

Standard II Student Learning Programs and Services

Standard II.B Student Support Services



SANTA ROSA JUNIOR COLLEGE



Our Values **We value *Learning* that includes:**

- Excellent and innovative instruction and support services
- A learning- and learner-centered environment
- A welcoming physical environment
- A caring and supportive attitude among faculty and staff
- Access to programs and courses that lead to transfer and/or gainful employment



SANTA ROSA JUNIOR COLLEGE



Standard IIB. Student Support Services

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

Standard 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

Santa Rosa Junior College assures the quality of student support services and demonstrates that these services, regardless of location or means, support student learning and enhance achievement of the mission and Strategic Plan of the College (II.B.1). Key components of the College's mission are to:

- Provide a comprehensive range of student development programs and services that support student success and enrich student lives
- Regularly assess, self-reflect, adapt, and continuously improve.

It is the twofold intent of Student Services to support each student's educational success and to ensure an organization that is measured for effectiveness and satisfaction by both its clients and its providers.

Student Services enhances student learning and success through the programs listed in Illustration II.B.1.

Quality Assurance of Student Support Services

The College annually engages in a self-reflection process, the Program and Resources Planning Process (PRPP), to assess the quality of its Student Services and program alignment with the College's mission, Strategic Plan, and initiatives. This process is described in detail in Standard I.B and is the College's mechanism for integrating planning, evaluation, and resource allocation. The Student Services Vice President's annual PRPP is embedded in the College's institutional planning process (II.B.7) and is used by the District-wide decision making bodies, including the Budget Advisory Committee (BAC), College Council, District Facilities Planning, Educational Planning and Coordinating Council (EPCC), Institutional Planning Council (IPC), and the Board of Trustees (II.B.8, 9, 10, 11, 12, 13).

The Vice President of Student Services collaborates with program managers, Student Services Council, and the College president and his Cabinet in developing specific goals (II.B.14, 15) aligned with the overarching Strategic Plan. Student Services programs set objectives to achieve those goals and identify needed activities as well as who will accomplish them. More specifically, the PRPP report identifies action steps and resources (including staffing, facilities, and equipment) needed to meet short-term and long-term goals. The PRPP includes in-depth program evaluation, which includes a regular cycle of assessing staff quality as well as assessment of meeting students' needs and student learning achievements (see section II.B.4 in this Standard for a full discussion of assessment of student need).

The College also ensures the quality of its support services through participation in external reviews. Categorical programs such as EOPS, CalWORKS, and Disability Resources all participate in an annual review process in accordance with Title 5 by the District's contracted audit firm. To date all SRJC categorical programs have achieved compliance with the standards assessed. SRJC's Student Affairs Office is an example of a Student Services program that has made quality improvements over time through the PRPP process, as shown in Illustration II.B.2.

Illustration II.B.1. SRJC Student Services Programs

Program	Description
Admissions Records & Enrollment Development (ARED) (II.B.2)	Enrollment and record management
Assessment	Placement and GED Testing
CalWORKs	Resources for TANF Students
Career Development Center	Career exploration Student employment
Counseling Services (including Articulation Office)	Academic Counseling Counseling courses Course articulation and transfer agreements
International Students (II.B.3)	International education and study abroad
Puente	Transfer program for under-represented students
Transfer Center	Resources for transition to university system
Disability Resources Department (including the College 2 Career and Workability Programs) (II.B.4)	Equal access for students with disabilities through instruction support services and advocacy
Extended Opportunity Programs & Services (EOPS/CARE) (II.B.5)	Support for full-time, low income, educationally disadvantaged students
Schools Relations Program	Schools Liaison and outreach
Student Success and Support and Student Equity Committees	Implementation of Student Support and Success Program Plans
Student Affairs Engagement Programs	Student involvement and leadership
Student Financial Services (including Scholarship and Veterans Affairs)	Financial Aid
Student Health Services (including Mental Health and Wellness Program).	Health care and psychological services
Grant Funded Student Support Programs	
Children's Center	Child development and child-care services for children of student parents. Model demonstration site for students studying child development
Foster Youth Success Program	One-to-one case management system with specialized classes to support foster youth students
High School Equivalency Program (HEP)	Assistance for seasonal agricultural workers and their families to obtain GED and prepare to move on to higher levels of education.
Mathematics Engineering Science Achievement (MESA)	Academic support program for transfer students pursuing a bachelor's degree in a science, technology, engineering, or mathematics (STEM) field
Gateway to College (II.B.6)	High school credit recovery program

Access to Student Services Regardless of Delivery or Location

The Petaluma and Santa Rosa Campus offer a full complement of student services. These campus centers also offer evening service hours for the following Student Services programs: Counseling, Financial Aid, Admissions and Records, Scholarship, CalWORKs, and Student Health. Services beyond the two campuses include:

- **Southwest Santa Rosa Campus Center (SWC).** This center, which serves ESL students, provides bilingual (Spanish) Assessment, Counseling and Admissions and Records services as well as orientation and referrals to other Student Services programs.
- **Public Safety Training Center (PSTC) (II.B.17).** Staff at PSTC provide referrals to appropriate Student Services offices and access to online Student Services. In addition to online access, face-to-face Counseling and financial services are also available at the PSTC, and a full-time, Admissions and Records specialist provides on-site ARED services at the Public Safety Training Center.
- **Shone Farm (II.B.18).** Staff at Shone Farm provide referrals to Student Services offices and access to online Student Services. The Counseling Department has worked to evaluate and meet the counseling needs of students at Shone Farm. Survey feedback from Shone Farm students indicated that students attend Shone Farm for labs and then typically leave for work or other classes back in Santa Rosa. At this point, these students' counseling needs are best met by a weekly drop-in time dedicated to Agriculture students, combined with online counseling services.

Consistent with the College's Initiatives and the Strategic Plan, Student Services actively seeks to increase students' access to services through outreach efforts. The School Relations and Outreach Department (II.B.19), Counseling (II.B.20), Disability Resources, Matriculation (II.B.21), Student Health Services (II.B.22), Admissions and Records, and Financial Aid engage in extensive outreach efforts across the College and beyond to connect new students to services. Student Affairs implemented a new program in summer of 2013 of personally calling all students (over 4000) who applied to the school but did not register for classes. Student Services departments engage with continuing students through technology (the website, Student Portal, and email) as well as campus-wide events for the community such as Day Under the Oaks, Student Information Day, and First Oaks. Veterans Affairs help veterans connect with appropriate financial aid, scholarships and other support services (II.B.23).

Access to Student Services regardless of location is increased by all Student Services programs having an online presence (described further in section II.B.3 of this Standard). Several departments provide fully online services, including Admissions and Records, Counseling, and Disability Resources. The Counseling webpage offers an "Ask a <http://accreditation.santarosa.edu/>

Illustration II.B.2. Student Affairs Takes Steps Towards Sustainability

In the 2011 PRPP, Student Affairs conducted a learning assessment of their student leaders regarding their knowledge in sustainable practices. Although the student leaders demonstrated that indeed they were meeting the benchmark goal, as described in the 2012 PRPP, the Student Affairs program, spearheaded by student leaders, increased their efforts in sustainable practices. Students created a "Green Squad" to educate the campus about appropriate waste receptacles, conducted waste audits and piloted a composting program in the Bertolini Student Center, launched a ride sharing program, led Professional Development workshops for sustainable practices at the College, and were instrumental in the College signing of the Talloires Declaration (II.B.16). In summary, the PRPP process provided the structure for the Student Affairs program to focus its attention on student learning regarding sustainability, and as a result the department has developed a comprehensive sustainability plan.

Counselor" (II.B.24) feature, which has recently been updated to be FERPA compliant by requiring user authentication through the Student Portal. The Counseling department also uses Skype to communicate with International students. In addition, Student Services has implemented a comprehensive online orientation that meets Student Success Act requirements.

For online students, the Distance Education (DE) website provides Student Services resources (II.B.25). Face-to-face drop-in student support for online classes is available at the Student Help Desk Monday through Friday on the Santa Rosa campus. In 2011, the DE department conducted a survey of online students' use of and satisfaction with student support services. The results showed that while the majority of online students (over 72 percent) do not use student support services that are not directly related to course registration or online class access (e.g. Disability Resources, Online Writing Center, Online Academic Counseling, or Student Help Desk), of those who did use or access these services, the majority expressed satisfaction. The DE department recognizes the need for online student services and has revised policy 3.12.2 and replaced it with 3.28, which now reflects the College's commitment to "Comprehensive support services that are appropriately funded to promote student success" (II.B.26).

Disability Resources provides an illustrative example of access to services as it serves students who live remotely and participate only in online courses. Disability Resources provides online access to all the forms needed for intake ,along with instructions for completion. Students who live remotely or who cannot travel to the College for appointments are provided with full services over the phone and/or via email. Faculty are regularly educated about how to provide disability accommodations to online students through one-to-one consultation; an online Faculty Resource page; participation in the District Online Committee (DOC); and through student self-advocacy.

SELF EVALUATION

The College meets the Standard in terms of its on-site student support services and partially for its online services. The PRPP is a functional process for ensuring the quality of the student support services, alignment with the College’s mission and initiatives, and the effectiveness of student support services in enhancing student learning. The College provides access to Student Services at all of its campuses and centers and offers the majority of its student support services information and functions online. Further assessment of effectiveness of online access to services, detailed in section II.B.3.a of this Standard, may be warranted.

See Actionable Improvement Plan at the conclusion of Standard II.B.

II.B.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 (31)
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b . Requirements

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

c . Major Policies Affecting Students

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

d . Location or Publications where other policies may be found.

DESCRIPTIVE SUMMARY

SRJC produces a catalog that is precise, accurate, and current. The College publishes the College Catalog on an annual basis and includes full information on the topics above. All aspects of the catalog are thoroughly updated in the spring semester each year. The ARED Office is responsible for the catalog content and systematically involves the college community in updating information. The ARED Office collaborates with the Public Relations Office in the layout and cover design of the catalog. The catalog is provided in both hard copy and online, with the online version posted on the SRJC website in June and hard copies distributed to all academic and student services offices across the District in July (II.B.27). Additionally, copies are mailed to high schools within and outside the District and to other California community colleges, and

California State University (CSUs) and University of California (UC) campuses. Students can purchase the College Catalog at the bookstores on both campuses or access it for free on the College website. The catalog is also available on the College Source Online database as well (II.B.28).

The process used to assure that the catalog is accurate begins with faculty, staff and administrators, who are asked for their contributions to the catalog. This ensures a cooperative and inclusive process. Emails and/or hard copy letters are sent to the appropriate content experts in early spring requesting a review of the previous year's content and edits if necessary. ARED works closely with the Curriculum Office to ensure that the most up-to-date degree, certificate, and course content is included. The Curriculum Review Committee (CRC) and Dean of Curriculum and Educational Support Services (Curriculum Office) are provided a calendar in the previous fall listing deadlines for degree, certificate, and course content submission and approval to ensure inclusion in the next year's catalog.

The College ensures the quality of all instructional courses and programs offered in its name. This is accomplished through the PRPP and the processes for SLO assessment, program evaluation, and curriculum review that are monitored as appropriate by the Curriculum Review Committee, Academic Affairs Council, and Academic Senate. The criteria for approval and assessment of both programs and courses meet both ACCJC standards and those of the California Community Colleges System, addressed in depth in Standard II.A.1.

To maintain currency and accuracy, in 2013 College Council requested that the disclaimer information provided on the first page of the College Catalog be revised. The new version stated that while every reasonable effort is made to ensure the accuracy of the catalog content, including District policies, students should refer to the official Board Policy Manual available on the College website for the most up-to-date information. The revised disclaimer information is repeated on numerous pages throughout the catalog.

In the catalog and on its website, SRJC has published procedures for both formal grievances and informal complaints. Policy 8.2.2 and Procedure 8.2.2P, Student Grievances, were revised December in 2012 for added clarity, and a direct link to that policy is listed in the lower menu on all institutional web pages to increase access (II.B.29, 30). The five categories of student complaint/grievance are: grade appeals, harassment or discrimination, financial aid, complaints against another student, and other complaints. The College has two identified ombudspersons, the Dean of Student Affairs and Engagement and the Dean of Student Services (Petaluma Campus), who act as advocates for a fair process for both students and employees. Both deans track the frequency of student complaints and grievances in their annual PRPP (II.B.31).

SELF EVALUATION

The College meets the Standard. Through a collaborative and systematic process, SRJC provides a catalog for its constituencies with precise, accurate and current information. The College Catalog includes general information, requirements, major policies and procedures affecting students, and reference to where other policies can be found. The online version and links to policies further ensure accuracy, currency, and accessibility.

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

SRJC systematically identifies the learning support needs of its students and provides appropriate services to address those needs through an ongoing process of inquiry that includes formal assessment methods; cross discipline dialogue through the Student Services Council; departmental data collection and reporting; and student generated feedback, especially through student government. Inquiry and analysis occur at all levels: institutional (IPC); division (Student Survey), departmental (programmatic advisory committees, SLO assessment); and individual students (Ombudsman Program, student ambassadors).

Broad measures of data gathering include the Student Services Survey, with a separate version for the Petaluma Campus, and the National Health Assessment (II.B.32, 33). The Student Survey is implemented every three years. Findings from the 2010 and 2013 survey indicated a growing preference by students for online communication and have resulted in Student Services advocacy for, and implementation of, a more robust online presence. The National Health Survey administered through Student Health Services every three years has informed the development of the Prevention and Early Intervention Project, which promotes mental health awareness, early intervention with mental health issues, and prevention of crisis and suicide. The Distance Education Student Support Survey administered in 2011 assessed online students' use of and satisfaction with the range of student support services offered online (see section II.B.1).

In the area of Financial Aid, SRJC's systematic tracking and reporting of students' financial aid needs has revealed a significant increase in the number of students eligible for financial aid. The College's Financial Aid Office has continued to meet these rising needs 13,564 students served in 2012-2013). Despite facing increasing demands with fewer resources, innovative programs that meet student needs have continued to be implemented to better serve the College's students.

One such program was developed in response to changes in federal student borrowing. Managing the default rate is critical in assuring that loans remain available to all. In response to changes in federal regulations, SRJC's Financial Aid Office developed the Responsible Borrowing Initiative. As part of this initiative, SRJC offers student workshops on identifying career goals and matching these goals with student borrowing. The expected outcome is that students learn the basics of responsible borrowing, which supports

Illustration II.B.3.

Student Services Faculty and Staff Participation and Impacts

- Student Services representation on the Academic Senate has resulted in the revision of textbook policy to reflect new regulations and meet the needs of students using assistive technology.
- The Veteran's Task Force, with campus-wide representation including a strong Student Services component, resulted in the re-assigning of a Disability Resources Specialist to the Veteran's Office to better serve the needs of returning veterans who were underutilizing DRD services. Currently this committee is developing a plan for a comprehensive campus Veteran's Resource Center.
- Student Services representation on the Project LEARN Steering Committee (SLO committee) has resulted in the implementation of learning assessments throughout Student Services programs in a manner that is meaningful and manageable for all who participate.
- A new cross-discipline Kinesiology, Athletics and Dance (KAD) advisory group, Promoting and Supporting Student-athlete Success (PASSS) was developed in response to faculty-identified barriers and challenges for student-athletes. This has resulted in improved access to Student Services for this population (II.B.35).

them in the future. This initiative has resulted in the default rate for SRJC students remaining well under the 30 percent threshold (11.2% for 2 year, 17.6% for 3 years) (II.B.34).

Student Services faculty and staff serve on committees across the District and join with Academic Affairs to provide a holistic approach to identifying the learning support needs of SRJC students. SRJC Student Services faculty committee service includes: the Academic Senate, Institutional Planning Council, Project LEARN, Basic Skills Committee, Strategic Planning, Curriculum Review Committee, and Scholarship Committee. As a result of this balanced representation, student educational support needs are identified earlier and services are implemented in an efficient and comprehensive manner, as shown in the examples in Illustration II.B.3.

Students' emergency needs are assessed and responded to by the Crisis Intervention Resource Team (CIRT) (II.B.36). CIRT is a multidisciplinary group of individuals skilled in dealing with disruptive situations and includes representatives from District Police, Student Services, Student Health Services, Student Psychological Services, Disability Resources, Counseling, and Sonoma County Behavioral Health. The goal of CIRT is to prevent crises before they occur through the provision of training, consultation, and intervention on request. CIRT is one of the longest standing behavioral intervention teams in the California Community College system.

CIRT has been recognized as a leader in behavioral intervention and has provided statewide trainings through the California Mental Health Service Act Student Mental Health Initiative. CIRT employs best practices in behavioral intervention, illustrating effective SRJC student services. Cases are reviewed twice a month and as needed via email and intervention plans are formulated. CIRT processes include:

- An information sharing agreement with the local county mental health system.
- A formal threat assessment plan and dedicated team.
- Kognito, a training tool for staff, faculty, and students.
- Online CIRT resources.
- Procedures for sharing information and case planning with disciplines.
- Electronic record keeping to aid documentation and to make information sharing across the team more efficient

SRJC Student Services continue to respond to changes in the college community. As a recently identified Hispanic Serving Institution (HSI), SRJC is meeting the expanding needs of its Latino/a students by ensuring that programs are in place for this fast growing population. In addition to translation services and the availability of Spanish-speaking Student Services staff in several programs; SRJC offers the Puente Program, GED preparation in Spanish, selected Child Development courses in Spanish, extensive ESL offerings, and Club Cultural Hispano (II.B.37, 38, 39, 40, 41). SRJC also continues to provide professional development opportunities for staff and faculty related to supporting the academic success of its Hispanic students. Examples include podcasts available for flex credit such as "Teaching to a Diverse Student Population II: Focus on Latino Populations" and "Connecting HSI to SRJC: A Discussion for SRJC Faculty and Staff" (II.B.42). The award of a Federal Title V grant in fall 2014 will enhance Student Services programs, and Student Services managers, staff, and faculty are participating in plans and implementation efforts.

Student Services department members are also directly involved in the Student Support and Success Plan (SSSP), formerly Matriculation, which has received increased state support since 2013/2014 (II.B.43). This program focuses on providing core services of orientation, assessment, counseling and advising for education planning, and follow-up with at-risk students (as defined by SSSP Guidelines). The increased funding level for this program has allowed SRJC to increase human and technological resources to expand the delivery of these mandatory services, particularly to all first-time college students.

In relation to this, Student Services representatives participate in the cross-constituent Student Success and Equity Committee, established as another response to the state's Student Success Act (II.B.44). While a Student Equity Plan has been in place for years, in spring 2014 the District retooled efforts to meet state requirements for eligibility for new funds. The College has researched and identified disproportionately impacted student populations and created a plan to implement strategies and activities to address service and achievement gaps (II.B.45). The newly funded Student Equity program, coordinated with the HSI grant and Basic Skills funding, allows the College to increase services to students, with a focus on the identified underserved and underachieving student population.

SELF EVALUATION

The College meets the Standard. SRJC participates in ongoing assessment of the learning support needs of its student population through formal and informal assessment, data collection, and integrated dialogue and planning. The College provides appropriate services and programs to address the needs identified through these processes.

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 services location or delivery method.

DESCRIPTIVE SUMMARY

SRJC ensures equitable access to all of its students and provides appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method. SRJC's two campuses and three centers provide all students with an array of services to support them during their participation at SRJC. Both Santa Rosa and Petaluma campuses have onsite Admissions and Records, Financial Aid, Counseling, Puente, Student Health Services, Disability Resources, Assessment, Career Services, Work Experience, Student Affairs and Transfer Center services. Staffing of each program is commensurate with needs at each campus. With the completion of construction of the Call Administrative Building in 2008, and the Bertolini Student Center in 2009, students at both Petaluma and Santa Rosa campuses now have centralized services that are easily accessed during day and evening hours.

Shone Farm, the Public Safety Training Center (PSTC), and the Southwest Santa Rosa Center (SWC) all offer access to student support services scaled to the needs of the center. The PSTC and SWC have ARED staff available to assist students with admission and registration and financial aid. In order to further improve access. The Counseling Department has designated a counselor at the PSTC, providing drop-in counseling to students at that center every Thursday. Counseling services are available during student lunch breaks from their academies, and students can also access the counselor by phone and email. Counseling

services are available at the SWC every Monday afternoon and evening, and counselor presentations are available by instructor request. The Counseling Department has assigned a bilingual/ESL counselor to provide additional counseling hours to the Southwest Center in the morning starting spring 2015.

SRJC facilitates equitable access through outreach programs, easily accessed campuses and centers, and its online presence. SRJC's outreach programs build upon the ties SRJC has to its surrounding community and ensure that potential students have the information they need to access the College. Community-based events such as Day Under the Oaks and First Oaks are open to the public and allow the community to explore the many curricular and co-curricular offerings at SRJC. The College also provides outreach to many of the high schools within the District and includes services such as assistance with completing financial aid applications; English and math placement testing; Open CCC (Application for Admission) workshops; and "Seniors Presentations" on general SRJC information for potential high school graduates. SRJC also offers College Nights at many high schools throughout the District for prospective students and their parents. The College serves future SRJC students by offering complimentary campus tours for K-12 schools and community groups. The Schools Relations and Outreach Office schedules standard tours of the Santa Rosa Campus, Petaluma Campus, PSTC, and the Culinary Arts Center (II.B.46).

ARED ensures equitable access to students by providing information on how to apply to the College in a variety of formats, including online, in the Schedule of Classes and the College Catalog. Student Services in ARED and other Student Services are available in languages other than English, as shown in Illustration II.B.4.

Illustration II.B.4. Student Services in Languages Other Than English

Location	Languages
Petaluma and Santa Rosa Campuses	Spanish services and materials
All, Admissions and Records	Forms and services in Spanish
Santa Rosa ARED	Staff fluent in four languages (Spanish, Laotian, Filipino, and Chinese)
SR Student Health Services	Staff fluent in 6 languages and provides clinical services in Spanish
All locations for hearing impaired students	Served with sign language interpretation or use of UbiDuo technology to allow for face-to-face interaction with hearing staff

Illustration II.B.5. How SRJC Provides Student Services to DE Students

DEPARTMENT	SERVICES AVAILABLE ONLINE (with evidence for selected examples)
Admission, Records and Enrollment (ARED)	<ul style="list-style-type: none"> • Welcome letter and first steps guidance • New Open CCC college application process • Registration dates and deadlines • Student portal including: class registration/drop/fee payment • All admissions and records forms • Transcript requests • Progress toward AA/AS Degree • Petition to graduate • Petition for certificate • Registration priority status • Unofficial transcripts
Assessment	<ul style="list-style-type: none"> • Scheduling placement test appointments • Scheduling distance education test proctoring • Study guides and practice tests for placement tests and GED • Placement test results
Career Center (II.B.48)	<ul style="list-style-type: none"> • Virtual Career Center provides career assessment, job search tips, resume development and posting guidance (II.B.48) • Student employment opportunities • Employer postings of job openings
Counseling (II.B.49)	<ul style="list-style-type: none"> • "Ask a Counselor" online advising service (II.B.49) • Online orientation (52) • Counseling 270 "Introduction to College" • Access to long term educational plan developed with counselor • Access to "Student Guide" which outlines steps for academic success
Disability Resources	<ul style="list-style-type: none"> • Request for services forms • Academic accommodations • Alternate media requests • Faculty guidance/support for providing distance education accommodations • Scholarship information
Financial Aid (II.B.50)	<ul style="list-style-type: none"> • BOG Fee Waiver application • Financial Aid deadlines • Net Price Calculator and Student Expense Budget (II.B.50) • Scholarship information
Student Affairs (II.B.51)	<ul style="list-style-type: none"> • "Bear Facts"- Student life and engagement bulletin (II.B.51) • Associated Students Book Loan Application • Student Leadership Application • Leadership training documents • Student Affairs calendar of events • Campus club information • Associated students constitution, election information and meeting minutes • Student grievances and complaints
Health Services (II.B.52)	<ul style="list-style-type: none"> • Anonymous online health screening tools • Student Health 101 Magazine • Posting of Public Health Notices • Listings of health related online resources • Student Health Services current events listings (II.B.52) • Health insurance information • Sexual assault prevention education
Transfer Center (73)	<ul style="list-style-type: none"> • Transfer 101 (74) • General education requirements for transfer (75) • College search programs (76) • Transfer agreement information • "Ask a counselor" online advising service (24)

Illustration II.B.6. Student Services On-Site but at a Distance

Two incidents that took place in the Study Abroad Program (II.B.47) demonstrate how SRJC Student Services meet students' needs regardless of location. During an overseas flight for Study Abroad, an SRJC student experienced a new onset of a mental health crisis. SRJC's Health Services Director was contacted and worked with the Study Abroad faculty member to facilitate admission to a hospital in Europe, where the student was effectively treated. In another instance, a deaf student traveling to Florence required a sign language interpreter. SRJC's Disability Resources Department ensured the provision of interpreter services throughout the student's educational program so that learning was accessible to the student.

SRJC provides support to students participating in DE programs, as shown in Illustration II.B.5. From admission, through graduation and transfer, SRJC students have access to online services that support their academic success. SRJC even offers services for students in face-to-face programs but in distant locations, as profiled in Illustration II.B.6.

SELF EVALUATION

The College meets the Standard for on-site programs and partially for DE programs. SRJC facilitates and ensures equitable access to students through outreach and ease of access to comprehensive resources. While most Student Services information is available online for DE students, the College continues to investigate the most effective ways to meet those students' learning support needs and make plans to implement them.

See Actionable Improvement Plan at the conclusion of Standard II.B.

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 its students.

DESCRIPTIVE SUMMARY

SRJC provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic and personal development of all its students. The College mission, Strategic Plan, and Institutional Learning Outcomes (ILOs) encourage personal and civic responsibility as well as intellectual, personal and aesthetic development (II.B.53). Through curricular and co-curricular offerings, SRJC students have the opportunity to participate in a wide range of activities that promote these qualities. A course offered through the Counseling Department, COUN 95, Advocating for Social Change, addresses these goals directly, and many other courses integrate aspects of personal development and responsibility within their curriculum (II.B.54). On a broader scale, this kind of learning environment is supported through SRJC's Student Affairs Office and the Associated Students. These values are also reflected in the Associated Students mission statement, which includes a commitment to

...promote general welfare of the students, to guarantee the equality of opportunity among students, to offer experience in moral, aesthetic, social, and economic values under an atmosphere of intellectual freedom, to encourage student participation, planning, and direction of student activities... (II.B.55)

The SRJC Student Affairs Office is the hub for creating opportunities for students to learn about their roles as participants in a democracy. This includes programs and educational events on:

- legislative advocacy
- policy development
- the electoral process
- free speech and student rights

The Student Affairs Office routinely sponsors voter registration drives, allows outside voter registration groups to set up tables in central free speech areas, and provides voter registration forms in the common areas of the Bertolini Student Center. Student civic responsibility is reflected in part through data on the participation of SRJC students in national elections. According the Center for Information and Research on Civic Learning and Engagement, SRJC student voting rates in the 2012 federal elections (nearly 50 percent) surpassed the voting rate for comparable colleges by over five percent (II.B.56).

SRJC has a very active student government that supports the representation of students and participates in the shared

Illustration II.B.7 Carrying the Spirit of Civic Engagement Abroad

The spirit of civic engagement was encapsulated in the work of a dedicated group of SRJC students in the summer of 2013. Black Student Union students traveled to Tanzania, volunteering to build a local school in Arusha City for more than 125 orphaned and impoverished children. The students worked tirelessly over the academic year to raise funds for this effort by sponsoring bake sales and soliciting philanthropic support from SRJC students, faculty, staff, and local citizens in Santa Rosa, ultimately raising \$17,000. Within three weeks of their arrival in Arusha City, the walls were up, the roof was complete and the group was ready to start on the interior. At the time of the SRJC students' departure one month later, the school had two classrooms, a kitchen, and a bathroom. The desire of this group of students to expand and broaden their educational scope beyond SRJC gave testament to their passion for volunteerism and social activism and provided a role model for other students to follow. A report on this significant student accomplishment was made to the Board of Trustees in August 2013 (II.B.60).

governance process. Each year students are elected and appointed to eleven positions within student government. The legislative body of the Associated Students (AS) is the Associated Students Senate, elected by the general student body each spring. A Student Trustee has an advisory vote on all open session Board of Trustee action issues. The Associated Students are formally involved in the participatory governance system and maintain a national and statewide leadership presence. Currently, the SRJC former AS president is serving as the statewide president of the Student Senate for California Community Colleges (II.B.57).

The Center for Student Leadership offered through Student Affairs is a laboratory for the study and contemplation of leadership development. The Center focuses on preparing students to become principled students and citizens. Through its programs and services, such as the Student Ambassador Program, the Center educates and trains leaders who are prepared to implement change in a complex world (II.B.58).

Active participation in clubs continues to grow at SRJC, and in 2013/2014 over 750 students were involved in a record-breaking 46 clubs. Clubs provide over 450 events and activities each year for the College and community, creating an important conduit for dialogue between students and staff at SRJC. Numerous club events and lectures support the development of students in the areas of health and wellness, cultural competence and awareness, sustainability, and arts and entertainment (II.B.59).

SRJC continues to evaluate student engagement through SLO assessment, review of Student Survey results, dialogue in Student Services Council, and representation by Student Affairs staff on campus-wide committees. Student Affairs also maintains responsiveness to the needs expressed by students through data gathered at the Student Affairs Information Desk, through Ombudsmen services, and public comments received at Student Senate meetings.

Through participation in Student Affairs programs, SRJC students have joined with faculty and staff to meet student

needs with the implementation of the following initiatives and programs:

- Campus No-Smoking policy (81)
- Signing of Talloires Declaration (16)
- Partnering with Rideshare Program (82)
- Creation of Student Sustainability Club
- Selling of Shone Farm produce and beef at SRJC food services
- Composting of green waste at the Bertolini Student Center

While Student Affairs is the primary catalyst for student engagement, a number of programs and departments throughout the District encourage activities that promote student development and community involvement. For example:

- Puente Program students volunteer at the local food bank.
- EOPS students participate in seminars on personal goal setting and development of self-esteem.
- CalWORKs students travel to state legislative hearings to advocate for education issues.
- Math, Engineering, Science Achievement (MESA) students have served as digital literacy trainers under the Broadband Technology Opportunity Program and CA Connects (II.B.83).
- Student-athlete volunteers provide free six-week soccer and football "community clinics" for school-age children.
- Student volunteers in the Interior Design and Fashion Studies Programs provide Catholic Charities with expertise in arranging displays for the local thrift store.
- Black Student Union (BSU) students volunteered to build a school in Tanzania (see Illustration II.B.7).

SELF EVALUATION

The College meets the Standard. SRJC provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students. By supporting active student governance and clubs and partnering with the community and organizations, SRJC maintains its efforts to meet its ILOs and Strategic Plan goals regarding meaningful civic engagement.

**Illustration II.B.8.
Counselors for Specific Programs**

At least one counselor is assigned to each of the following areas:

- Puente
- ESL
- Allied Health
- Former Foster Youth Program
- Science, Technology, Engineering, and Math (STEM)
- Athletics
- Agriculture/Natural Resources
- Gateway to College
- Career and Technical Education (CTE)
- CalWORKs
- Transfer Center
- Piner Early Magnet Program
- International Students
- Basic Skills (through the College Skills Department)
- Veterans Affairs
- Financial Aid

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

SRJC designs, maintains and evaluates counseling programs to support student development. SRJC's counseling program plays an integral role in outreach, with counselors closely collaborating with Schools Relations to implement College Preview Night, the High School Counselor Seminar Series, and Small Schools Events. Counselors also participate in college fairs at high schools in the fall and senior presentations in the spring. The updated Student Guide, which is available to students online, outlines the application process, orientation offerings, assessment information, counseling appointments, registration, and campus resources.

Counseling, from Orientation to Degree and Transfer

The Counseling Department provides college orientation to its students through a variety of formats: Counseling 270, an introduction to college course; an online orientation; and in-person New Student Orientation. In the summer of 2012 1,596 students completed Counseling 270. Of these students, 89 percent attended SRJC classes the following fall 2012 semester, and 74 percent persisted to the spring 2013 semester. In total, over 4,322 students completed some form of orientation in the 2011/2012 academic year.

The Counseling Department has been actively involved in all aspects of SSSP/Student Equity planning and training. The Counseling Department chair is the co-chair of the Student Success and Equity Committee, which is the group responsible for writing the SSSP and Student Equity plans submitted to the state in fall 2014.

As part of the above plans and through its continuous improvement efforts, over the past year the department has worked closely with other Student Services programs to:

- Reconfigure the College's registration priority grid.
- Update online and in-person orientations as well as the Counseling 270, Introduction to College, course for new students.
- Update on an ongoing basis Counseling and related websites to notify students of SSSP requirements.
- Increase Career Center workshops and COUN 62, Career Development classes.
- Facilitate an educational planning fair during spring 2014.

- Revamp the College's probation/dismissal workshops.
- Develop and launch a campaign to reach out to those students without an educational plan on file.

The Counseling Department continues to meet the requirements of the Student Success Act while responding to ongoing fiscal constraints by offering drop-in and group counseling sessions. In addition to face-to-face counseling meetings, the Counseling Department also offers online counseling services to students who wish to access services using web-based technology. Developed in conjunction with Information Technology (IT), the "Ask a Counselor" Online Counseling Services Program provides new student information, answers to questions related to services and college programs, answers to questions regarding academic programs, educational planning for one semester, and degree or transfer requirement checks. All new students receive orientation, assessment, and counseling services, including initial educational plans. Comprehensive educational plans are also available and encouraged for all students.

The Counseling Department collaborates with various College programs to meet specific kinds of student needs, as shown in Illustration II.B.8. By meeting frequently with students, counselors endeavor to help students clarify their goals and address any barriers to college success. Specific numbers of students served at campuses and centers are recorded and analyzed in the department's annually PRPP.

The Counseling Department also continues to provide support and leadership to Learning Communities, the Teacher Academy, and the Health Career pipeline programs (II.B.61, 62, 63). Additionally, counselors actively participate on many College committees, including the Academic Senate, Majors Review Committee, Educational Planning and Coordinating Council, Institutional Planning Council (IPC), the Curriculum Review Committee, the Basic Skills Committee and other campus-wide committees.

The Disability Resources Department has ten full time Disabled Student Programs and Services (DSPS) counselors and Disability Specialists who work closely with the Counseling Department. The DSPS counselors provide education planning, and the DSPS testing office offers assessment testing with accommodations. In addition, an extensive high school outreach program facilitates the assessment, orientation, and education planning for over 200 students with disabilities entering the College from local high schools each year.

Students considering transfer to a four-year institution are encouraged to take part in one of the many Transfer Workshops offered throughout the fall and spring semesters at both Santa Rosa and Petaluma Campuses (II.B.64). COUN 80, Understanding the Transfer Process, is offered in the fall and spring semesters and is another avenue for students to learn how they can successfully prepare for transfer (II.B.65).

To extend its efforts to promote student development, retention, success, and responsibility, the Counseling Department offers a range of courses, some of which are connected into Learning Communities or specific programs, such as Foster Youth.

- Counseling 10 Student Success the First Year Experience
- Counseling 53 College Survival Techniques
- Counseling 60 Effective Study Workshop
- Counseling 355 College Preparation Skills
- Counseling 62 Introduction to Career Development

In addition, the Counseling Department also offers a CTE certificate and major in the Human Services field with emphases in Alcohol and Drug and Advocacy (II.B.66).

Counselor and Program Evaluation

Counselors are well prepared, supported, and educated to perform their advising functions. New counselors are assigned a mentor within the Counseling Department. To maintain currency in a constantly changing area, counselors attend weekly department meetings, a yearly day-long Counseling Department seminar, and conferences and workshops offered by public and private transfer institutions. All counseling faculty have access to the password-protected Counseling Department E-Binder to use as a reference while working with students. This electronic resource is a compendium of information regarding SRJC policies, procedures, programs, and services as well as detailed and current transfer information (II.B.67). SRJC counselors are evaluated through the District's faculty evaluation process, using a form developed specifically for the evaluation of counseling sessions (II.B.68).

Counseling programs are assessed and enhanced through student learning outcomes (SLO) assessment, yearly reports on student success and transfer rates of students enrolled in counseling classes, and a yearly student satisfaction survey. The Counseling Department participates in a regular cycle of SLO assessment at the program as well as the course level. In 2011/12, the Counseling Department assessed the following program level SLO: "As a result of a counseling session, students will understand the requirements necessary to reach their educational goal (transfer, AA/AS, certificate, skill development) as demonstrated by the collaborative development of an educational plan (short term or long term)." Results of the SLO assessment indicated that over 96% of students felt their counseling sessions had helped them understand the requirements necessary to reach their educational goals (II.B.69).

The yearly Counseling Student Satisfaction survey is independent of the District faculty evaluation process. Students are asked to complete a ten-statement survey, available in English and Spanish, after meeting with a counselor, and the results are tabulated for each individual counselor and as an aggregate score for all counselors. In spring 2014, in response to the statement, "Overall, my counseling session was helpful," 99.4 percent of respondents agreed or strongly agreed that this was the case. (II.B.70).

SELF EVALUATION

The College meets this Standard. Despite diminished fiscal resources, SRJC continues to provide comprehensive counseling services that meet the needs of its students, while also ensuring ongoing professional development and currency for counselors who provide these services.

II.B.3.d.

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

DESCRIPTIVE SUMMARY

SRJC's commitment to diversity is reflected in its prominent inclusion in the College's mission and values. Value #4 states:

We value diversity that supports

- *Equal access for all students;*
- *Multi-ethnic global perspectives and cultural competencies;*
- *Employees who reflect the communities we serve;*
- *Honesty and integrity in an environment of collegiality and mutual respect*

In keeping with its Strategic Plan, SRJC designs and maintains appropriate programs, practices, and services that support student understanding and appreciation of diversity. This is achieved through course and program curricula, club participation, multi-cultural events, Study Abroad, and the International Students program (II.B.71).

The Student Affairs Office addresses the area of understanding and appreciation of diversity through its SLO that states, "Students will demonstrate an understanding and appreciation for those from other cultural backgrounds and perspectives." One of the ways that this outcome is achieved is through student participation in campus clubs that represent diverse interests, cultures, religions, ethnicities, and political viewpoints. Current SRJC clubs include (II.B.72):

- Acquired Brain Injury Student Club
- Atheist and Skeptics Club
- Black Student Union
- Chinese Martial Arts Club
- Foster Youth Success Club
- International Club
- Intervarsity Christian Fellowship
- Latino Medical Students Association
- Movimiento Estudiantil Chicanista de Aztlan (MEChA) de SRJC
- Polynesian Nation
- Puente Club
- Queer Student Union
- Second Chance Student Club

- Sonoma Hillel Jewish Student Union
- SRJC Power (wheelchair) Soccer
- Women in Science and Engineering

Activities also promote multi-cultural awareness occur throughout the College. Through the Student Affairs Office, the Multicultural Events Committee (MEC) provides events and activities that highlight the College's commitment to diversity and cross-cultural awareness. MEC annually sponsors/co-sponsors lectures, conferences, and a variety of cultural celebrations that address cultural diversity in a global society. The Student Affairs Office is extending the reach of such events by making recorded versions available for online access.

Multi-cultural programs and events have included: the Women's Leadership Summit, Congo Awareness Week, Global Issues Film Series, Black History Month Celebration, National Coming Out Day Celebration, and the Native American History Month Event. Staff Development, and Theatre Arts, the Student Services offices, and the SRJC Foundation, and Community Education also participate in presenting programs to enhance appreciation of diversity (II.B.73, 74). Recent offerings included cultural diversity seminars sponsored by Health Services; annual participation by Puente in Dia de Los Muertos; and "My Journey through Depression" sponsored by the Disability Resources Department and the Foundation. To ensure continued effectiveness of its programs, the Student Affairs office conducts formal evaluations of its major events and uses the results of these assessments to improve future programming. Informal evaluations with feedback from participants is gathered at smaller events and activities.

Curriculum That Supports Diverse Perspectives and Dialogue

SRJC's curricula provide further opportunity for students to enhance their appreciation of diversity. Associate degree requirements include Global Perspectives, American Cultures, Ethnic Studies, and Environmental Literacy curricula. The Schedule of Classes reflects several multicultural courses, such as:

- HUMAN 6 American Cultures
- SOC 10 Race and Ethnic Relations
- RELS 32 Religion in America

In addition, four majors are offered that promote understanding of diversity

- Chicano and Latino Studies:
- Women and Gender
- Religious Studies
- Global Studies

Additionally, the Human Services Certificate provides focused instruction preparing students to work in a multicultural environment (II.B.75). Counseling courses in this certificate include: Identity and Diversity; Sex and Gender; and Disability and Society. Online course options are available for American Cultures/Ethnic studies related courses.

International education programs at Santa Rosa Junior College promote and encourage the internationalization of the college by fostering mutual understanding, facilitating preparation for the world of work, and supporting lifelong learning through activities related to the international community. The Study Abroad Program provides students with the knowledge, skills, and cultural experience necessary to become well-prepared members of a global society. Since 1987 SRJC's Study Abroad Program has served more than 1,500 students in countries such as England, France, Italy, Spain, Costa Rica, and Mexico.

The goal of SRJC's International Student Program is to diversify our student population and provide a more global perspective for all students. This program has been admitting F1 Visa international students for over 30 years. The number of students varied from year to year with no plans for managing the enrollments or the students. In Fall 2012 there were 75 international students. However, with ideas generated during the Strategic Plan development process about the College's need to extend its global awareness, the College created an International Programs Office in 2012. The office was provided with a director, staff, and additional student services to focus on student success and well-being of international students (see Illustration II.B.9, next page).

SRJC accepts English language learners as F1 students. When the students have met the required English levels, they are able to matriculate into the academic program. Also, the District received a Community College Initiative Program grant from the federal government to receive 13 J-1 Visa students from eight countries. These students are completing certificates in automotive, business, child development and sustainable agriculture. They will return to their home countries with skills that they will be able to use to provide themselves a livable wage and help their country's economy grow. The International Student Program is continuing to grow each year.

SELF EVALUATION

The College meets the Standard. SRJC's commitment to support students' understanding and appreciation of diversity is reflected in its mission, course offerings, international programs, and opportunities for dialogue through club activities and multi-cultural awareness programs.

Illustration II.B.9 SRJC's International Students Program

Over the past two years, SRJC's International Student Program has successfully brought the world to the College. In fall 2014, 128 international students representing 42 countries attended SRJC. These students receive extra support so they can have a successful educational and cultural experience. The program includes:

- An assigned counselor to advise students before they arrive and during their stay at SRJC
- A two-day orientation before the semester begins
- Referrals for housing assistance
- Field trips around local area and to San Francisco
- A recommended counseling class for the first-semester to address their specific needs

While students are enrolled, the College supports their ongoing engagement through:

- The Student International Club to encourages friendships and participation in support events
- A Peer Mentor Program connects experienced SRJC students with first-semester international students
- Receptions at the beginning and end of each semester, to which the entire district is invited
- ESL liaison faculty assigned to monitor and assist international students in ESL courses.

II.B.3.e.

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

DESCRIPTIVE SUMMARY

SRJC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Application Processes

SRJC adheres to the Education Code and Title 5 Regulations regarding student application processes. SRJC uses the new statewide Open CCC application, which is governed and maintained by the California Community College Chancellor's Office, for admissions purposes (II.B.76). To maintain currency in changes to the application process, a member of the ARED staff and a representative from Information Technology sit on the state level Open CCC Steering Committee. In conjunction with Student Affairs, student focus groups are conducted to assess the effectiveness of admissions practices, and a "Give Us Your Comments" box is located in the Plover Hall lobby, adjacent to the Admissions Office, so students can provide feedback regarding services provided.

Student feedback has contributed to the recent implementation of the National Student Clearinghouse services. The National Student Clearinghouse service provides support to ARED in the areas of compliance, student access, and accountability and facilitates compliance with FERPA, The Higher Education Act, and other applicable laws. While implementing FERPA guidelines, SRJC provides the National Student Clearing House access to enrollment and degree information that can be accessed by students and third parties. Using this service has allowed SRJC to better meet students' needs by making enrollment information and degree and certificate verifications more quickly available to students as well as employers and insurance companies. In 2013 transcript requests were also made available through the National Student Clearing House, providing an electronic method for transcript requests that meets the expressed needs of students while also promoting sustainability and enhancing student privacy (II.B.77).

Placement Testing

SRJC uses several placement tests (II.B.78):

- ACT COMPASS (computerized) for Mathematics placement and ESL assessment
- CTEP (College Tests for English Placement) plus the English Writing Sample for English assessment
- Non-credit Writing Sample for noncredit ESL assessment

For Chemistry, SRJC uses the California Chemistry Diagnostic Test, but as of fall 2014, only for advisory purposes. The test itself, along with a Chemistry Placement Questionnaire, is used by the Chemistry Department to evaluate chemistry placement.

SRJC also utilizes the Early Assessment Program (EAP), satisfying state regulations in regards to using multiple measures to assess students for placement purposes. Both English and Math departments participate in the EAP program and have mapped out the EAP results with SRJC course placement in English and Mathematics. EAP Conditional students satisfy the conditions by successfully completing the required courses in their senior year. The Student Success and Assessment Services (Assessment Office) staff review EAP documentations following these guidelines and place students at appropriate academic courses.

Illustration II.B.10. Ensuring Placement Accuracy Through Validation

An example SRJC's efforts toward maintaining validity of test instruments is the College's use of the COMPASS math placement test. In June 2010 SRJC began administering COMPASS, a computerized test to place students into the Math curriculum. In reviewing statistics on placements for the first three full months of COMPASS implementation, it became clear that placements seemed sound and appropriate at the higher levels of math (levels 4, 5 & 6) but that within the lower levels, students were being disproportionately placed at the lowest level (level 1). Faculty from the Math and College Skills departments immediately began work with OIR, IT, and the Assessment Office to discuss the issue and provide recommendations. Subsequent changes were proposed and implemented with EPCC approval to the COMPASS cut scores for levels 1, 2 and 3.

In compliance with state regulations, the Assessment Office works closely with the Office of Institutional Research (OIR) and the Chancellor's Office to identify and evaluate testing instruments. The validated tests are maintained by the Chancellor's Office "Approved Assessment Instruments." The Assessment Department and OIR monitor this list and work together as the test expiration date comes near for a test. The EPCC also plays an integral role in regard to placement testing by conducting reviews when significant changes (e.g., raising or lowering cut scores) are proposed and by voting on recommended changes. Because EPCC is a shared governance committee, this ensures that that dialog from a broad representative group is involved in decisions affecting the placement of SRJC students and that transparency is achieved.

In addition to being authorized to use the assessments, which is mandated and verified by the official list, the College conducts local validation studies that vary somewhat by instrument. The purpose of the local validation studies is to ensure that the College is using the approved tests in an effective manner. In the last six years, OIR has conducted validation studies and received Chancellor's office approval for the following placement instruments:

1. COMPASS for math (see Illustration II.B.10 for details)
2. COMPASS for credit ESL
3. Local Writing Sample for English
4. Local Writing Sample for NoncreditESL

As a service to the community, the Assessment office also provides GED testing services in both English and Spanish. In 2014, the College made the physical and technological changes necessary to adopt the new computer based test (CBT) version of the GED.

SELF EVALUATION

The College meets the Standard. SRJC implements systematic and collaborative processes that ensure admissions and assessment procedures minimize biases and ensure validity.

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 files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY

SRJC records are maintained permanently, securely and confidentially, and follow a records retention schedule, SRJC Student Records Policy, Grade Policy, and FERPA Policy (II.B.79). Student academic records from 1918 to 1982 are maintained in hardcopy, on microfilm and imaged on discs stored in the ARED secured vault. Student academic records from 1982 forward are maintained online in the Student Information System (SIS). The ARED office utilizes optical imaging technology to store and maintain all other student records including evaluation worksheets, transfer coursework, application, residency and student data changes. Data storage systems are monitored on a regular basis and use Storage Area Network (SAN) technology. Confidentiality of records is maintained through adherence to District policies achieved through Network security procedures, ongoing ARED staff education and periodic evaluation and updating of security procedures.

SRJC continues to utilize a multilayered approach for network security and backup of College network-related data and resources, backing up SIS records every 24 hours. IT's Data and Telecomm Services team is responsible for the Wide Area Network (WAN) and Local Area Network (LAN). IT's Systems and Programming team is responsible for the Student Information System (SIS). In the event of a suspected security breach, the IT team follows a set of detailed procedures to assess the situation, create an action plan, and perform a post incident report. The College network has border routers and firewalls performing security inspections. Workstations and servers undergo regular security updates and have antivirus software. The wireless network has access points deployed at key campus locations using an enterprise-level Cisco Wireless LAN Controller with Active Directory authentication. Traffic from the unprotected wireless network is routed directly outside and kept completely separate from internal networks. Remote access to the College is through a Citrix server solution and is always authenticated and encrypted.

ARED staff remain current in best practices of confidentiality and security practices through monthly FERPA regulation notices and annual trainings for ARED staff. In addition, professional development training opportunities related to FERPA are available to all staff. Security is also supported through the use of the Student Identification Number (SID). At the time of admission, SRJC assigns each student a unique SID rather than requiring the use of a Social Security number. This number in conjunction with the student's

Personal Identification Number (PIN) provides security and confidentiality to students as they navigate their student portal. If students forget their PIN, they are required to present photo identification at ARED to reset the code. This procedure is explained in the printed Schedule of Classes, the College Catalog, and on the College web site (II.B.80). Many Student Services programs now also have keypad entry of SID available to students when they check in for appointments, further upholding their confidentiality. .

SRJC publishes established policies regarding privacy and release of student records in the printed Schedule of Classes, in the College Catalog, and on the ARED website. District policies and procedures 8.2.3, 8.2.9, and 8.2.9P guarantee students' rights to inspect their records, limit access to their records, and enter into their records a response to disciplinary action (II.B.81, 82, 83).

SELF EVALUATION

The College meets the Standard. ARED and IT assure that student records are protected and secure and that the release of records follows all federal, state, and District regulations, policies, and guidelines.

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 unit assesses the needs of its students and the effectiveness of its programs in meeting those needs through multiple systematic and regular evaluation practices. The following is a summary of the College's evaluation practices for Student Services programs and how these evaluations contribute to student learning. The College engages in regular assessment of student needs through multiple student surveys:

Student Survey: Every three years, the OIR conducts the College-wide Student Survey, where 10% of the students enrolled in classes at both campuses and two centers (Santa Rosa, Petaluma, Shone Farm, and the Public Safety Training Center) are randomly assessed for their demographics, academic goals, barriers to progress, perception of campus climate, and satisfaction with services (II.B.84). Student enrolled in at least one class on the Petaluma campus have in the past been asked supplemental questions regarding services at the Petaluma campus, but in fall 2013 Petaluma campus students were sent a separate Student Survey. SRJC Survey results are shared by OIR through Professional Development Activities Day (PDA) workshops, presentations to departments and committees on request, and links on the Institutional Planning website.

Program changes are made based on the results of the Student Survey. For example, as a result of the needs demonstrated in the 2010 student survey, Transfer Center services were implemented on the Petaluma campus and services were relocated for staff efficiency and student effectiveness. Additionally, an online orientation was developed to best serve students regardless of location, including DE students.

National College Health Assessment: Every three years (starting in 2007), Student Health Services has administered the National College Health Assessment (NCHA) Survey to a random sample of about 1000 credit enrolled students on the Santa Rosa and Petaluma campuses (II.B.85). This extensive survey measures health indicators, knowledge, behavior and needs of college students. The 2010 NCHA survey showed that about half of the students were reporting symptoms of depression, anxiety, and feeling overwhelmed. Based on these results, a significant program change was made to create the Mental Health and Wellness program, which engages in mental health prevention and outreach activities targeted to the student symptoms identified. These activities

also promote the ongoing mental health counseling services, thereby increase students' awareness of how they can receive help. In 2013 the NCHA survey results showed an increase in the numbers of students reporting sleep disturbances. Student Health Services has begun responding by conducting campus-wide activities on this topic.

Accreditation Student Survey: A third district-wide assessment of student need is the Accreditation Student Survey, which is conducted every six years and provides a random sample of students the opportunity to report how well the College is meeting their academic and student services needs (II.B.86).

In addition, individual Student Services departments engage in targeted evaluation of student needs for specific subgroups and specific issues. Examples of individual program evaluation assessments conducted at various campuses are listed in Illustration II.B.11 on the next page.

Furthermore, the following Student Services programs receive categorical and grant funding and consequently have other reporting and program review requirements: CalWORKs, EOPS, DRD, Gateway to College, Puente, Financial Aid, Children's Center, Foster Youth, Student Health Services, and MESA. For example, the Disability Resources Department generates reports for and participates in audits from the Chancellor's Office as well as collects extensive data for midterm and annual program reports for their Workability and College2Career grant funded programs. In summary, all Student Services program participate in multiple program evaluation activities (II.B.90, 91).

Evaluation of Student Services Programs and Student Learning Outcomes

Student Services utilizes two main strategies for meeting identified student needs and contributing to student learning: the Program and Resources Planning Process (PRPP) and Program Assessments of Student Learning Outcomes (SLOs).

Program and Resource Planning Process (PRPP)

The PRPP provides for annual, systematic review of every Student Services program. Programs conduct annual self-evaluation reports regarding the program's mission alignment with the College's mission, Strategic Plan goals, and initiatives. In addition, programs report in section 5.0 of the PRPP extensive data regarding: (a) student demographics and access, (b) student success and retention, (c) utilization of services (e.g. SARS data for student contact), and (d) other program-specific metrics of success. The PRPP propels continuous program improvement through data-driven decision-making that links the Student Services program planning with resource allocation (II.B.92).

Illustration II.B.11. Using Student Surveys to Evaluate Student Services Programs

Student Services units regularly use student surveys to services and support for learning. Results are incorporated into PRPPs and SLO Assessment Reports.

Point-of-services student satisfaction surveys:

- Admissions and Records provide students with the opportunity to give feedback about the services received through a satisfaction card.
- Student Health Services conducts client satisfaction surveys when psychotherapy ends as well as outreach evaluation surveys at the end of workshops/presentations (II.B.87.)
- Disability Resources is piloting a student satisfaction survey.
- Counseling collects annual student satisfaction surveys of their services.

Specific Program Surveys of Student Need and Learning:

- The Veterans Affairs office conducted a Veterans Survey of all student veterans in spring 2010. Based on the high level of need reported in the survey, a Student Veterans Task Force was initiated, a classified staff position was re-engineered to assist with intakes, a faculty position was requested and filled for a Veteran's counselor, Student Health has provided outreach services to Veterans, and Disability Resources has partnered with the Veterans Affairs (VA) office to have a Disability Specialist embedded part-time into the VA office (II.B.88).
- The Southwest Santa Rosa Center conducts a yearly assessment of student need. For example, in 2012 the Southwest Center survey indicated that 50.5 percent of the ESL student sample did not have skills to use a personal computer. Based on the findings the Southwest Center increased registration assistance services and reconfigured office space for student computing access (II.B.89).
- Online student needs were assessed via the Online Student Survey in spring 2011. Based on the findings that a large majority of online students did not use student services, the Distance Education office is advocating and implementing through new board policy the development of more Student Services online.
- Each year since 2010 Sports Medicine and Disability Resources implement a Student-athletes Concussion Survey. Results of the survey contribute the improvement of concussion management practices and have guided the development of a Student-athlete Concussion Discussion Group.
- Financial Aid conducts post workshop surveys to assess student learning.
- Student Health Services (SHS) tracks change in mental health functioning from the beginning to the end of psychotherapy. Although nearly all clients reported improvement in functioning and in relationships, SHS sought to reduce time that students spent on a waitlist for therapy by providing more community referrals, more frequent check-ins with wait list students, and more opportunities for connections with group counseling.
- The Counseling department monitors persistence rates for students who complete COUN 270 (Introduction to College) and of those students who use counseling services. Results have consistently shown that completing COUN 270 is associated with higher persistence rates (compared to students who complete an online or face-to-face orientation); therefore, the college has incentivized attending COUN 270 by giving those students an earlier registration priority.

Student Learning Outcomes Assessment

Student Services as a whole has participated in professional development training on SLO assessment, and individual programs receive ongoing training from SLO coordinators and members of the Project LEARN Committee. Student Services has had representation on the Project LEARN steering committee, allowing for linkage between Project LEARN and implementation with Student Services Council. The Project LEARN website maintains a page dedicated to SLO assessment in the student services areas (II.B.93).

All Student Services programs have identified SLOs and participate in a regular cycle of assessment. The regular cycle of assessment means that all Student Services programs conduct annual SLO program assessments so that within six years, each program will have assessed all of its SLOs. The assessment of SLOs is a collaborative process, as shown in Illustration II.B.12, on the next page, where the selection of what to assess and how to assess it is determined by the individual programs.

Student Services departments post SLO Assessment Reports on the SLO SharePoint site and often cite results in their PRPPs (II.B.94). There is widespread dialogue about the assessment projects during the Student Services Council meetings as well as within department meetings. Programs make improvements based on assessment outcomes, such as the way Student Health Services applied findings from three years of program SLO assessment (see Illustration II.B.13). In addition to these program SLO assessments, two Student Services departments (Counseling and DRD) conduct course SLO assessments (which are also posted on the SLO SharePoint site) and use those results to enhance student learning in the classroom.

At the bi-monthly Student Services Council meetings, managers and staff discuss and coordinate these evaluation

efforts and facilitate an on-going dialogue about student learning, program effectiveness, and alignment with the College’s mission, Strategic Plan, and initiatives. In addition, quarterly joint Student Services Council and Academic Affairs Council meetings (SSC-AAC) allow for coordination of District-wide student learning discussions, which have resulted in improved procedures in areas such as schedule development.

Evidence of SRJC’s commitment to an on-going dialogue about program effectiveness and continuous quality improvement is the District’s investment in training opportunities designed to provide improved outcomes and efficiencies in meeting facilitation. Student Services management meetings have been conducted according to this facilitation model (II.B.95).

In addition to these structured methods of evaluation and assessment, the Student Services programs also respond to immediate student needs. For example, the Counseling Department noted that their SARS appointments were full and they were not able to meet the student demand for academic counseling. The Counseling Department immediately shifted to a drop-in structure for all student contact and has been able to meet student demand since then. With the hiring of several new counselors, the department is gradually re-instating a method for counseling appointments to augment the drop-in structure.

SELF EVALUATION

The College meets the Standard. Student Services participates in regular, systematic, and layered evaluation strategies for assessing student need. Student support services undergo regular evaluation through a variety of means, including the assessment of student learning outcomes. Results from evaluations are reviewed, discussed, and incorporated into programs to increase program effectiveness and more effectively support student learning.

Standard II.B Student Support Services Actionable Improvement Plan

Standard	Plan	Responsibility	Implementation Date
II.B.1 II.B.3.a	The College will analyze and develop a plan for online access to Student Services, including Counseling, to serve DE and all other students regardless of location or method of delivery..	Vice President of Student Services Dean of Counseling and Support Services Director of Distance Education Dean of Student Support and Success	Spring 2016

Illustration II.B.12 SLO Assessment Process for Student Services Programs

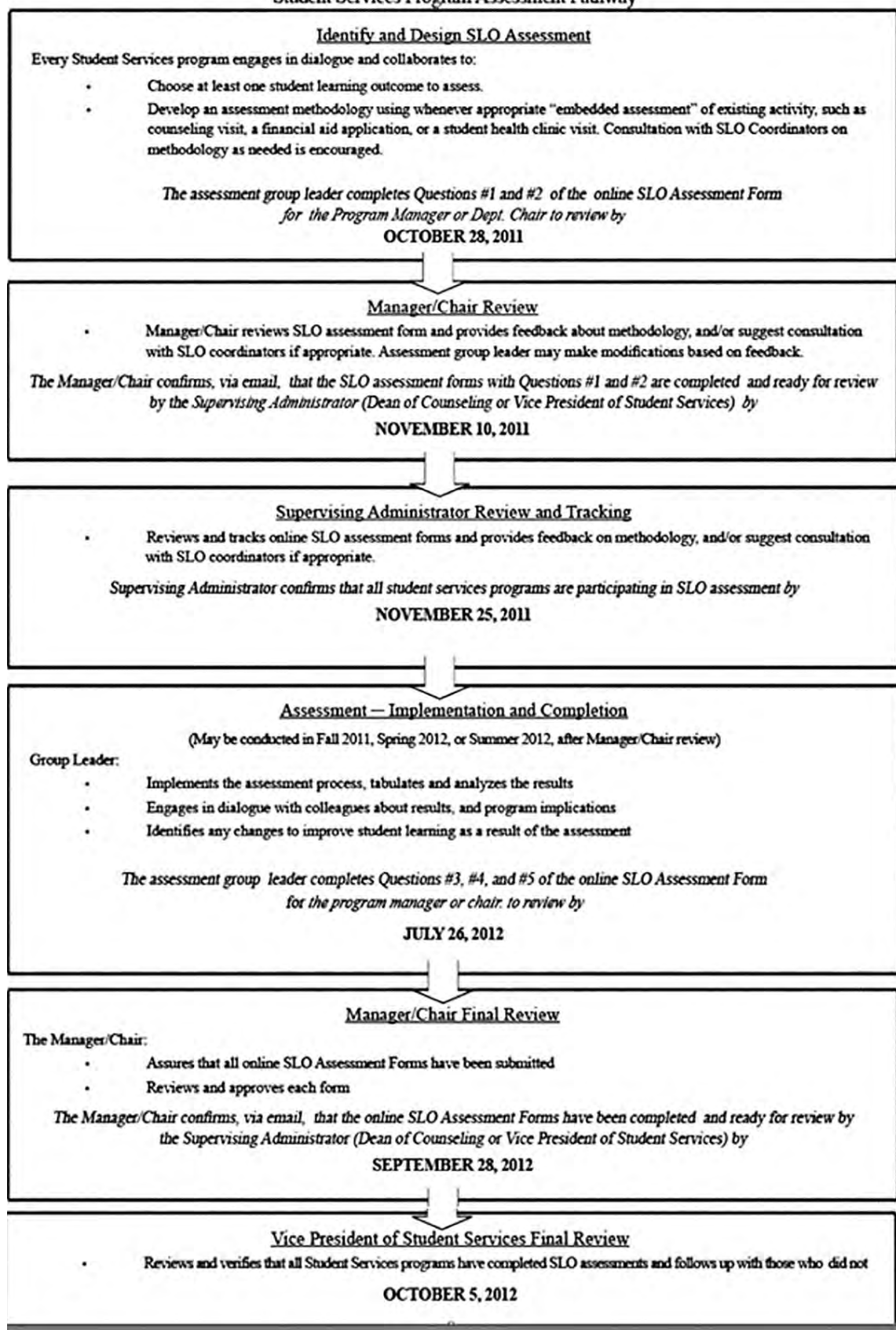
Student Learning Outcomes — Assessment 2011 - 2012**Student Services Program Assessment Pathway**

Illustration II.B.13 Student Health Services Use of SLO Assessment Results 2010-2013

SLOs	Assessment/Criteria	Evidence/Analysis	Use of Results
<p>2010 PRPP</p> <p>Student Health Services (SHS)</p> <p>SLO: Students will maintain or improve personal health</p>	<p>As a result of SHS classroom presentations in Counseling courses, 85% of students will be able to:</p> <ul style="list-style-type: none"> Identify resources available in Student Health Services that can support their health. Name health conditions that are most likely to interfere with their academic performance. Recognize the difference between perception and reality regarding health choices that SRJC students make. 	<p>The success criteria were reached for 6 out of 7 questions, with the scope of Student Psychological Services reaching only 83%. Learning was demonstrated in all areas.</p>	<p>Revisions made to the classroom presentations included:</p> <ul style="list-style-type: none"> New clicker technology was purchased to align with the District standard of iClickers Added data from the NCHA survey of 2010, indicating key health impediments to college success Included more information on mental health, skill building, and on counting drinks and harm reduction for alcohol use The number of pre & post test questions was reduced.
<p>2011 PRPP</p> <p>Student Health Services</p> <p>SLO: Students will maintain or improve personal health</p>	<p>As a result of the SHS classroom presentations in Counseling courses, 85% of students will identify health status as a student success variable and be able to:</p> <ul style="list-style-type: none"> Name health conditions that are most likely to interfere with their academic performance. Demonstrate knowledge of prevention strategies to improve their health and those of others. Identify harm-reduction strategies for students who choose to drink alcohol. Display knowledge of how to help a friend who is facing mental health issues. 	<p>Between 172 and 181 responses were gathered on the pre and post-test with five questions. Students gained knowledge in all areas, though the 85% success criteria were met in only one out of the five questions (20%).</p>	<ul style="list-style-type: none"> The pre and post tests were revised and linked more clearly to the information provided. During spring, 2011, a slightly revised version of the presentations to a few Counseling classes was done, written evaluations were collected. When the number of topics were cut, indicating more focus and depth, this seemed to be preferred by students, and possibly more effective. The "Student Success" module will focus on a different SLO.
<p>2012 PRPP</p> <p>Student Health Services</p> <p>SLO: Students will demonstrate personal responsibility by taking actions to improve their health, and the health of others.</p>	<p>As a result of the SHS presentation, 75 % of students will be able to identify at least one behavioral change goal that will have a positive impact on the physical and/or mental health of themselves or others</p>	<p>The first round began in September, implementing an assessment tool during Fall 2011 for a new classroom health promotion initiative, which then was subjected to the Plan, Implement, Reflect and Adjust (PIRA) model: a demonstrated model for more successful program implementation, by incorporating changes during the process.</p> <p>Initial analysis showed more than 80% of students agreed that the presentations were beneficial, and that they will share information they learned with others.</p>	<p>For Spring 2012, the team adjusted both the evaluation tool, and some aspects of the program marketing, with the anticipation that improvements will be seen when the data is assimilated again in June, and the actual "Behavioral Goal Change" data is analyzed. This process embeds the dialogue expected of SLO work at SRJC; department staff, along with faculty, talked about what the data looked like, and changed things about the program in response to the data.</p>

Standard II B Student Support Services Evidence

- II.B.1 Sonoma County Junior College District (SCJCD) Policy 1.1, Vision, Mission Statement, Values
<http://www.santarosa.edu/polman/1mission/1.1.pdf>
- II.B.2 Admissions, Records, and Enrollment Development Website <http://admissions.santarosa.edu/welcome-admissions-records>
- II.B.3 International Student Program Website <http://international.santarosa.edu/>
- II.B.4 Disability Resources Department Website <http://online.santarosa.edu/presentation/?4928>
- II.B.5 Extended Opportunity Programs and Services (EOPS) Website <http://www.santarosa.edu/app/paying-for-college/eops/>
- II.B.6 Gateway to College Website <http://www.gatewaytocollege.org/>
- II.B.7 Institutional Planning Process and Calendar, 2014/2015 <http://goo.gl/7pqw2G>
- II.B.8 Budget Advisory Committee Homepage <http://goo.gl/Nuyz7S>
- II.B.9 College Council Homepage <https://bussharepoint.santarosa.edu/committees/college-council/>
- II.B.10 District Facilities Planning Committee Homepage <https://bussharepoint.santarosa.edu/committees/district-facilities-planning/>
- II.B.11 Educational Planning and Coordinating Council (EPPC) Homepage
<https://bussharepoint.santarosa.edu/committees/educational-planning-coordinating/>
- II.B.12 Institutional Planning Council (IPC) Homepage <https://santarosa.edu/committees/institutional-planning-council/>
- II.B.13 Board of Trustees Homepage <https://santarosa.edu/board-of-trustees/>
- II.B.14 Component Operational Goals (Student Services) 2012/2013 [http://www.santarosa.edu/Component Operational Goals 2012-13.pdf](http://www.santarosa.edu/Component%20Operational%20Goals%202012-13.pdf)
- II.B.15 Student Services Year-end Report, 2012/2013 <http://online.santarosa.edu/presentation/schedule/?6145>
- II.B.16 Sustainability Website, Green News: Dr. Agrella Signs Tailloires Declaration April 20, 2011
<http://www.santarosa.edu/sustainability/news/>
- II.B.17 Public Safety Training Center (PSTC) Website <http://www.santarosa.edu/ps/index.php>
- II.B.18 Shone Farm Website <http://www.shonefarm.com/>
- II.B.19 School Relations and Outreach Department Website http://www.santarosa.edu/for_students/schools-relations/
- II.B.20 Counseling Department Website <http://www.santarosa.edu/app/counseling/>
- II.B.21 Matriculation Website http://www.santarosa.edu/for_students/matriculation/about.shtml
- II.B.22 Student Health Services Website http://www.santarosa.edu/for_students/student-services/student-health-services/
- II.B.23 Veterans Affairs Website <http://www.santarosa.edu/app/paying-for-college/veterans-affairs/>
- II.B.24 "Ask a Counselor" Online Counseling Website <http://www.santarosa.edu/app/counseling/ask-a-counselor/>
- II.B.25 Online Student Services Website <http://online-learning.santarosa.edu/online-student-services>
- II.B.26 Board Policy and Procedure 3.28/3.28P, Distance Education
<http://www.santarosa.edu/polman/3acadpro/3.28.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.28P.pdf>
- II.B.27 SRJC College Catalog http://www.santarosa.edu/schedules/college_catalog/
- II.B.28 College Source Online Database <http://collegesource.org/search/results.asp>
- II.B.29 Board Policy and Procedure 8.2.2/8.2.2P, Student Grievances
<http://www.santarosa.edu/polman/8stuserv/8.2.2.pdf>
<http://www.santarosa.edu/polman/8stuserv/8.2.2P.pdf>
- II.B.30 Lower Menu of SRJC Websites with Link to Student Grievances (Screenshot) and SRJC Homepage Link
<http://www2.santarosa.edu/f/?nDJWBOvR>
<http://www.santarosa.edu/>
- II.B.31 Financial Aid Website http://www.santarosa.edu/app/paying-for-college/financial_aid_office/
- II.B.32 SRJC Student Survey, 2013 <http://www2.santarosa.edu/f/?nDRTIPSQ>

- II.B.33 **Health Services Research and Reports Website, with links to National College Health Assessment Reports for SRJC**
http://www.santarosa.edu/for_students/student-services/student-health-services/research-&-reports/index.shtml
- II.B.34 **SRJC Responsible Borrowing Initiative** http://www.santarosa.edu/app/paying-for-college/financial_aid_office/workshops/
- II.B.35 **Promoting and Supporting Student-athlete Success (PASSS) Advisory Group** <http://www2.santarosa.edu/f/?nDENKHEE>
- II.B.36 **Crisis Intervention Resource Team (CIRT) Website** <http://www.santarosa.edu/cirt/>
- II.B.37 **Puente Project Website** <http://www.santarosa.edu/puente/>
- II.B.38 **GED Preparation in Spanish Website** <http://online.santarosa.edu/presentation/page/?56492>
- II.B.39 **Child Development Program for Spanish Speakers** <http://www.santarosa.edu/childdev/spanish-speakers/>
- II.B.40 **English as a Second Language (ESL) Website** <http://online.santarosa.edu/presentation/?3048>
- II.B.41 **Club Cultural Hispano Scholarship, page 55 in College Catalog** <http://www2.santarosa.edu/f/?nARFFAyy>
- II.B.42 **List of Staff Development Podcasts, Fall 2014 (Screenshot)** <http://www2.santarosa.edu/f/?nBLLMUlw>
- II.B.43 **Student Support and Success Plan (SSSP)** <http://www2.santarosa.edu/f/?nDOWOSDC>
- II.B.44 **Student Success and Equity Committee Homepage** <http://goo.gl/MZGrjI>
- II.B.45 **Student Equity Plan, 2014/2015** <http://goo.gl/zc7MnC>
- II.B.46 **Schools Relations and Outreach Office Website Page: Campus Tours** http://www.santarosa.edu/for_students/schools-relations/
- II.B.47 **Study Abroad Program Website** <http://study-abroad.santarosa.edu/>
- II.B.48 **Career Center Website** http://www.santarosa.edu/for_students/student_resources/career-center/
- II.B.49 **“Ask a Counselor” Page from Counseling Website** <http://www.santarosa.edu/app/counseling/ask-a-counselor/>
- II.B.50 **Net Price Calculator and Student Expense Budget**
http://www.santarosa.edu/app/paying-for-college/financial_aid_office/net-price-calculator/
- II.B.51 **Bear Facts Student Life and Engagement Bulletin** http://www.santarosa.edu/for_students/student_affairs/bearfacts/
- II.B.52 **Student Health Services Current Events Listings**
http://www.santarosa.edu/for_students/student-services/student-health-services/current-events/
- II.B.53 **Strategic Plan 2014-2019** <http://www.santarosa.edu/administration/planning/pdfs/strategic-plan-2014-4-22.pdf>
- II.B.54 **Course Outline of Record: COUN 95, Advocating for Social Change**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=22877&Semester=20125
- II.B.55 **Associated Students Homepage** http://www.santarosa.edu/for_students/as/
- II.B.56 **Results of Center for Information and Research on Civic Learning and Engagement Survey on SRJC Student Voting Rate**
<http://www2.santarosa.edu/f/?nDIIWvzX>
- II.B.57 **SRJC Press Release: Omar Paz Jr. Elected President of Student Senate for California Community Colleges, July 24, 2014**
http://www.santarosa.edu/about_srjc/public-relations/news-releases/pdfs/2014-Fall/6551-Paz-SCCC-President.pdf
- II.B.58 **Student Ambassador Program Website** http://www.santarosa.edu/for_students/student_affairs/student-ambassador-program/
- II.B.59 **SRJC Inter-club Council Website** http://www.santarosa.edu/for_students/as/ICC/
- II.B.60 **Board of Trustees Meeting Minutes, October 8, 2013** <http://goo.gl/3F6YIZ>
- II.B.61 **Learning Communities Website** <http://www.santarosa.edu/app/getting-started/learning-communities/>
- II.B.62 **Teacher Academy Program Website** <http://www.santarosa.edu/instruction/teacher-academy/>
- II.B.63 **Health Careers Pipeline Program (Handout)** <http://www.santarosa.edu/healthcareers/pdf/HCP-Application-2010.pdf>
- II.B.64 **Transfer Center Website** http://www.santarosa.edu/instruction/prepare_for_transfer/
- II.B.65 **Course Outline of Record, COUN 80, Understanding the Transfer Process**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=19846&Semester=20087
- II.B.66 **Human Services Certificate, Alcohol and Drug Emphasis Web Page**
https://portal.santarosa.edu/SRWeb/SR_ProgramOfStudy.aspx?ProgramType=1&Program=003194&Version=8

- II.B.67 **Counseling Department E-Binder** <https://busapp03.santarosa.edu/Binder/>
- II.B.68 **Observation Report: Counseling** <http://www2.santarosa.edu/f/?nDwNwCSJ>
- II.B.69 **Counseling SLO Assessment Example (Screenshot for SLO SharePoint Site)** <http://www2.santarosa.edu/f/?nDzEGDDI>
- II.B.70 **Counseling Satisfaction Survey Results** <http://www2.santarosa.edu/f/?nDLRxGYE>
- II.B.71 **International Student Program Website, Student Testimonials Page** <http://international.santarosa.edu/student-testimonials>
- II.B.72 **Student Clubs and Organizations Website** http://www.santarosa.edu/for_students/clubs_and_organizations/
- II.B.73 **SRJC Foundation Website** <http://foundation.santarosa.edu/>
- II.B.74 **Community Education Website** <https://portal.santarosa.edu/CommunityEducation/>
- II.B.75 **Human Services Certificate, Advocacy Emphasis Web Page**
https://portal.santarosa.edu/SRWeb/SR_ProgramOfStudy.aspx?ProgramType=1&Program=003196&Version=8
- II.B.76 **Web Access to Open CCC Application** <http://admissions.santarosa.edu/new-or-returning-students>
- II.B.77 **Web Access to National Student Clearinghouse (Screenshot)**
https://www.studentclearinghouse.org/secure_area/Transcript/to_home.asp?t=170215&LoginHome=to_home.asp
- II.B.78 **SRJC Placement Testing and Other Assessment Services Website** <https://www.santarosa.edu/app/placement/>
- II.B.79 **SRJC Family Educational Rights and Privacy Act (FERPA) Website**
<http://admissions.santarosa.edu/family-educational-rights-and-privacy-act-1974-ferpa>
- II.B.80 **Admissions, Records, and Enrollment Development (ARED) Website, Page: Getting Started (Link to Video for Student Portal Use), and Screenshot**
<http://admissions.santarosa.edu/steps-new-students>
<http://www2.santarosa.edu/f/?nDTwDYWC>
- II.B.81 **Board Policy 8.2.3, Student Access to Student Records** <http://www.santarosa.edu/polman/8stuser/8.2.3.pdf>
- II.B.82 **Board Policy and Procedures 8.2.9/8.2P, Student Educational Rights and Privacy**
<http://www.santarosa.edu/polman/8stuser/8.2.9.pdf>
<http://www.santarosa.edu/polman/8stuser/8.2.9P.pdf>
- II.B.83 **SRJC Privacy Policy in Schedule of Classes, Spring 2015, pages 210 and 218 (Excerpt and website with links to PDF Schedule of Classes)**
<http://www2.santarosa.edu/f/?nDvvYTwx>
<http://admissions.santarosa.edu/schedule-classes>
- II.B.84 **SRJC Student Survey, 2013 (PowerPoint Presentation)** <http://www2.santarosa.edu/f/?nBUCWWEF>
- II.B.85 **National College Health Assessment Report for SRJC, 2013** <http://goo.gl/YL6v1p>
- II.B.86 **Accreditation Student Survey, 2013** <http://goo.gl/BPG8wT>
- II.B.87 **Student Psychological Services Survey** <http://www2.santarosa.edu/f/?nCyFKRNw>
- II.B.88 **Veterans Affairs Survey, Spring 2010** <http://www2.santarosa.edu/f/?nDAUxJLW>
- II.B.89 **Southwest Santa Rosa Center Survey** <http://www2.santarosa.edu/f/?nCESEBKy>
- II.B.90 **Disability Resources Department, Student Satisfaction Survey** <http://www2.santarosa.edu/f/?nCTHUR0x>
- II.B.91 **Disability Resources Department, College2Career (C2C) Program** <http://online.santarosa.edu/presentation/page/?96682>
- II.B.92 **Program and Resource Planning Process (PRPP), Student Services, 2014** <http://www2.santarosa.edu/f/?nDCTIAEE>
- II.B.93 **SLO Website Page: Student Services SLO Assessment** <http://www.santarosa.edu/slo/student/>
- II.B.94 **SLO Website, Forms a Procedures Page with SLO SharePoint Site Access** <http://www.santarosa.edu/slo/forms/>
- II.B.95 **Meeting Facilitation Model (Student Services Meeting)** <http://www2.santarosa.edu/f/?nEvGZPVH>