Standard IIB: Student Support Services

B.   Student Support Services

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

- How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures?

- What college wide discussions have occurred about how student access, progress, learning, and success are consistently supported?

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.[1,2]

    - By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?

    - How are distance education and correspondence education (DE/CE) student support services evaluated for comparability to face-to-face course/program student support services?

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 Website

        - Address of the Institution

        - Educational Mission

        - Course, Program, and Degree Offerings

        - Academic Calendar and Program Length

        - Academic Freedom Statement

        - Available Student Financial Aid

        - Available Learning Resources

        - Names and Degrees of Administrators and Faculty

        - Names of Governing Board Members

    b. Requirements

        - Admissions

        - Student Fees and Other Financial Obligations

        - Degree, Certificates, Graduation and Transfer

    c. Major Policies Affecting Students

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

    d. Locations or Publications Where Other Policies May Be Found

- Is the catalog current, complete, clear, easy to understand, easy to use, well-structured?
- How is the catalog reviewed for accuracy and currency? What process does the college use to ensure that the information in its publications is easily accessible to students, prospective students, and the public?
- Is the catalog information on the college website identical to the printed version?
- When policies are not included in the catalog, are the publications in which they are found easily accessible?
- Does the institution maintain records of student complaints/grievances and make them available to the team?

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

- By what means does the institution determine the support needs of its students? How well does it address these needs?
- If courses, programs, certificates or degrees are offered via DE or CE, how does the institution determine and monitor learning support needs?

    a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.[1]

- What evidence is provided that the institution assesses student needs for services regardless of location or mode of delivery, and provides for them?
- How are online and off-site location services evaluated? How well are services meeting the needs of students?

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

- What is the institution doing to provide a learning environment that promotes these personal attributes? What dialogue has the institution engaged in about what constitutes a good learning environment?
- What programs or services has the institution determined contribute to this environment? What areas have been identified for improvement? How does the college evaluate its efforts in this area? How are the results of the evaluations used to improve the environment?

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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.

- Does the institution develop, implement, and evaluate counseling and/or academic advising?
- Does the evaluation of counseling and/or academic advising include how it enhances student development and success?
- Are those responsible for counseling/advising trained?
- Are these or comparable services available to online students?

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

- What does the institution do to promote student understanding and appreciation of diversity? What measures does the institution use to determine the effectiveness of services?
- Are these or comparable services available to online students?

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

- What processes are used to evaluate the effectiveness of practices and tools of admissions? What evaluations of placement processes are used to ensure their consistency and effectiveness? How are cultural and linguistic bias in the instruments and processes minimized?

f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
- What institutional policies govern the maintenance of student records? Are records secure? Does the institution have a policy for release of student records?

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.

- How does the institution provide for systematic and regular review of its student support services? How are the results used?
- Does the evaluation assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to

Sources of Evidence: Examples for Standard IIB

Listed below are examples of potential sources of evidence for Standard II. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

B. Student Support Services
- Evidence the institution systematically evaluates its student support services in light of its stated mission
- Evidence student support services support learning
- Evidence that the catalog contains items specified in Standards II.B.2.a-d
- Evidence the institution assesses student needs for services and provides for them
- Evidence the institution assesses student needs for services regardless of location or mode of instructional delivery and provides them
- Evidence activities encouraging personal development are made available to students
- Evidence the institution develops, implements, and evaluates counseling and/or academic advising
- Evidence that evaluation of counseling and/or academic advising includes how it enhances student development and success, including online students and students at off-campus locations
- Evidence that those responsible for counseling/advising are appropriately trained
- Evidence the institution develops, implements, and evaluates the effectiveness of services that enhance student understanding and appreciation of diversity
- Evidence admissions practices and placement instruments are regularly evaluated
- Evidence placement instruments are valid and minimize bias
- Evidence that student records are kept confidential and secure
- Evidence for how student records are released
- Evidence that review of student service programs is regularly conducted and results are used for improvement
- Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes
- Evidence the institution maintains a file of student complaints/grievances
- Evidence of a student authentication process to ensure the student enrolled in an online course is the same student that participates, completes the course, and receives the credit