names of Board of Trustees: One of the names wrong

Requirements

- Admissions: Good

- Student Fees and Other Financial Obligations: Good
- Degree: Good
- Certificate: Good
- Graduation: Good
- Transfer: Good

Major Policies Affecting Students

- Academic Regulations including Academic Honesty: Good
- Nondiscrimination: Good
- Acceptance of Transfer Credits: Good
- Grievance and Complaint Procedures: Good
- Sexual Harassment: Good
- Refund Policy: Good

Listing of Pamphlets, Booklets, Brochures, Leaflets, Handbooks, Guides, etc., Distributed by Specific EVC Departments (Exhibit II.B.2.a-4)

- Accel: Description Leaflet
- Affirm: Affirm Program
- Aspire: Information Sheet; Course Offerings
- Automotive: Honda Certificate Program; Automotive Repair
- Child Development Center: Brochure; Child Development Centers Handbook
- Counseling: Staff and Services Brochure
- Disabled Students Program: DSP Student Handbook; Disabled Student Program; College Students with Learning Disabilities
- Distance Education: A Student Guide to Success in the Distance Education Program; Online Student Orientation
- Enlace: Enlace Student Association; Enlace Program Brochure
- EOP&S: Information Pamphlet
- Fast Track: Program Information; Success Rate Handout
- Financial Aid: Board of Governors' Fee Waiver; Guide to Financial Aid
- Health Services: Family Pact; Student Health Services; Information Brochure
- Honors Institute: Honors Program Information Packet; Fact Sheet; Information Sheet; Schedule of Semester Classes

- Library: Bookmark; Library Guide; Cyber Library; Evaluation Criteria for Web; Choose a Current or Controversial Topic; APA Citation Style; MLA Style Citations
- Nursing: Complete Packet on Nursing
- Police Department: Campus Security Report
- Program Information: Green Sheets from Retention Matriculation Committee
- Student Placement and Testing: Appointment Form - ESL; Appointment Form: EFL
- Transfer Center: Campus-Wide Partnership for Transfer Success; Transfer/Career Work Experience Center; Careers in Transferring Majors to SJSU
- Tutorial: Tutoring Center Hours; Welcome Statement; Math & Science Resource Center Handout; M & S - Student Resource Brochure; Newsletter
- Veterans' Affairs: Veterans' Ed Benefits - Information and Guide
- Work Experience: Combining Education 98 with Employment; Student Manual

Self Evaluation

A master catalog, maintained on the computer in the office of the catalog coordinator, might eliminate the need for a full and detailed annual review.

All curriculum related documents should be reviewed and approved by a central college employee, perhaps the ACCC secretary and/or chair.

In the past, catalog revisions have often not included changes that were forwarded to the printer. As the college implements the proposed on-going catalog revision process, the PDF files should be available for review on the District Intranet.

Because the catalog represents the college and is a kind of first impression for prospective students as well as an ongoing resource for continuing students, it ought to be impressive, useful and accurate. It comes close as it is, but it seems to the committee that it is time to review and improve—once again. It is marketing money well spent.

Planning Agenda

- Develop a process to review and improve the catalog and perhaps all college “handout” documents
- Institutionalize the concept and the ability to continually update all “handout” documents in order to reflect changes as they occur

(II, B) 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

The assessment (native and ESL) process identifies the learning and support needs of many of our students. Six levels of ESL have been developed in response to the skill levels of incoming, non-native speakers. In addition, the various support programs aimed at specific students such as those enrolled in Affirm, Aspire, Enlace, and FasTrack also help to identify the support needs of the students in those programs (Exhibit II.B.3-5). Classroom Assessment Techniques, (CAT’s) also help instructors identify individual student needs within the individual classroom setting (Exhibit II.B.3-6 and <http://doweb.sjeccd.org/research/FTKWeb/cats.htm>). Moreover, the counseling and follow-up components of matriculation perform this task as well. As part of the Retention and Matriculation committee activities, they promote student success through the Early Alert, academic intervention program. The EOP&S and Financial Aid offices assist in providing appropriate services and programs to meet the needs of our student population. Our tutoring center is a prime example of an activity and program that meets the learning support needs of our student population. As for researching the needs of our students, the Trends newsletters (produced by the Office of Research and Planning) outline the nature of the community we serve (Exhibit II.B.3-7 and <http://doweb.sjeccd.org/Research/RnP/trends.htm>). WebCT and online courses serve the learning needs of many students. The success and persistence of these students is

routinely analyzed. Disabled Students Program (DSP) contributes to assessment of student learning needs as well (Exhibit II.B.3-8).

Self Evaluation

Significant information was collected, through the strategic planning process that assesses the learning support needs of our students. In addition, the Student Services Program Review Process provides pertinent information to assess students’ needs and help departments provide appropriate programs and services to meet those needs. Lastly, the Chancellor, the Board of Trustees and the President host a student open forum on campus every semester. All of the campus deans and directors attend in order to be informed of students’ needs and concerns. The District and campus managers address the students’ concerns that are raised through these open forums. The assessment component (evaluations and follow-up surveys) within the New Student Orientation program should also provide valuable information toward meeting this end (Exhibit II.B.3-9). In addition, Admissions is conducting Student Learning Outcome surveys for new and continuing students to assess the effectiveness of its services.

Planning Agenda

- Develop a more formal questionnaire to be given to students during the matriculation process to assess their learning needs prior to seeing a counselor
- Develop an on-going, follow up plan to track student success
- Develop a formal process to ensure that students have an educational plan by the time they have completed 15 units at EVC

(II, B, 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 student services are available to day, evening, and weekend (on a limited basis) students during the regular, intersession,

summer and mini-semesters. The outreach component provides many services to students in the high schools (i.e. application assistance, financial aid information, assessment/placement tests). Registration and counseling are also provided via high school programs (ACCEL and Genesis) and accelerated degree programs geared toward City of San Jose and Santa Clara County employees. There are also many elements within the CalWorks/WIN program that provide services and education to students in the community. Evergreen Valley College provides academic programs and student services in various alternative formats including a well-established, comprehensive distance-learning program (telecourses and on-line courses), online access to the campus library, telephone and online registration and access to faculty and staff via campus e-mail. ADA accommodations are provided to all qualified students for assistance at any site and all buildings and offices (with very few exceptions) are accessible to students and staff with physical impairments. Point of service survey forms within all of the student services areas is another means to assess students' needs and to gather feedback (Exhibit II.B.3.a-10).

Self Evaluation

To collect feedback and ensure that all student services are appropriate, comprehensive, reliable and accessible to all EVC students, a survey was conducted in Fall 2000 as part of the strategic planning process and a follow up accreditation survey was conducted in the spring of 2003 (Exhibit II.B.3.a-11). Students' responses to both surveys indicated a general satisfaction with the availability and quality of services. In the accreditation survey, seventy percent (70%) of EVC students agreed or strongly agreed that EVC student support services meet student needs. Furthermore, seventy-two percent (72%) of EVC students agreed or strongly agreed that EVC student services were accessible at times that were convenient for them. These responses indicated that services are adequate and appropriate to meet the needs of a very diverse student population.

Although students expressed overall satisfaction, some of the concerns expressed in these surveys included: limited counseling appointment time available for students; no evening or summer session tutoring services available for students; outdated or inaccurate information listed on the EVC website; and long lines in the admissions and counseling offices.

Since these surveys were conducted, several programs have been implemented to address the above concerns and several others are currently in the developmental stages: the STAR telephone registration process was implemented in summer, 1997, to decrease the long registration lines in Admissions and Records; the district is currently implementing an online registration system; the admission application is now available online; Saturday and online tutoring services are available during the fall and spring semesters, and the add process has been streamlined so students do not need to add in person at Admissions (Exhibit II.B.3.a-12).

The need for more information regarding student services has been addressed by a new orientation format and the development of student handbooks that are distributed to new students each semester. There is still a need for a formal process to update our college website and provide useful information to students. A new Marketing committee has been established, which addresses the need for better marketing tools and improvement of communications in areas such as the web site. The Marketing committee is developing a college outreach poster, ads and new ad venues, and a generic brochure that can be redesigned to meet the marketing needs of specific programs.

Planning Agenda

- Improve the on-line registration system
- Provide tutoring services to evening and summer students
- Update information posted on the EVC website on a regular basis
- Conduct a review of campus safety and accessibility for disabled students in order to ensure access to all areas

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

Descriptive Summary

The Associated Students, in Spring 2002, after a semester of research into AS activity fees at other community colleges statewide, proposed to implement a \$5.00 Associated Students Activity Fee. The Chancellor and the Board supported this initiative and it was implemented a year later.

The Associated Students fully believes that it is essential to support all students in their goals to transfer, graduate, receive a certificate, or complete vocational classes. Some recent highlights of AS activities include:

- In Spring 2002, the Associated Students hosted a legislative conference that included as guest speakers: Assemblyman Manny Diaz, lobbyist Scott Day, and Hispanic Chamber of Commerce Vice President, Dennis King.
- In March of 2003 and 2004, the AS funded and sent five busloads of students, including one disabled-access bus to Sacramento for the annual lobby day.
- In fall of 2003, the AS collected 127 voter registration forms and submitted them to the country registrar of voters.

The work of the AS is supported by curriculum, within the format of lecture and lab classes that introduce and reinforce teaching and learning. Some of the topics that students learn about and apply are leadership theory, communication, event planning, budget planning and implementation, agenda development, parliamentary procedure, the Brown Act, and effective meeting skills. Students are required to develop and implement goals and objectives

that meet or match developed learning outcomes.

AS consistently provides the funding for over 90% of Club and Club Rush events, including food and refreshments, entertainment, and games.

In 1997, AS offered one scholarship @ \$250.00; currently, it is offering \$13,500 in scholarships, including one \$500.00 scholarship for each of the 13 “feeder” high schools in the Eastside High School District (Exhibit II.B.3.b-13).

In Spring 2003, the AS undertook a total revision of all codes. AS has revised its constitution, which must be voted on by the student population at a general election before being sent to the Board of Trustees for approval.

Historically, there have been no competitive sports on campus. In 1996, the AS met with the Chancellor indicating that a soccer program was a priority. The AS has continued working with the soccer program, purchasing medals, providing refreshments at the games, and supporting the annual soccer banquet. Currently, the AS took a leadership role in the college by passing a resolution in support of dedicating the soccer stadium to soccer coach Tony Bettencourt.

In 2002, the AS began funding medals and trophies for all EVC intramural sports – softball, basketball, flag football, and volleyball – that are coordinated through the Office of Student Life.

AS has consistently supported diversity and cultural events through assistance in production and funding (Exhibit II.B.3.b-14). Some good examples are:

- St. Andrew's Day, a celebration of Scottish culture
- Women's History Month
- Annual Filipino Cultural Event
- Cinco de Mayo celebration
- Black History Month
- Annual Day of Remembrance for the victims of September 11, 2001
- Publication of *Leaf by Leaf*, the student literary magazine
- Author's Guild, a monthly visit by a published author
- EOP&S Annual Holiday Celebration
- FasTrack—Special Programs Career Day
- Board of Trustees Forum
- San Jose Mercury News—provided free to the Gullo Center and the Cedro building.
- Hunger Banquet honoring International Human Rights Day, December 10—collaboration with SJCC, Second Harvest, Amnesty International and Oxfam

The A.S. also sponsors many campus events/activities, including a variety of cultural and educational guest speakers and personal and development opportunities for students. Each semester, the AS sponsor the Evergreen College Club Coalition (EC3) Club Rush and AS Spot To Be events, in which students learn more about the Associated Students and student clubs on campus.

The Associated Students and the student clubs and organizations on campus also further promote intellectual, ethical and personal development of the student body. Speakers are invited to campus to discuss current issues affecting students in an on-going leadership development series. The A.S. and Office of Student Life sponsor workshops throughout the year that support personal and professional development.

The Office of Student Life is a newly created position at EVC. The director of Student Life was hired in conjunction with the opening of the Gullo Student Center. The Gullo Student center opened in spring, 2001 and is considered the hub of campus life. In support of the mission of this college, the Office of Student Life is committed to providing high quality programs, events and activities that meet the evolving needs of students and the campus community (Exhibit II.B.3.b-15). The mission of the Office of Student Life is to develop an on-going and effective plan to promote co-curricular programs and activities for all students at EVC. The Office of Student Life enhances the learning environment and quality of life for all students on campus.

One of the primary responsibilities of the Office of Student Life is to plan, coordinate and implement a variety of campus-wide events & activities to meet the diverse needs of our students. Some of the more successful annual events coordinated by the Office of Student Life are: the EVC Ice Cream Social that takes place at the beginning of the semester and includes music, free ice cream, student organization information tables, and volleyball; Grubbin' @ the Gullo, an event that includes free pizza and live music performed by various EVC student bands and DJ's; EVC's Night @ the Movies with free admission and concessions available; and the EVC Intramural Coed Sports Leagues that include flag football and volleyball each fall semester, and softball and basketball each spring semester.

In an effort to contribute to the retention and matriculation of students on campus, the Office of Student Life: manages, hires and trains students to staff the Campus Information Desk (which is currently inactive due to budget constraints); manages and updates the SCALA Information Channel (which broadcasts campus information on numerous TV monitors throughout campus); provides campus tours for new and potential students; and assists with the planning and coordination of new student orientations that take place throughout the year. The Associated Students of Evergreen Valley

College (ASEVC) holds open meetings every Thursday at 2:00 p.m. in the AS Board Room (G-206) in the Gullo Student Center, to address issues that affect the entire student body, develop policies that impact and promote student life, approve and fund student-focused events and activities. Elections are held annually and officers serve for the following academic year. Appointments for various ASEVC positions occur throughout the academic year. Programs are funded through a \$5.00 per semester ASEVC Activities/Membership fee, for which students receive an A.S. Student Activity Sticker each semester. In addition to receiving discounts at various student club and organization event/activities on campus, students also receive discounts at various locations within the community.

The Student Life Involvement Council (SLIC), (a department student advisory group, not considered a chartered student organization), is a council made up of 10-15 students who assist with planning and coordinating campus wide events and activities each semester. SLIC members play an integral role within the Office of Student Life, often serving as student ambassadors for the college, assisting with campus tours, student orientations and the many student life events and activities throughout the year. The mission of SLIC is to "help create a campus community by: promoting campus spirit, unity and pride; planning diverse events and activities for all students; and connecting with fellow students by encouraging them to get involved on campus and attending Student Life events and activities." SLIC members volunteer their time, meet on a weekly basis, and participate in a student leadership and planning retreat before the start of each semester. During the two-day retreat, students engage in team building activities, set goals for the semester, and develop the semester calendar of events and activities for the Office of Student Life. The Student Life Involvement Council is open to all students. The Director of Student Life serves as the SLIC advisor.

The Gullo Student Center has also helped to create a sense of community on campus by

providing a place for students, faculty and staff to socialize and host various events and activities. In fall, 2004, the campus will be breaking ground to build an addition to the existing student center (currently referred to as Gullo, Phase II), which will include a large multipurpose room, student government and organization offices and a recreation room. This new facility will further the development of campus community and will provide additional space for students to call their own.

The Gullo Student Center fosters both learning and social experiences for students by providing the following:

- Tables in the cafeteria for individual and group study
- Tables in the Cyber Lounge for individual and group study
- An open reading table for individual and group study
- Six data connections for student laptop internet access
- Eight I-Mac desktop computers for student internet access
- A big screen TV with VCR (students can choose from over 25 movies to check out from the Office of Student Life)
- A table tennis table (students can check out paddles and balls from the Office of Student Life)
- Daily copies of the San Jose Mercury News are free provided by the Office of Student Life and the Associated Students.

The Service-Learning Program has well over 75 community non-profit agencies, institutions, and schools as partners. The service experiences at EVC are carefully organized to enhance the learning objectives of each class, meet actual community needs, encourage cross-cultural awareness, and promote personal and civic responsibility.

Since the spring of 1999, the program has been providing students with opportunities to volunteer in Voter Registration Drives, Local, State and National Political Campaigns, Citizenship and ESL Classes, Refugee and Immigrant Services, Domestic Violence Shelters, Assisted Living facilities, Alzheimer's Centers, Hospitals, Rape Crisis Centers, Gang and teen Pregnancy Prevention programs, HIV/AIDS Educational Outreach Programs, Child Abuse Prevention, Homeless Centers, Environmental Projects, Habitat for Humanity, Tutoring at-risk children, Reading, Math and Computer Literacy programs, and Mental Health clinics. In addition, the Service-Learning Program has sponsored numerous drives with the involvement of students such as a Blood Drive for the American Red Cross; a fundraiser for the September 11 victim's families; a Clothesline Project during Domestic Violence Awareness Month; a Coat Drive for the homeless, a fundraiser for the victims of the 2002 El Salvador earthquake, and a voter registration drive for Vietnamese citizens.

The Honors Program and the annual Scholarship Awards Ceremony also contribute to meeting this standard (Exhibit II.B.3.b-16).

Self Evaluation

The co-curricular activities offered to students on campus are vast and inclusive. With a comprehensive student life component, there are many opportunities for student involvement. The development and implementation of the Intramural Sports program through Student Life meet a high student demand. This program has been very successful and may lead to the support and validation of an expanded intercollegiate sports program on campus. It is important to understand that, until the Gullo Center opened in 2001, EVC had gone without any student center for over 25 years. The difference is immeasurable and wondrous.

Planning Agenda

- Increase the number of classroom presentations that help familiarize students with the services and involvement opportunities offered by Student Life.
- Establish a Student Leadership Development Workshop Series
- Develop an on-going campus tour program for new and potential students
- Update, revise and maintain an effective student life web page on the EVC website
- Improve the process of measuring student learning outcomes as they relate to student life programs

(II, B, 3) c. 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

Evergreen Valley College involves students, faculty and administrators in the process of evaluating counseling services and the counseling faculty. The process includes student feedback (via the point of service student surveys) regarding the services they receive in the counseling department. The counseling faculty at Evergreen Valley College receive on-going training by attending bi-monthly scheduled counseling meetings, which include information and training from a number of disciplines on campus: the English dept., Nursing, Speech Language Pathology Assistant (SLPA), Engineering and off-campus representatives who keep the counseling faculty informed about transfer requirements for private colleges. San Jose State University, which is our main transfer institution, sends representatives to the bi-monthly meetings to keep counselors informed on both major and general education requirements for Recreation and Leisure Studies, the Teachers Credentialing Program and Nursing. Counselors also can attend the annual CSU, UC and Private College Conferences. Counselors in the Special Programs, AFFIRM,

ASPIRE, EOP&S, Enlace and FasTrack, accompany students on field trips to a number of UC, CSU and private college campuses in the surrounding area where they gain knowledge of current transfer and major requirements.

The counseling faculty also currently schedule visits to many of the ESL classrooms during each semester to help provide a smoother transition for those students moving from one level of ESL to another. Counselors visiting classrooms cover topics that include study skills, time-saving tips, G.E. patterns, transfer requirements, how to transfer to a university, the difference between the A.A. and the A.S. Degree, the importance of an educational plan, and how to apply for scholarships and graduation. Counseling faculty consider it their responsibility to assist any instructor of any discipline in presenting college information.

Self Evaluation

With the retirement of the current Dean of Counseling and Matriculation, there will be some transitions within the counseling area. A search for and hiring of a new dean will need to take place in order to continue to provide effective leadership for this area.

In Spring 2003, the Counseling Department developed and disseminated a comprehensive document entitled: *The Role of the Counselor at Evergreen Valley College* (Exhibit II.B.3.c-17). This document outlines the role of the counselors on campus and the services that the Counseling Department provides in order to meet the needs of students. In addition, the purpose of this document is to clarify and reiterate the qualifications and competencies required to carry out the core functions counseling faculty perform to enhance and enrich the learning experience and quality of education that students receive at EVC.

Two years ago, the Evergreen Valley College Counseling Division participated in an Instructional Improvement Day (IID) activity on team building (Exhibit II.B.3.c-18). The counseling faculty identified and prioritized their needs in order to meet the array of challenges within the counseling profession. One of the priorities identified was to develop a process by which all counselors would receive continuous

professional development and training. To meet this priority, division meetings are now held bi-weekly, and they include specific professional training and development sessions. What has become quite clear in these training sessions is that there is a core set of functions required of counseling faculty that have depth, breadth and complexity. The counseling faculty also developed a resolution requesting that both the Academic Senate and the Board of Trustees adopt the, "core functions, qualifications, competencies and ethical standards for counseling professionals that define the role and scope of persons in all counseling positions at Evergreen Valley College and ensure that the professional counseling services of EVC be provided by counselors within the counseling Faculty Service Area."

Planning Agenda

- Hire a full time Dean of Counseling and Matriculation
- Identify students through Datatel who have a GPA under 2.0 and students completing less than 50% of all units attempted
- Place registration holds on students' records who fall under Academic & Progress Probation
- Send a letter to all students notifying them of their academic/progress status
- Develop and implement "Retention Workshops" at various times (i.e. day & evening) for students who are on Academic & Progress Probation, giving students the opportunity to meet with counselor or attend a workshop and have their registration holds removed
- Assess the learning outcomes of the retention workshops via an evaluation that will be collected after the workshop
- Conduct Counseling Program Review to determine program strengths and weaknesses
- Make Counseling more visible by participating in campus events such as: Kicks It Outside, Orientation, classroom visitations and creating advertising for the school newspaper
- Make counseling accessible to evening and weekend students

(II, B, 3) d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Evergreen Valley College's student body has become increasingly diverse, currently having approximately a 73% student of color population. EVC students and faculty come from over seventy-five different countries (Exhibit II.B.3.d-19).

The following is a list of some of the countries and languages represented by EVC staff, faculty, and administrators: American Sign Language, Bangladesh-Bengali, Brazil - Portuguese, Canada-English, China-Chinese-Cantonese-Mandarin-TaiShanese, P.R.China-Chinese, Czech Republic-Czech, Dutch-Indonesian, England, Germany-German, Hong Kong-English, Hungary-Hungarian-German-French-English, Ireland, Japan-Japanese, Hiroshima-Japan Prefecture, Italy & Croatia-English, India-Hindi-Bengali-Tamil, Mexico-Spanish, Philippines-Ilocano-Tagalog-Pangasinan, Puerto Rico - Spanish, Russia -Russian, Scotland, Switzerland, Taiwan-Mandarin Chinese, United States-English, Vietnam-Vietnamese.

Our diversity is accentuated by our comprehensive academic programs designed to accommodate a wide spectrum of student populations including re-entry, disabled, socio-economically disadvantaged, immigrant and international students (Exhibit II.B.3.d-20). Programs and Services at EVC representative of our diverse student population are the AFFIRM program, designed for African-American students; ASPIRE program, designed for Asian/Pacific Islander students; DSP program, designed to assist disabled students; Enlace program, designed for Chicano/Latino students; EOP&S program, designed to assist low-income, educationally disadvantaged students; FasTrack program, developed to assist first generation, low-income, and disabled students; Honors program, developed to support academic excellence; Office of Student Life,

designed to assist student retention; the WIN program, designed for Welfare-to-Work students; and the Diversity office.

With the addition of the Student Life office, a Student Center that centralizes social activities that are facilitated by the Student Life Director, EVC has increased interactions among the various student groups. In addition, the FasTrack program was implemented to serve 150-200 students each semester. In accordance with "Communication Across the Curriculum" implemented by EVC, many of these programs work closely together to provide additional support for EVC Students. For instance, the Affirm program and the FasTrack program offer a combined graduation recognition ceremony for their students. The Enlace, Affirm, and Aspire programs collaboratively host a yearly EAA fundraiser. In addition, the Affirm program offers Diversity Tours to the CSU, UC, and private college campuses.

The CalWorks/WIN program offers CalCAMP workshops during the summer. These workshops include guest speakers, movies, and discussions regarding ethnic differences, racial prejudice and discrimination, communication skills, motivation, and leadership. The Aspire, EOP&S, Enlace, FasTrack, Financial aid, and the EVC office of Student Life volunteer their services to the CalWorks/WIN program for the CalCAMP workshops. In addition, the CalWorks/WIN program designed for Welfare-to-Work students also assists students from Adolescent Family Life-students pregnant before the age of 18, CalLearn, and Job Corps. The CalWorks/WIN program has implemented a new program at the Social Services designed to test students for Learning Disabilities called Keys-to-Success. The CalWorks/WIN program has also expanded services to the One Stop Employment Development agency. In fact, the CalWorks/WIN program Work Experience coordinator is currently the Program Manager for the Workforce Investment Act (WIA) Adult Program at all three of the One-Stop Centers. The Adult Program works very closely with the Dislocated Worker Program.

Currently the EVC Workforce Initiative Network (WIN) manages and supervises the following EVC programs:

CalWorks and TANF

- Designed to assist welfare to work participants with academic and work experience training leading to self-sufficiency
- Total served annually: approximately 400 individuals
- Budget: Chancellor's Office and Santa Clara County Department of Social Services

Keys to Success

- Designed to provide learning disability testing, assessment, self-esteem, and career building workshops, preliminary vocational assessments and employment plans including referrals to local educational and training institutions
- Total served annually: approximately 320 CalWorks participants
- Budget: Santa Clara County Department of Social Services

Adult Intensive Services

- Designed to provide WIA eligible adults with career assessments, counseling, basic skills, job search activities and referrals to Eligible Training Provider List (ETPL) organizations, and case management services throughout training, job search, and job retention activities.
- Total served annually: approximately 700 eligible WIA Adults under State Title I regulations.

Jumpstart

- Designed to serve individuals wishing to pursue career paths in ECE and teaching. Services include individual case management and internship/volunteer/community service opportunities and academic advisement.
- Total served annually: approximately 40 individuals, no eligibility requirements
- Budget: Federal/Jumpstart Higher Education Project

Documentation:

Participant files, including standard eligibility requirements, counseling, case management records and outcomes, are kept at each program site. Data has been compiled and is public record accessible from each funder as well as our own databases, which must coincide with funder statistics. A check and balance system has been in place since the inception of the WIN program. All participant files are kept, depending on funder requirements, from 3-7 years. Both funders and EVC WIN program staff prepare on-going statistical information.

The San Jose/Evergreen Community College District (SJECCD) has been providing vocational and academic assessment and career counseling to students since each of the colleges opened. The District's colleges serve the majority of low-income students in Santa Clara County, and 75% of our students have parents who are not college graduates. The Workforce Initiative Network (WIN), a division supporting both campuses, opened in 1998 with the inception of the Cal Works program and has dramatically increased its services to community members who are unemployed and/or underemployed. SJECCD has demonstrated experience in collaboration, evidenced by its initiation of the Greater Avenues to Independence (GAIN) Collaborative, a regional Tech Prep Consortium, and leadership in the development in the Employment Services Network. SJECCD has a long-standing relationship with the region's One-Stop partnership. To date, SJECCD has staffed a full-time academic counselor at the King and Story One-Stop location (off campus). SJECCD also offers computer literacy courses and will expand offerings to VESL and other appropriate employment preparatory courses including, but not limited to, Windows, Disk Drive Management, and Keyboarding.

SJECCD serves a highly diverse student population (8% African-American, 29% Hispanic, 36% Asian, Filipino and Pacific Islander, 20% Caucasian, and 7% other). Diversity is further reflected by comprehensive programs targeting close to 1000 disabled students, a large number of re-entry students, a predominantly socio-economically disadvantaged student population (About

45% of our students receive fee waivers), and immigrant and international students from more than 70 countries. While the bulk of our students are aged from 18 to 30, we typically serve several hundred students under 18 and several thousand over 30. We serve approximately 20,000 students per academic term.

The SJECCD WIN Program has responded, with a variety of programs and services, to the needs of students from diverse cultures and disadvantaged backgrounds who often have difficulty succeeding in our local workforce (Exhibit II.B.3.d-21).

- Basic skills courses support the 85% of the entering freshmen students who score below college level on the placement test. The District offers a sequence of basic skills courses in reading, writing, and math one, two, and three levels below college. Classes are offered both day and evening, each with accompanying skills labs for additional practice. Over 2,500 students (unduplicated count) enroll in basic skills classes each semester.
- English as a Second Language classes include reading, writing, listening and speaking, one to five levels below college, to over 2,500 students each semester—a number that continues to grow.
- A caring Disabled Student Program and Services (DSP&S) staff supports students with state certifiable disabilities with small group classes targeting learning strategies, a High Tech lab to train students in the use of adaptive equipment, adaptive physical education classes, specialized counseling, and assessments. Accommodations include special parking, reader and note-taker services, campus computers with adaptive software and hardware, and the loan of equipment, including wheel chairs, word processors, and talking calculators. DSP&S staff often works directly with faculty to suggest strategies proven to be successful with particular disabilities.

- The Career Center Staff provides general information on employment prospects and career ladder information using the Eureka software system.
- The campuses offer a wide variety of career-based programs and continually seek to add to these to address changing workforce demands.

Most include an active Cooperative Work Experience Component for which students set work-related goals, make community contacts, and get experience with local employers. Anecdotally, occupational faculty members know that many students nearing completion are offered jobs because of the occupational skills they have attained and the interpersonal, communication, and computer skills that they also possess. SJECCD's students who want jobs can get jobs because of the district's fine educational programs and workforce preparation.

Moreover, many occupational programs, such as Computer Information Systems, Electronics, Marketing, Accounting, Early Childhood Education, and Emergency Medical Training, also include courses that are articulated as fulfilling baccalaureate level, major degree requirements at the university level. This kind of career ladder incentive encourages many students to become life-long learners as they balance jobs with continuing education and career advancement.

This WIN program clearly fits the mission of our college, which incorporates helping individuals to improve their life through education and training. We are especially well-suited to help people with their careers. Our district has successfully handled numerous grants. In the past year alone, we have managed more than ten million dollars worth of grant funds from a large variety of different agencies.

The Office of Diversity sponsors many activities and events that reflect the college community: African-American/Black History month, TET/Lunar New Year (Vietnamese/Chinese), Women's History month, Irish-American

Heritage month, St. Patrick's Day, St. Andrew's Day, Middle Eastern Heritage month, European Heritage month, Asian Pacific American Heritage month, Cinco de Mayo, Memorial Day, Multicultural Day, Fil-American Friendship Day, Latino/Hispanic Heritage month, Disability Awareness month, Lesbian, Gay, and Bisexual History month, Native American/American Indian Heritage month, the Author Series, and the Juneteenth celebration (Exhibit II.B.3.d-22).

EVC also works with community organizations to offer a wide range of social, cultural, community, and sporting events for the residents of Silicon Valley. In addition to these activities and events the Diversity Office hosts the following Diversity Coffee Breaks: Persian New Year, Cambodian/Laotian New Year, anniversary of the Signing of the ADA, Yom Kippur, Bodhi Day, and Ramadan. In addition to working with the various monthly events and celebrations mentioned above, the Diversity Office offers forums and lectures for students on various issues involving race and ethnicity, tolerance and sexual harassment and discrimination, both in the classroom and in open forums on campus. The Diversity Office also serves as a resource for students wishing more information on diversity and cultural competence.

Plans are under way for developing an Ethnic Studies Associate of Arts degree by the Ethnic Studies department, Diversity Advisory Committee (DAC), and other faculty and staff. This degree fits the demographics of our community, young people, and the workforce population. The following courses for this degree: African American culture, African American history, African American literature, Asian American culture, Asian American literature, East Asian history, Contemporary Issues, Intra-cultural Communication studies, Japanese Literature, Conversational Spanish, Spanish, Mexican American literature, Study of Mexican American history, Survey of Third World culture Conversational Vietnamese and culture, are currently offered at EVC. However, the DAC is in the process of packaging these courses towards an A.A. degree in Ethnic

studies. EVC publishes the student Handbook utilized in the Counseling orientation in English, Spanish, and Vietnamese, as are various Admissions and financial aid handouts. The college also provides English as a Second Language (ESL) orientation programs.

Self Evaluation

Currently, EVC faculty is not representative of our diverse student population. Approximately 86% of EVC students are students of color (the percentage varies depending on the source but remains between 78% to 86%); however, approximately seventy percent (70%) of EVC faculty members are Caucasian. Additionally, every effort is made to comply with the EVC Board members' recommendation to promote diversity through recruitment and hiring procedures. However, there is no uniform process to ensure that EVC hires diverse faculty. One weakness is the inconsistent or at times lack of consideration of diversity as a hiring criteria. Also evident is the lack of understanding of what is meant by diversity. In March of 2003, our District passed new board policies on Diversity, Non-discrimination, and Recruitment and Hiring that clarified and increased the District's support for diversity and the infusion of diversity and multiculturalism in the curriculum and events for students (Exhibit II.B.3.d-23). New procedures in the hiring process need to be put in place to ensure that diversity as a qualification is appropriately being given consideration and to ensure equal employment opportunity.

Although a good job is done recruiting a diverse applicant pool, we should consider a few additional steps that may increase the diversity of our pools, more individual recruitment to diverse populations, use of diverse recruiters, more funding to recruitment from the district, use of listserves used by specialized professionals from diverse backgrounds and turning screening committees into "search and screening committees". Possible candidates state that one of the deterrents is that they do not see the diversity of our campus by the representatives who are doing the recruiting. Our recruiters should make themselves visible within our communities and outside organizations.

Currently, the district does not have a policy or procedure to infuse diversity across the curriculum. Many faculty have done an excellent job of infusing diversity into the content of their lectures, the class environment, the materials they use and their teaching techniques and approaches. The Office of Diversity needs to find ways to further enhance these models of good practice through campus wide dialogue and workshops.

Results of the Accreditation Self Study surveys indicate that students feel diversity is supported at EVC (Exhibit II.B.3.d-24). Forty-eight percent (48%) of those responding strongly agreed with the statement "Diverse ethnic and cultural backgrounds are both represented and respected at EVC." Forty-five percent (45%) of those responding agreed with the statement. Only 3% disagreed with the statement. Perceptions of faculty and staff were similar to the students' perceptions, as indicated by a 48% strongly agree that "Students with diverse ethnic and cultural backgrounds are respected at EVC", and 46% agreed with the statement. Only 2% of faculty and staff disagreed with the statement. Additionally, 40% faculty and staff strongly agreed with the statement "Students with a diversity of abilities/disabilities are respected at EVC". Forty-nine percent (49%) of faculty and staff agreed with the statement. Only 2% of faculty and staff disagreed with that statement.

The hiring of the Diversity Director, the Director of Student Life, the opening of the Gullo Student Center, and the efforts of the Associated Students and their Advisor have all played an important role in increasing collaboration among various groups, student clubs and organizations on campus. There has been a tremendous increase in cultural events and activities, and there has also been an increase in the visibility of the support for these cultural events, celebrations, interactions and experiences. The Gullo Student Center has provided a centralized environment for these events and interactions to take place.

Planning Agenda

- Provide our increasingly diverse student population with a wide range of academic and occupational programs to prepare them for a highly competitive global market
- Provide programs and services aimed at narrowing the wealth/poverty gap that exists within our campus community
- Promote multi-cultural understanding with an inclusive learning and work environment
- Foster, encourage and support diversity within the curriculum, programs, and services
- Complete the process of implementing the A.A. degree in Ethnic Studies
- Establish a closer working relationship between the Office of Diversity and the faculty

(II, B, 3) e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The EVC Admissions staff constantly reviews admissions processes, revising them and creating new ones as necessary. Joint decision-making bodies, such as the President's Cabinet and Datatel Student Users Group, also provide feedback and suggestions for providing more efficient and user-friendly services. The director also queries other community colleges, especially those sharing Datatel technology for additional updates. As new technology becomes available, the admissions staff is trained to include it in admissions functions. These new applications are generally forwarded to EVC via Datatel or other outside vendors under contract with the District. Admissions staff then trains other department personnel and students.

Admissions staff continues to monitor legislation and new regulations affecting admissions policies and procedures. Where applicable, admissions publications, procedures, and inter-district communications are modified to reflect

these legislative and system-wide changes in regulations. The Admissions Office participates in Program Review on a three-year cycle. The results are published in a campus report.

Assessment is conducted for all non-exempt students. Placement tests are offered in (EFL) English as a First Language for native English speakers and (ESL) English as a Second Language for students who speak English and another language. The applicant may sign up for the placement test appointment in the EVC Admissions and Records Office or in the Counseling Office, or by phone. The assessment scores are designed to assess basic skill competencies in reading, written English and math, and to be used as a benchmark in assessing read/write levels for non-English courses. The assessment scores will be used to determine the initial placement in English, reading, ESL, mathematics and other courses that have listed advisory levels. The assessment process at Evergreen Valley College uses multiple measures to determine the student's academic readiness in reading, written English and math.

Counselors use the assessment scores to advise students during the registration process, and in creating educational plans. Counselors also review transcripts from other accredited educational institutions needed as a prerequisite verification for transfer students registering in math or English courses. Students with Associate, Bachelor or higher degree, or documented life experience, may also be waived from the assessment testing process. Placement test scores are advisory only. Students may retake the placement test or make a different course selection after meeting with a counselor. Instructors and Counselors may refer students to the Assessment Center for classroom make-up tests or career planning inventories.

Self-Evaluation

The Admissions Office has undergone a great deal of change in the last two years. This change included the former director's move to the District Office, hiring an interim director, moving the facility across campus, hiring a new permanent director, and hiring a new evening supervisor.

In addition to the personnel and location changes, the department also juggled demands and process changes initiated by the District Office. In fall 2002, both CCCApply and the Webreg technologies were brought online. In each case, the technology had glitches that initially made them difficult for students and staff to use. This often resulted in more time being spent on the task than if there had not been new technology. Students were frustrated with the technology and in the case of Webreg, faculty were also reluctant to use it for grading and roster checking purposes because it was not user-friendly.

In late fall/early spring, 2002-2003, the District Office began a campaign to recover delinquent student fees. Holds were placed on delinquent student accounts for prior terms, and/or students were dropped from classes for nonpayment during the registration period. Also in spring 2003, the faculty requested wait lists and the District requested that "add code authorization" numbers be developed. Due to a lack of staffing in the Instructional Technology (IT) area and increasing demands from the District Office, there were deadlines that were not met; therefore, Admissions, as the primary student contact office, handled the majority of student and faculty complaints, questions, and concerns around the delays. Throughout these cycles of extra duties, the Admissions staff worked well as a team, providing services to students in what was often a stressful environment. A new coordinator overseeing the VA certification process successfully completed two VA audits without any major discrepancies or violations. After hiring a new evening supervisor, office procedures were further streamlined. The evening supervisor also worked with the WIN program, and several new work-study students have been an important addition to the staff. The Admissions office translated the Admissions brochure into Vietnamese and Spanish to assist non-native speakers, hired a Vietnamese speaking staff person, and continues to explore ways of improving communications to non-native speakers. In addition, the office implemented a

new Block Add process that eliminated the need for students to stand in line with individual add slips, and simplified the process for faculty (Exhibit II.B.3.d-25).

In 2003-04, the Admissions Director began reviewing the Assessment, Outreach, and Admissions functions in order to further streamline and coordinate these student services. The Datatel Student Users group, including members from both campuses and the District, implemented a new schedule for systematically dropping students for nonpayment during the registration cycle. These deadlines are posted in the Schedule of Classes, and “spoken” on the STAR system. This has led to better overall financial and enrollment management as typically students would over-enroll in classes if they did not anticipate any financial responsibility or penalty. After developing a non-Datatel waitlist product in fall 2003, the District switched to a Datatel waitlist product in the spring 2004. Faculty, staff, and users are reviewing the waitlist product and determining how best to use it and when to make it “live” during the registration cycle. For example, early implementation of the waitlist during spring 2004 significantly increased the number of adds after the start of classes. As a result, the waitlist feature will not be “live” until two weeks before the start of classes for summer/fall 2004. A new version of the waitlist should be available from Datatel sometime in 2004. This update should include prerequisite checks and automatic adding from the waitlist into classes as openings become available.

The EVC assessment instruments have been validated for appropriate and legal placement purposes. Multiple measures are used to ensure test scores are not the only means of placement recommendations by counselors. Counselors also consider other factors in placement practices. The program review process will also ensure that the institution has a regular process for evaluating admissions and placement practices.

Planning Agenda

- Begin utilization of the computerized assessment and placement program (CAPP)

(II, B, 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

The college collects and maintains records in the Admissions and Records, Financial Aid Offices, and on the District main database system, Datatel. Each department/office has certain access to information within Datatel. The District Office and Human Resources establish access levels and restrictions for each staff member. Various other offices and programs also maintain certain student records, such as EOP&S, Counseling, and FasTrack. The college and district adhere to the Family Education Rights and Privacy Act (FERPA) and publishes this policy in the schedule of classes and the college catalogue (Exhibit II.B.3.f-26).

Self Evaluation

Although Datatel applications and user-facility have presented several problems for the college, the access to and security of student records has not been a challenge. The process and procedure for setting restrictions and granting access to specific information in the database has been consistent and efficient.

The major problems with the records function has not been one of access and security, but one of application. For example, the transcript function did not work properly for the first three years of Datatel use. Transcripts were not printed on scrip-safe paper, and did not include all the usual information that college transcripts contain. As the ITSS staff became more familiar with the Colleague program in Datatel, and the user groups identified more areas that needed improvement, the transcript product was improved. EVC now prints transcripts on scrip-

safe paper, and the user-group continues to work toward printing all applicable information on transcripts such as student status, GE codes, etc.

In addition, the usual processes in the records area became increasingly more manual and less automated with Datatel's adoption. Application, grading, and other typical records functions are extremely manual processes. There is a high dependency on paper backup, such as Census and final grade rosters. None of these rosters are scanned or automatically downloaded into the student database, but must be hand entered, one by one. So far, no batch processes for entering applications, processing adds/drops, Census data, or final grades have been identified in Colleague. Generally, the excuse for this is that the Oracle system does not interface well with the Datatel product, and thus what are typically streamlined processes have reverted to almost pre-technology tasks.

With the advent of Web Advisor and CCCApply, online application, registration, and grading are becoming more workable. However, the interface between the products and Oracle continues to be a problem, and in the case of CCCApply, much of the data has to be printed and manually reviewed for accuracy.

The District Office maintains a backup server for all student records. No backup of this nature exists on the college campus. However, the District hardware needs replacing and the back up system may be vulnerable to "crashing." At one point this year, the entire student database was on the verge of crashing and being lost or compromised. The Admissions office retains records for the length of time specified by California Education Code. Permanent, hard-copy records are maintained in a secure warehouse. Other temporary records are confidentially purged following Board approval.

The institution needs to ensure that students' social security numbers are not requested and are not posted or accessible to other students. In the area of student IDs, the prohibition of SSN will result in the college retrofitting the IDs to

use Colleague-generated IDs. This conversion may be extremely costly as the associated costs with the ID cards and the machine that prints them are high. In addition, the IDs are also used as library cards and the college will need to explore the most efficient, least costly ways of reaching compliance and providing library services. A provision for storing backup files needs to be in place in each office/department on campus.

Very few people trust the system to work effectively, and too much time is spent in crisis mode trying to reverse spontaneous bugs that affect usage. If one of these bugs were to impact student records, it could create a very politically and professionally difficult situation for the college and the district. Adequate backup hardware is imperative to ensure record integrity.

Planning Agenda

- Consider filming stored records to free up storage space
- Consider a vital records swap with a community college in another location, outside of the Bay Area, in order to survive a disaster
- With new legislation prohibiting the use of Social Security Numbers as student identifiers, the college must develop new procedures to accommodate the new law and ensure accurate student records.
- The District needs to find adequate resources for ITSS in the areas of both personnel and equipment.

(II, B) 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

In the fall of 2001, the informal student services group became a standing committee of the college called the Student Services Committee (SSC) (Exhibit II.B.4-27). One of the goals of the SSC for 2001-2002 was to develop a student services program review process. The College has had an effective academic program review process for several years, but has not had a formal process for program improvement in student services. The SSC felt that such a process was essential to meeting the goal of improving student access and services.

Program review is, first and foremost, a process for improving services to students. A second reason for reviewing student services programs is to provide information to internal and external constituents on student services programs and their effectiveness. The program review model attempts to standardize the review process across many different programs and services to produce consistent and objective evaluative data for assessment and program improvement. All student services related programs will be reviewed on a three-year cycle.

Each student services program will: Develop a mission statement and program philosophy; Review and understand the environmental context both internal and external, and the academic and demographic characteristics of students utilizing program services; Identify basic program strengths and weaknesses; develop program goals for improvement and then prioritize the goals; establish action strategies for each goal and timelines for completion.

Four surveys have been created to survey program staff, college wide staff, students who use services at point of contact, and randomly selected students. All four surveys will be administered by or on behalf of the programs being reviewed that year. Thus, each program will complete a full set of surveys every three years. Programs may chose to do point of contact surveys at some level of frequency every year. Within this process, which began in 2002-03, each program will implement action strategies for program improvement.

Self Evaluation

The Student Services Review Process is still fairly new. The process has provided an excellent means for the campus to evaluate our support services to assure they are meeting student needs. The institution must further develop a process to ensure each department/area uses the results of these evaluations as a basis for improvement.

Planning Agenda

- Update and modify the Student Services Review Process as appropriate
- Continue to develop student learning outcomes for the various student services areas
- Develop a process to ensure that student services areas are utilizing the feedback that they receive from the student services review process to improve programs and services for students

(II) C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

(II, C) 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.