Standard II.B. Student Support 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

SCC provides a wide array of student services that directly supports the achievement of key components of the college mission, including the assurance of open access, the promotion of student learning, and success in academic, vocational, and personal endeavors. Outreach, admissions, assessment, financial aid, orientation, advising/counseling, and myriad other services at the College provide wide-ranging support to ensure students’ learning, persistence, and academic success. A comprehensive list of support services and programs is listed in the College Catalog. The college website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services distribute written materials specific to their programs and maintain individual web sites.

The Outreach Program

The Outreach Program is focused on increasing awareness of the educational opportunities at SCC for prospective students reflective of the diversity of the community. This program strives to create a college-going culture for middle and high school students and the community at-large by providing information and support that encourage and empower individuals to further their education. Outreach Specialists help students pursue these goals by regularly conducting presentations and events at all local feeder high schools, as well as other high schools, middle schools, state agencies, etc., throughout the region. In 2008, Outreach Specialists made over 12,400 contacts with prospective students through these presentations. The program also supports the College’s enrollment services by collaborating with other student support programs to provide application and financial aid workshops; conducting early, off-campus college placement testing and assessment for high school students; providing one-on-one follow up appointments with senior high school students; offering specialized campus tours; and introducing prospective college students and their parents to the support services available at the College.

In addition, Outreach Services plays a central role in Preview Day and Jr. ACCESS Night, two major campus-wide outreach and recruitment events that target high school seniors and their parents. The program also supports the Summer Success Academy, an academic bridge program that provides for the seamless college transition of recent high school graduates. Through these and other initiatives over the last three years, the Outreach Program has provided information and college-going support to over 23,000 area high school students.

Understanding that the earlier students become part of a college-going culture, the more likely they are to aspire to it, Outreach Services have begun targeting their efforts at
middle school students. During 2008, therefore, over 400 middle school students from two area schools were introduced to the benefits associated with a college education.

The Outreach Program collaborates regularly with other units to target under-represented student populations. The Jr. RISE Program, for example, conducts outreach and recruitment activities at the College’s main feeder high school via an after school academic support program and counseling services, parent education, and campus tours. The EOPS Program targets outreach to ethnically under-represented groups and foster youth who are must leave the social services system because of their age. The EOPS Program also collaborates with county social service programs such as independent living skills programs (ILP), probation diversion programs, and high school district programs that serve diverse populations, including foster youth.

The FAO participates regularly in a number of outreach and recruitment events, including College-Making it Happen (CMIH), Festival de la Familia, the Pacific Rim Cultural Event, Preview Day, Allied Health Fair, Filipino Fiesta, HBCU Outreach Event, and Yarmaka. Additionally, it regularly collaborates with the EOPS and the Outreach Programs to recruit foster youth and graduating seniors from local feeder high schools. The CalWORKs Program partners with numerous internal and external agencies in targeting outreach to welfare recipients throughout the College’s service area. The CAHSEE Program provides outreach and academic support to high school students who have been unable to complete their college exit examinations. The Panther Pipeline Program, in partnership with a local charter high school, serves as a conduit to a college education for under-represented high school students.

The Information and Orientation Office (I&O)

The I&O Office aligns its efforts closely with the College’s various outreach efforts by providing key student information and by conducting campus tours for prospective students through the POPS (Peer Outreach Program Students) Program. The I&O Office also plays a major role in supporting the collegewide matriculation process by providing in-person and online college orientations and early assistance services, and helping students complete the matriculation or “Getting-In” process. In Fall 2007, the program provided orientation services to over half of all first-time students (n=2,492). The majority of students who participate in orientation choose the online version, particularly at the Outreach Centers at which there are few in-person options; the Davis Center added an annual in-person orientation session in Summer 2008. Summary analysis from the most recent program review suggests opportunities exist to increase the numbers of first-time students who participate in orientation services, and to further extend in-person orientations to the Outreach Centers.

The I&O Office also initiates and processes matriculation mailings to help prospective students move through the matriculation process and has developed a “New Student Information Packet” that is sent to all first-time students. Additionally, the Office serves as a source for information about campus services and deadlines for all students throughout the semester. The I&O Office has made major strides over the last few years to increase the accuracy of matriculation reporting to PeopleSoft via SARS software.
This work has involved collaborating with District Information Technology personnel as well as various campus departments.

**The Assessment Center**
The Center is another critical part of the matriculation process; it provides a variety of assessments that measure a student’s reading, writing, and math skills for appropriate placements in English, Reading, Math, ESL, and other prerequisite classes. Also available, with counselor referral, are career interest and learning style inventories. In these ways, the Assessment Center assists students in basic skills development, career advancement, transfer, and personal enrichment. Matriculation services at the Centers are consistent with those provided to students at the main campus. Assessment services are available at the main campus and at all three Outreach Centers on a regularly scheduled basis. Schedules for the Outreach Centers change from semester to semester but are posted in prominent locations to keep students aware of available assessment services. Assessments are provided by trained Outreach staff or administered by main campus personnel. All assessment data are stored for research purposes. Summary analysis from the program review suggests opportunities exist to channel more first-time students into the assessment process as part of tightening the matriculation pipeline for first-time students.

**Counseling Services**
Counseling Services are provided in multiple areas of the College: within the Counseling and Student Success Division; at the three Outreach Centers; through various categorical programs such as EOPS, CalWORKs, and DSPS; through the grant-funded programs of CAHSEE and the Panther Pipeline; and via college-supported success and retention initiatives such as the RISE Program. Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new and returning students, thereby ensuring that the college mission is achieved in the areas of open access, transfer, career advancement and personal enrichment.

General Counseling services are provided approximately one day per week at the Downtown Center and four days per week, including eight Saturdays, throughout the year at the Davis Outreach Center. General, EOPS, and CalWORKs multilingual (Russian-speaking) counseling services have been increased from one to 2 ½ days per week at the West Sacramento Center. A full-time counselor has been requested in the West Sacramento Center’s unit plan for Fall 2010.

General Counseling services are utilized by thousands of students each semester. In the two-year period from 2005-2006 to 2007-2008, the general counseling services unit increased the number (duplicated) of students served by 19.6 percent and from 34,322 to 41,050 at the main campus. The District Office ensures adequate levels of counseling resources are available to the College through a contractual obligation that stipulates a 900:1 student-to-counselor ratio. However, based on data from the program review, opportunities exist to improve the numbers of first-time students who receive counseling/advising prior to their initial registration.

**EOPS/CARE Program**
The EOPS/CARE Program works closely with General Counseling and the Transfer and Career Centers to provide comprehensive, “above-and-beyond” support to academically under-prepared and under-represented students. In addition to outreach, orientation, and registration services, program participants receive mandatory counseling, guidance, and academic advising. As the following table illustrates, the EOPS Program serves a larger percentage of students of color than does the College as a whole. The Program has increased its program enrollments by nearly 15 percent (from 1,408 to 1,617) over just the last three years.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>College %</th>
<th>EOPS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
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<td>24</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>9*</td>
</tr>
</tbody>
</table>

CalWORKs
CalWORKs provides comprehensive support services to assist welfare recipients to achieve the educational goals they need to make a timely transition from public assistance to long-term self-sufficiency. Approximately 500 students receive counseling and other academic and career-related assistance through this program on an annual basis.

The Puente Program
Puente provides students with counseling and mentoring as part of an academic preparation program whose mission it is to increase the number of disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders.

The DSPS Program
DSPS provides support and accommodations for students with disabilities and career, educational, and personal counseling. Counselors assist students to develop clear, specific plans that address the needs of their disability and make recommendations in the use of accommodations to ensure they have equal access. Counselors also coach students for self-advocacy with college faculty and community agencies. State data trends indicate that participants in the DSPS program perform at the same level academically as the general student population in two-term persistence and at higher levels of success in vocational courses. In the last few years, DSPS has made great strides to streamline service delivery and to better track students’ service usage through the SARS Grid. The Program established an Advisory Board and developed and assessed their most important unit-level student learning outcomes. In fact, all college counseling service providers utilize data from the SARS GRID to determine student need and to allocate and schedule their available resources to best meet their needs. Moreover, student feedback is required of all tenure-track counselors as part of their evaluation process.
At the Outreach Centers, DSPS accommodations for students are approved through DSPS counselors from the main campus and Instructor Notification letters are forwarded to instructors’ teaching at the Centers. Furniture requests are sent to the deans for specific classroom preparation. Each Center has a computerized workstation for use by students with disabilities when assistive technology is an approved accommodation. Counselors from the Disability Resource Center meet students with disabilities at the Outreach Centers to provide intakes and disability-related counseling.

Other Support Programs
A variety of student services programs further support achievement of the College’s core mission. The Transfer Center disseminates current transfer information about colleges and universities, promotes student contacts with university admissions representatives, and works in partnership with several programs to boost under-represented students’ successful transfer to colleges and universities. The Career Center supports the career development process through services that provide opportunities for self-exploration, occupational research, decision-making and goal-setting, experiential exploration, and job search. The Cooperative Work Experience Education and Internship Program promotes student success and workforce development by encouraging students to identify career paths, to pursue two- and four-year degrees tied to those career paths, and to achieve successful job placement through internships. Students may generally earn 1-4 units for their workplace hours by enrolling in Work Experience classes.

Other programs include the Academic Honors Program, which promotes leadership, scholarship, fellowship, and service on campus and in the community. Each year, the Honors Club plans activities that support the national honors topic. The Alternate Media/Access Services ensures web content and instructional course materials are accessible to students with disabilities. The Child Development Center offers child care programs and services for student parents who attend classes at the main campus. The Health Services Program provides first-aid and preventative health care services to students. The MESA Program assists students majoring in math, engineering, or science to succeed academically and transfer to a 4-year institution.

Enrollment Services
To ensure achievement of the College’s core mission related to open access, the Admission and Records Office (A&R) provides admission, registration, and access to records at multiple locations at the main campus, at each of the Outreach Centers, and online through a multitude of web-based services. A&R services at the Outreach Centers are consistent with those provided to students at the main campus. Students taking courses at the Outreach Centers can register online or in-person at the Centers.

The College has experienced unprecedented enrollment growth of 27.5 percent over the last five years (19,213 to 24,506 between Fall 2004 and 2008). To address the growth in the demand for services over the last several years, the A&R Department has expanded their hours of operation in key locations and have implemented numerous technological innovations in front-door services. It refined college application processes by establishing earlier application start-dates in order to improve its coordination of high school outreach.
efforts. The program enhanced its web-based student services to include an online transcript request option and access to a variety of online forms. In addition, the program provides district wide leadership to enhance access and student success by facilitating the training and development of user documentation for the migration from PeopleSoft Version 8.0 to 9.0; by leading a beta pilot project sponsored by the California Chancellor’s Office to transmit and receive electronic transcripts; and by collaborating with its sister colleges in developing and deploying a degree audit system.

The Financial Aid Office (FAO)  
The FAO plays a significant role in supporting open access and student learning and success through the timely delivery of financial support services. The FAO is authorized to administer Title 4 funds by the U.S. Department of Education and the California Student Aid Commission and to administer state-based funds by the state Chancellor’s Office. The FAO offers need-based aid to eligible students through Pell Grants, Federal Family Education Loans (Stafford Loans), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, Cal-Grants, BOGG Fee Waivers, and Chaffee Grants. The FAO processed over 30,000 financial awards for students during the 2007-2008 academic year totaling over $40M which represents a 6.3 percent increase over the number of awards just two years earlier.

In response to the high demand for one-on-one financial aid computer assistance, the FAO recently expanded service delivery and increased service hours at its Registration/Financial Aid Lab. The lab has become an educational hub where main campus students can learn how to apply, update, and review the status of their financial aid awards. Financial Aid services have also increased at the West Sacramento Center from a half day per month to one day per month. Center staff also helps students to complete the Board of Governors Waiver and FAFSA online. Similar services are now available at the Davis Center as well. Beginning in May, a financial aid specialist will be present at each Center on a weekly basis.

The FAO has implemented a number of other innovations aimed at improving service to students, including student-friendly changes to the document submission process, enhanced service-delivery via telephone, the full implementation of a more streamlined “Paperless” application and document review process, and the use of the Financial Aid Management System to auto-disburse funds in order to shorten the turn-around time between application and award disbursement for both main campus and Outreach Center students.

The majority of student services is provided at both the main campus and Outreach Centers. According to a recent Davis Center survey, nearly 250 students have used counseling services; 83 have used U.C.D. Transfer Counseling; 73 have used Financial Aid Services; 69 have used assessment; and 5 have used Disabled Students Services. A similar, informal student survey is conducted every fall semester at the West Sacramento Center. Results of the most recent survey in Fall 2008 indicated that 130 students had used counseling services (General, EOPS, and CalWORKs counseling); 73 used financial aid services; 66 participated in Assessment; and 10 have used Disability Student Services.
To improve communication and service coordination between the main campus and the Outreach Centers, the College’s inter-campus mail services were increased from two days to three days per week. This change served to improve the timeliness related to transporting support materials to Outreach Center classes and to provide timelier inter-library loan accessibility for the students enrolled in classes at the Center. The Davis and West Sacramento Center 2009-2010 unit plans request mail delivery five days per week.

Other support services that have recently been implemented at the Outreach Centers include the following: the addition of wi-fi capability in Fall 2007 to facilitate students’ access to the College’s computer network; audio-visual/multi-media support from the main campus to all Centers one day per week; textbook sales during the first week of each semester for the classes scheduled; and student ID card and Universal Transit Pass services; and open computer lab time, available when academic classes are not scheduled in the lab.

Some services, however, such as those provided by the International Student Center, Veteran’s Services, Child Care Center and other specialty student support programs such as RISE, the Honors Program, and MESA, require students go to the main campus. The Davis Center survey indicated students would like additional services from EOPS, International Students, CalWORKs, and Veterans Affairs.

Existing staffing plans will allow for more extensive services as the Centers expand into their new buildings, beginning with the West Sacramento Center in Spring 2010. The Downtown Center operation will then be integrated into the new West Sacramento facility.

Distance education via ITV or web-based instruction offers students access to learning opportunities by providing students with the means to earn college credit without being on a campus and/or at a center. SCC is committed to providing students who utilize distance education with the same individualized support, academic standards, and experienced faculty found in classrooms. The application, orientation, registration, and financial aid services are accessible online to students; and they only need to visit a campus or Outreach Center for assessment and counseling services.

Assessment of Student Services

Continual improvement in student support services is regularly implemented. Efforts include a three-year cycle of comprehensive program review and planning; annual unit planning; state-mandated program plans and reports and a six-year cycle of program site-visits and audits for CalWORKs, EOPS/CARE, DSPS, and Matriculation Programs involving documentation review; interviews of program faculty and staff and student interviews; and a variety of collegewide and department-specific surveys and needs assessments.
Student Services program reviews are conducted every three years with the most recent in 2002, 2005, and 2008; and Student Services implemented a revised program review process in Fall 2008. This most recent review process serves as the primary vehicle for identifying and assessing student support services’ adequacy in meeting identified student needs and provides evidence for achieving student learning outcomes and continuous program improvement. The current Program Review process consists of three steps for each student service unit: Data Collection and Analysis; Summary of Identified Key Strategic Program Issues; and Identification and Establishment of Program Priorities. These steps provide the context and scope for the annual unit-planning process for each student service unit. Identified priorities provide the context for developing the annual unit plan which incorporates the unit’s student learning outcomes. Each unit developed its own student learning outcomes (SLO) and identified at least one SLO to measure. Results from annual progress reviews establish the degree of accomplishments of student learning outcomes and provide the basis for future improvements on service delivery.

In addition to the comprehensive program review, the Noel-Levitz Student Satisfaction Survey has been administered collegewide every four years since 1998. In Spring 2008, the College initiated the first of a periodic assessment of student engagement using the Community College Survey of Student Engagement (CCSSE). Further, the Student Services area recently developed a process for soliciting more direct student feedback related to the quality of service delivery. Data-gathering is conducted in all student services units twice annually during times of peak service demand. Survey results are collected and disseminated to units through a regular report showing changes in student responses to assist in initiating and assessing program improvement efforts. Lastly, departmental surveys are conducted in various student services units to gather in-depth information on student satisfaction, engagement, and service quality. The results from these various surveys are utilized as key components in the comprehensive program review process.

Student Services, as an entire program, developed the Student Services Program Learning Outcomes (ProLOs) over a three-year period (2005-2008), as well as each individual unit’s student learning outcomes (SLOs). The Student Services ProLOs provide a broad framework to which each student service unit’s SLOs are aligned. Additionally, Student Services ProLOs are aligned with the College’s General Education Learning Outcomes (GELOs), producing an institutional alignment of SLOs. The SCC Academic Senate adopted the Student Services Division ProLOs in May 2008. The various student services units are currently measuring one or more SLOs. These measures offer evidence of student learning and provide a rich source of information to assist in evaluating and improving services to students.

**Self-Evaluation**

The College effectively provides an array of services for students in support of learning and the achievement of the College mission. The quality of support services is reviewed and evaluated on a regular basis, regardless of service location or means of delivery. Results of evaluations form the basis for improvement efforts.
In the Fall 2008 Faculty-Staff Survey, 73 percent (N=341) agreed or agreed strongly with the statement, “SCC assures the quality of student support services and demonstrates that these services support student learning regardless of location or means of delivery.” In reference to evaluation, 50.5 percent (n=335) agreed or agreed strongly with the statement, “SCC evaluates student support services to assure their adequacy in meeting identified student needs and uses the result as the basis for improvement.” When classified by employee group, results indicate the level of agreement is highest among classified staff while the response of “Don’t Know” is highest among faculty. This result pattern can be observed in several other questions that relate to student services whereas the reverse is seen in a number of questions that relate to instructional services.

Changes in service usage and student success further suggest that the full complement of support services available to students has a positive impact on their academic outcomes. For example, the College increased the percentage of first-year students who successfully completed their first year with a GPA greater than or equal to 2.0 by 4 percentage points above the 2004-2005 baseline of 49.3 percent. The College intervened and counseled 5,358 probationary and dismissed students to provide them with the tools to achieve good academic standing. The College also expanded outreach contacts with potential students. Over 27,683 prospective students were served through Outreach, EOPS, CalWORKs, DSPS, Assessment, and Counseling. The College also increased participation in the Annual High School Conference by 60 percent.

Student satisfaction with critical front-door student services has increased consistently since 2001. The Noel-Levitz Satisfaction Scale for Registration Effectiveness has increased from 5.05 to 5.21 while the gap between students’ perception of its importance and their satisfaction has closed by approximately 10 percent (1.04 to .94). The Admission & Financial Aid satisfaction scale also increased over the same time period, from 4.48 to 4.68, with the importance-satisfaction gap closing from 1.45 to 1.36. Similar results were found for the Academic Advising/Counseling and the Campus Support Services scale, with satisfaction growing from 4.53 to 4.73 and 4.62 to 4.67 and the importance-satisfaction gap closing from 1.60 to 1.46 and .71 to .67, respectively.

In Fall 2008, the FAO conducted a department-specific survey as part of ongoing improvement efforts. Survey results showed that 46 percent of respondents rated the overall quality of services received as “above average or exceptional,” while 86 percent of respondents rated the overall quality of services received as “average or above.” Further, approximately 80 percent of respondents agreed or agreed strongly with the statement “I found the Financial Aid website to be very helpful” and “I found the Financial Aid website easy to use.” Lastly, less than one out of ten respondents disagreed or disagreed strongly with the statements “I felt the information provided to me was accurate” and “I felt the person who helped me was knowledgeable.” However, supplemental survey questions on the CCSSE suggest an area for improvement is to increase the level of participation in the financial aid process. For example, the majority (61 percent) of students who were surveyed reported that they had not completed a FAFSA (Free Application for Federal Student Aid). 42 percent of survey respondents
believed that they would not qualify for financial aid as the reason cited for their non-participation in the application process. These response rates were lower compared to those at same-size peer institutions (48 and 35 percent, respectively). Based on the analysis of this data as part of the most recent program review process, in Spring 2009, the FAO developed a “Don’t Count Yourself Out” Program and awareness campaign to increase participation in the financial aid process.

The A&R Office conducted a similar departmental survey during this same time period. Of the 269 new students surveyed, 92 percent indicated that they used Eservices as their primary registration tool; 80 percent answered “Yes” to the question “I am able to register for the classes I need with few conflicts”; and 87 percent indicated that they agreed or agreed strongly with the statement, “I was able to accomplish what I wanted during my visit.” In addition, 73 percent agreed or agreed strongly with the statement “The Admissions staff person was friendly and helpful.” These results suggest that improvement efforts, particularly those associated with greater technological innovation in front-door services (e.g., refined college application processes, earlier application start-dates, enhanced web-based services, etc.) are producing positive results.

However, only 55 percent felt the same way in response to the statement, “I seldom get the ‘run-around’ when seeking information from Admissions.” This later data suggests the opportunity exists to further improve the program’s effectiveness in communicating and supporting first-time College students. In Spring 2009, the FAO, in conjunction with the A&R Office, created and staffed a new position to address these gaps and to enhance service to students. The new position, which reports directly to the Dean of Enrollment and Student Services, provides financial aid on campus and outreach, as well as meets other critical front-door needs (e.g., admissions, registration, etc.) of new students as they make the transition to college.

Over the last few years, other collegewide efforts have been implemented to improve communication with and service to students. For example, an Enrollment Management Team, representing college faculty, staff, and administrators from both student and academic services, provided leadership to a campus wide initiative to support new student transition, persistence, and academic success. Based on data that revealed where and when students needed the most help, the Team developed a series of “SOS” interventions—a targeted set of outreach, transition, and intervention programs intended to facilitate new students’ movement through the matriculation process and to assist all students in successfully navigating many of the early barriers to persistence and academic success.

Through the SOS programs, the College has seen a reduction in the number of students dropped for non-payment (3000 dropped in the past compared to 500 dropped currently), an increase of over 70 percent of students registering earlier for classes, and an increase in the use of support services. In addition, data collected from SOS tables indicates that, through the semesters the program has been in place, several hundred students per day seek information about class location, open courses, financial aid information, and registration information and location.
The Fall 2008 Student Accreditation Survey suggests opportunities exist to further improve communication and support to students, particularly at the Outreach Centers and for distance education students. This need is suggested by the relatively high level of “Don’t Know” responses from the following survey questions.

Table 4: Questions About Courses at Outreach Centers (Valid Percent)

<table>
<thead>
<tr>
<th>Standard II: Student Learning Programs and Services – Questions 20 through 22</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Have you ever taken a course at an outreach center (Davis, West Sacramento, Downtown)?</td>
<td>22.6</td>
<td>77.4</td>
</tr>
<tr>
<td>$n = 359; \text{Response rate} = 89.3%$</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>21. When taking my course(s) at an outreach center, access to library resources and materials was available for my academic needs.</td>
<td>19.0</td>
<td>31.8</td>
</tr>
<tr>
<td>$n = 178; \text{Response rate} = 44.5%$</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>22. When taking my course(s) at an outreach center, access to student services such as registration, financial aid, and tutoring was available for my academic needs.</td>
<td>18.9</td>
<td>35.0</td>
</tr>
<tr>
<td>$n = 180; \text{Response rate} = 44.8%$</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
</tbody>
</table>

This conclusion is tangentially supported by the findings from the most recent student services program review. While the review highlighted numerous efforts that have been successfully undertaken over the last several years in support of student learning and success, it also provided additional direction for implementing improvements. For
example, one of the more common threads found throughout the various reports in the 2009-2011 Program Review addressed the need for more in-depth, timely and consistent data by which to identify program outcomes, measure the impact of program services, and ultimately, support better decision-making. Technological innovation surfaced as another shared theme in many of the program reviews, particularly the need to further manage computer and information systems in response to both the increased service demands associated with recent enrollment growth and the recognition that increased attention will be required at the Outreach Centers in the coming years. Lastly, constraints in office and student meeting space, particularly as they impact limitations of needed personnel, were commonly cited in program reviews as impeding the ability of programs to extend and/or enhance service delivery.

The common threads identified in the 2009-2011 program review were the basis for developing the “Student Services Guiding Principles,” overarching themes that each student services department utilized as the basis for planning their improvement efforts. Referred to as “Program Priorities,” these department-level plans directly address planned efforts to improve student learning and success based upon comprehensive reviews and evaluation of program services. These priorities, in conjunction with the Student Services Guiding Principles, provide ample evidence that the College is using its review and evaluation processes as the basis for planning and implementing its improvement efforts in order to achieve the College goals and fulfill its mission.

Planning Agenda

Also applicable to Standard II.B.3.c

Beginning in Fall 2009, Student Services Leadership in conjunction with the Matriculation Committee will reconfiguring matriculation processes based on recent program reviews. This redesign will focus on 1) fostering high levels of student engagement and 2) ensuring that more first-time students are aware and access matriculation services (i.e. orientation, assessment, and counseling/advising services) prior to registration. A matriculation tracking system will be developed in order to identify and monitor the various pathways new students take through front door matriculation activities.

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

The college catalog is a document that contains essential and current information for students and the general public to make sound, and informed decisions regarding Sacramento City College’s educational services.

Descriptive Summary

Standard II.B.2.a. General Information

The college catalog contains general information for students including the mission and vision statements, certificate and degree programs, graduation and transfer requirements,
academic calendars, financial aid information, available learning resources, important telephone numbers, email addresses, and website addresses; and names of Administrators, Faculty, Classified Staff, and Governing Board Members.

The Catalog is updated on an annual basis. The review process begins in the fall when leadership is tasked to review and update catalog information. Curriculum and program changes are incorporated and the catalog is printed in the spring just in time for educational planning and advising for the summer session and fall semester.

The print versions of the Catalog and Class Schedule are available for purchase at the College Store. Both are available for viewing in a variety of locations including: the Learning Resource Center, all counseling areas, Admissions and Records, the Office of Instruction, each Division Office, the Registration/Financial Aid Lab (eServices), and at a variety of local area high schools, libraries, and other social service agencies. Previous versions of the Catalog dating back to 1922 are available in the Library Archives Room. These current publications are also available at each of the College’s Outreach Centers. Further, a condensed schedule containing outreach center courses is developed for each Center and is distributed both on campus and in the surrounding community areas.

The Catalog is also available in a variety of modes and formats. It can be accessed online in PDF format on both the College and District websites, which provides access in multiple languages. It is also available in large print, Braille, MP3, and CD formats.

**Standard II.B.2.b. Requirements**

The requirements for admission to the College are included in the catalog with information regarding student fees and costs, student leadership and development, graduation and transfer requirements, and a variety of student support services.

**Standard II.B.2.c. Major Policies Affecting Students**

The policies and information found in the catalog reflect the Los Rios Community College District’s official Board Policies and Regulations which can also be found on the District’s website. *(Reference: http://www.losrios.edu/legal/GCpolreg.htm)*

These policies include Academic Standards, Attendance Expectations, Student Rights and Responsibilities, Access to Student Records, Standards of Conduct, Open Enrollment, Nondiscrimination, Probation and Dismissal, Student Grievance Procedures, Sexual Harassment; and Refund of Fees.

**Standard II.B.2.d. Locations or Publications Where Other Policies May be Found**

Every student has an opportunity to receive the Student Guide and Academic Planner Handbook, which is a companion publication complimenting the College Catalog and Schedule by reiterating much of the same information included in the front of both documents. This document is free and distributed in orientation, classes, instruction and
student services departments, college activities and during S.O.S. Welcome Week. The information focusing on academic integrity is located in the handbook.

**Self-Evaluation (Standard II.B.2.a-d)**

The accuracy and currency of course and program information in the catalog is reviewed annually through a distributed method of review as well as through the regular academic program review process. Every division and department on campus reviews their course and degree offerings every six years or sooner to maintain relevancy as part of the Program Review Process. The college has a Program Review calendar that cycles each division through the curriculum review process. All divisions may elect to update their curriculum when the department, community, service provider, or labor market needs dictate change to course materials as determined through the program review process or through changes in industry needs. These updates are reflected in the next catalog following the completion of program review.

The college uses SOCRATES (curriculum software) to electronically create and update courses, programs, and degree offerings. SOCRATES is a Los Rios Community College District created system. The Office of Instruction and college Articulation Officer are responsible for updating and verifying that information from SOCRATES is accurate before updating the catalog.

Since our last Accreditation, SCC renumbered every course in a district-wide effort to articulate like courses within the Los Rios District. This improvement has created an ease of student enrollment between the four colleges within the Los Rios Community College District. Students can easily identify equivalent courses by using the new numbering system of course articulation.

Within the new numbering system, the faculty curriculum developers consider placement of new courses in appropriate “thematic blocks” as when designing new courses or programs of study. Thematic blocks allow for structured growth within a department’s offerings.

The Academic Senate has approved a statement of Academic Freedom for inclusion in the 2009-2010 College Catalog. A similar statement exists in the current Los Rios College Federation of Teachers contract and for students in the Student Guide.

**Planning agenda**

None

**Standard 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.**
Standard II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
One of the primary and core purposes of the college is to ensure equal access and educational attainment for all its students. Toward this end, the College offers a comprehensive array of services (see Section 1.) in order to address effectively, the diverse learning support needs of the college’s student population.

Through the campus webpage, the student catalog, and class schedule, students can access regularly updated information. Many student services programs, including Outreach, I&O, FAO, A&R, EOPS/CARE, CalWORKs, DSPS, etc. make available brochures and/or handouts available to potential or current students. Many of these materials and financial options are made available in multiple languages and posted online. In addition to its daily availability, the office offers evening hours Monday – Thursday till 8 p.m.

In addition, the College regularly updates its webpage to keep students informed of all its services and/or changes. The “Student Services” web site provides information to students in three categories: Services for Students, Student Life, and Special Services [http://www.scc.losrios.edu/x538.xml]. The “Services for Students” section enables students to access information on services including, but not limited to online learning (Desire2Learn) support, Library services, Computer Lab availability, College store, Counseling, and the Career center (main campus.) The “Student Life” section includes information on SCC clubs, Cultural Awareness Center programs and activities (main campus), Student Leadership and Development, Student Government, Athletics, and a variety of other curricular and extracurricular issues. The “Special Services” section provides information on many of the programs and services detailed in section 1 in addition to areas of interest to such as Cosmetology and Health Services, the Disability Resource Center services, academic honors programs (e.g. Phi Theta Kappa) and work experience options.

Students are able to utilize support services in person, online and/or via the telephone, and at the main campus as well as each of the outreach centers. Internet access is available to all in the college computer labs and the library on the main campus and at each of the college outreach centers. Students may fill out an application online or download the application, print it and return it to the Admissions Department at any Los Rios college or outreach center. Students are also able to pay their fees in-person, online, or by mail and get information on how to obtain online refunds. In addition, students are able to request their transcripts, apply for a fee waiver, and check their financial aid status both in person and online.

Assessment services are available at the main campus, and at all three Outreach Centers on a regularly scheduled basis. New student orientations are offered both in-person and
online, with on-line options being the primary mode of delivery at the outreach centers. However, in-person orientations at the Davis Outreach Center began in Summer 2008.

Counseling Services are provided in multiple areas of the college, from a variety of units within the Counseling and Student Success Division, to the three outreach centers, to various categorical programs such as EOPS, CalWORKs, and DSPS, to the grant-funded programs of CAHSEE and the Panther Pipeline and to other college-supported success and retention initiatives such as the RISE Program. General counseling services are provided approximately one day per week at the Downtown Center, and four days per week as well as eight Saturday’s throughout the year at the Davis Outreach Center. General, EOPS and CalWORKs multilingual (Russian speaking) counseling services have been increased from one to two and one-half days per week at the West Sacramento Center. A fulltime counselor has been requested in the West Sacramento unit plan for fall 2010. The College Counseling Dean and identified counselors provide online advising to students who communicate through email, including distant education students and outreach center students. In Summer 2009, the general counseling department will begin a pilot program involving the utilization of an interactive, online technology to conduct distance advising sessions.

The College continues to successfully use the Scheduling and Reporting System (SARS) as both an automated telephone reminder system for students regarding registration, financial aid, payment, and counseling as well as a counseling and service usage tracking system. In 2009, the college began using ESARS, a component of the system that let’s student make counseling appointments via the web.

The College is also dedicated to ensuring that web content and instructional course materials are accessible to students with disabilities. DSPS accommodations for students are approved through DSPS counselors from the main campus and Instructor Notification letters are forwarded to instructors’ teaching at the centers. In addition, DSPS goes out to the outreach centers as needed to do intakes, and meet with students with disabilities, thus enabling disabled students not to have to visit the main campus.

While the majority of student services are provided at both the main campus and Outreach Centers, some services such as those provided by the International Student Center, Veteran’s Services, Child Care Center as well as other specialty student support programs such as RISE, The Honors Program and MESA, require students go to the main campus. Existing staffing plans will allow for more extensive services as the centers grow into their new buildings, beginning with the West Sacramento Center in Spring 2010.

**Self-Evaluation**

The College provides appropriate services and programs to address the diverse and evolving needs of its student population. These learning and support needs are identified through the ongoing assessment of its program and services.
From the program review process, to the analysis of myriad survey data, to a variety of other quantitative metrics, the College evaluates and shapes its services to ensure their adequacy and their accessibility. For example, in addition to comprehensive program review, the Noel-Levitz Student Satisfaction Survey is administered collegewide every four years since 1998. In Spring 2008, the college initiated the first of what will be a periodic assessment of student engagement using the Community College Survey of Student Engagement (CCSSE).

The Student Services area also recently developed a process for soliciting more direct student feedback to assess their needs and the quality of service delivery [Student Services Feedback Plan]. Data gathering is conducted in all student services units twice annually during times of peak service demand. Survey results are aggregated and disseminated to units through a regular report that shows changes in student responses over time to assist in initiating and assessing program improvement efforts [Fall 2008, Student Services Feedback Card Report]. Lastly, departmental surveys have been conducted and will continue to be conducted in various student services units in order to gather more in-depth information on student needs, satisfaction, engagement and service quality [2009-11 Program Review: Financial Aid and Admission & Records]. The results from these various surveys are utilized as a key component in the comprehensive program review process [Student Services Institutional Plan-Program Review Template].

The findings from assessment are presented to a number of committees and constituency groups. For example, at the Senior Leadership Team meetings, the findings from these surveys are presented and the Deans are asked to bring the data back to their divisions for evaluation and programmatic changes. As a consequence, these and other data are used to identify and provide for evolving student needs. Utilizing empirical findings from national research that indicate the earlier students are exposed to a college-going culture, the more likely they are to aspire to it, Outreach Services began including middle school students in their outreach efforts. During 2008, over 400 middle school students from two area schools were introduced to the benefits associated with a college education [2009-11 Program Review].

The college has expanded other key student support services in order to adequately meet the needs of what, as a consequence of unprecedented enrollment growth, is a much larger student population than six years ago. In A&R, for example, web-based services have been enhanced to include an online transcript request option. College application processes have been refined, and more forms are now provided in a web-based format. Service capacity and hours of operation have been extended in a variety of key locations at the main campus and outreach centers. In Summer 2009, the college will significantly increase the service capacity of its Registration/Financial Aid Laboratory through a major renovation of the space. The renovated lab will offer students an additional place to complete their application and registration processes, apply for financial aid, and meet with a counselor.

In addition, A&R is collaborating with its sister colleges in developing and deploying a degree audit system (2009-11 Program Review). This system will enable the accurate
auditing of degree completion, track degree requirements for all students, support application of the most common substitutions and exemptions and will automate a significant part of the ongoing manual application of transfer course articulation. Additionally, it will provide the necessary resource to inform course planning at the school, college, and department level. The system will facilitate the creation of the “Student Planner” based on the students declared major, which may significantly reduce the “semesters to graduation” measure for undergraduates.

The FAO plays a significant role in supporting open access and student learning and success. In response to the high demand for one-on-one financial aid computer assistance, the office expanded service delivery and increased service hours at its Registration/Financial Aid Lab. Financial Aid services have also increased at the West Sacramento Center, from a half day per month to one day per month. Students receive assistance from center staff in the completion of the Board of Governors Waiver and FAFSA online. Similar services are now available at the Davis Center. Both centers will receive a permanent financial aid presence through the weekly scheduling of a financial aid outreach specialist beginning in May 2009.

Results from FAO departmental surveys provided other key student feedback that spurred a number of other innovations over the last few years aimed at providing needed financial-aid service to students, including student-friendly changes to the document submission process, enhanced service-delivery via telephone, the full implementation of a more streamlined “Paperless” application and document review process, and the use of the Financial Aid Management System to auto disburse funds so as to shorten the turn around time between application and award disbursement for both main campus and outreach center students [2009-11 Program Review].

The Outreach Centers also assess their services, conducting a student survey every fall semester to help identify classes and student support needs. The results of these surveys have assisted in the significant service enhancements offered at the centers, including the addition of Wi-Fi capability in Fall 2007 to facilitate students’ access to the College’s computer network; textbook sales during the first week of each semester for the classes scheduled; and student ID card and Universal Transit Pass services. SARS data has also provided important information used in the staffing and tracking of adjunct counseling resources at each of the Centers. Existing staffing plans will allow for more extensive services as the centers grow into their new buildings, beginning with the West Sacramento Center in Spring 2010. (Reference: Interviews with Deb Luff and Don Palm, November, 2008.)

Students taking online course also participate in electronic surveys for purposes of instructor and course evaluation. In the past two years, SCC has made significant efforts to expand the services available to digital learners. The district also regularly conducts student satisfaction surveys. (www.losrios.edu/legal/Regulations/R-2000/R-2511.htm).

Survey data also suggests that the support services provided to students adequately meet their needs. The CCSSE survey, for example, provided valuable data related to SCC
students’ satisfaction with the different types of student services, showing no significant differences between the levels of satisfaction reported by SCC students and their peers at similar institutions in all but one of the student service-related areas on the survey. The same result can be intimated from the continual increases in student satisfaction reported in the areas of Registration Effectiveness, Admission & Financial Aid, and Academic Advising/Counseling and Campus Support Services through the Noel-Levitz Satisfaction Survey conducted between 2001, 2004, and 2008 [Noel-Levitz Satisfaction Scale Report].

However, the CCSSE survey results also suggest that while students perceive academic advising, career counseling and other support services as “very important”, the frequency to which they use these services has not kept pace. And further, while the Noel-Levitz Survey has shown consistent improvements in the area of academic advising/counseling, results at Sacramento City College are below those of its like-size counterparts. These specific data suggest opportunities may exist to further increase student awareness and ability to access student support services. Many of the Program Priorities established as part of conducting the most recent Student Services Program Review address this potential opportunity.

Planning agenda
None

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

Descriptive Summary

The College encourages students’ holistic development through a variety of curricular and extracurricular programs and services. For example, the College encourages all students, faculty, and staff to participate on college committees and other governance structures. Through student services, student government, and student life organizations, students are encouraged to take part in all aspects of the College, including educational opportunities, cultural happenings, and personal development courses and workshops.

The College’s faculty and staff focus on providing learning environments and educational experiences that engage students in challenging, enriching ways. The Curriculum Committee, Academic Senate, Classified Senate, and many student services units support these efforts in both the instructional and extracurricular areas. It is in these same units where faculty and staff discuss how to improve the learning environment for students.

The Curriculum Committee carefully studies each course proposal, including the student learning outcomes of each, to determine how a course can best meet the academic and personal needs of students at all levels in all departments. The course offerings are extensive in the natural sciences, social sciences, humanities, communication, and life skills areas. A number of special courses and programs such as service learning courses
and internships serve to enhance civic and personal connections with the community. The many student-support services, clubs, and student life activities at the College provide a broad range of opportunities for engagement and establish an environment of inclusion for students at the SCC campus.

In departments such as Sociology, there are programs such as “Introduction to Community Development” and “Community Development: Implementation and Sustainability” that were created exclusively to assist students in learning to work in their communities and to develop and implement strategies that aid those communities.

Internship opportunities for students are available in most departments.

Students can also participate in any of the nearly 40 student clubs and organizations and 11 campus standing committees. Other programs provide students with opportunities to participate first-hand in courses and programs that enable them to work and study directly in areas that will help them and their communities. These include, but are not limited to, the following:

**International Studies Program (ISP)**
The ISP is an interdisciplinary, international program that includes courses in the Behavioral and Social Sciences, Humanities & Fine Arts, Language & Literature, and Business. It is a program designed for students who will be living and working in a globally inter-connected world and, in particular, those who wish to pursue courses of study and careers with an international emphasis. The objectives of ISP are to prepare students through an educational program that emphasizes a multi-faceted, long-range perspective of a rapidly changing world; an appreciation of diverse views in both global and local contexts; and critical thinking on contemporary international affairs.

ISP organizes speakers' events and presentations designed to expose students to globally diverse topics and perspectives;

ISP facilitates instructors' participation in programs designed to increase student involvement in and awareness of international issues. One such program is the International Negotiations Module Project (INMP), which enables students to engage in simulated international negotiations on selected themes, representing specific countries or international NGOs, and culminating in live online summits during which students forge international treaties on selected themes or problems;

**Cultural Awareness Center programs (CAC)**
The (CAC) promotes personal growth and intercultural understanding and education through programs and activities that reflect the diversity of Sacramento City College and the community. Students who participate in the Cultural Awareness Center activities are exposed to a wide range of programs, opinions, ideas and experiences. The CAC encourages critical thinking, inquiry and the appreciation of people whose life experiences may differ.
Student Leadership and Development (SLD)
The SLD program affords students opportunities to grow personally, develop as responsible citizens, and learn valuable leadership skills. There are over 40 diverse student-run clubs on campus; an active student government consisting of 25 elected/appointed positions; and a myriad of student-supported events. These events include Welcome Day in the fall and People’s Day in the spring. SLD also provides a series of leadership training workshops for students.

Associated Student Government (ASG)
Associated Student Government (ASG) is the representative student body for the students of Sacramento City College. The purpose of the Associated Student Government is to encourage student participation in the governance of the college. The ASG consists of up to 25 positions, 15 of which are Student Senators—representatives and voting members of the ASG. The other positions are officers, including the President, Vice President, Treasurer and various Commissioners. Officers may be elected or appointed to the positions. Elections are held each spring. ASG also works to encourage students to participate in SCC standing committees, and actively recruits students to participate in these participatory decision-making groups. Students do not need to be ASG members to serve on standing committees.

Special civic and community events
Constitution Day, local candidate forums, and guest speakers.

Service Learning Program
This instructional program offers participants the experience to work on campus and community volunteer projects as part of their regular course work.

Student Clubs
Several student clubs focus on community service, cultural identity and awareness, and political and social involvement. Exemplary clubs in this area include the Honors club, Phi Theta Kappa, and Forensics.

Internships
Internship opportunities, both paid and unpaid, are available in most majors offered at the College.

Art, Music, and Theatre
Various programs in the arts bring the community to the campus and the campus to the community to share cultural and artistic perspectives.

Independent Studies courses
In recent years, nearly every department on campus has developed an “Independent Studies” course that provides opportunities for students to earn academic credit for participating in a subject-related project in the community.
The evaluation and improvement of these programs and services, moreover, is conducted as part of the regular program review and planning cycles of the College.

**Self-Evaluation**

The College provides an environment that encourages student personal and intellectual growth as well as supports the development of their civic responsibility as community members. The college utilizes a variety of mechanisms to assess and improve the programs and services that contribute to such an environment, including Program Review and Annual Unit Planning processes [Instructional & Student Services Program Reviews]. The College also evaluates the impact of these programs and services. For example, results from the 2008 administration of the Community College Survey of Student Engagement indicated that four out of five (79.7 percent) survey respondents (n=514) reported that their college experience contributed to their “Self-understanding”. Similar results were found relative to how student respondents perceived the degree to which their College experience contributed to “Understanding People of Other Racial and Ethnic Backgrounds” and “Developing a Personal Code of Values and Ethics”. Slightly less of the student respondents (60.9 percent) felt their College experience contributed in the area of “Contributing to the Welfare of Your Community”. Further, there were no significant differences between these results and those of the College’s like-size counterparts across the country. Lastly, more than half (56.3 percent) of the full-time students questioned responded that they had experienced “Challenging intellectual and creative work central to student learning and collegiate quality” whereas a slightly lower percentage of part-time students reported this same experience (45.2 percent) [CCSSE Data Set, 2008].

**Planning agenda**

None

**Standard 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**

SCC provides comprehensive professional counseling services for community college students in multiple areas of the College: within the Counseling and Student Success Division; at the three Outreach Centers; through various categorical programs such as EOPS, CalWORKs, and DSPS; through the grant-funded programs of CAHSEE and the Panther Pipeline; and through other college-supported success and retention initiatives such as the RISE Program. Many of these programs have been identified as exemplary either through peer review or through award recognition. For example, the RISE program and its counseling faculty coordinator were recently honored with the Regina Stanback-Stroud Diversity Award from the statewide Academic Senate for its outstanding work supporting the academic recovery and success of probationary students,
many of whom are from under-represented groups and/or first-generation college students.

Comprehensive counseling services fall within one of three core service delivery areas: “Academic,” “Career,” and/or “Personal.” “Academic” counseling assists students in clarifying their educational goals, determining course schedules, and providing related assistance. For example, counselors routinely work with students to create an educational plan: a semester-by-semester “road map” for obtaining a certificate, an associate degree, and/or in preparing for transfer to a baccalaureate institution. “Career” counseling assists students in exploring their personal values, aptitudes, and interests, and identifying a major area of study that leads to a fulfilling career. “Personal” counseling provides timely and often critical support to students with life issues that may interfere with academic success. Crisis intervention services help students who are experiencing acute emotional distress by providing immediate support and intervention. Counselors also teach a wide variety of Human Career Development courses designed to build skills that lead to academic and life success. All counseling faculty must meet minimum qualifications, per Education Code, Title 5. Counselors regularly attend and participate in a wide variety of professional development experiences, such as the CSU and UC transfer conferences, articulation and transfer training through the professional associations, and conferences/training associated with various categorical student support programs (e.g., EOPS/CARE, Puente, DSPS, etc.) at which there is a dissemination of information of best practices and recent developments in professional practices.

General Counseling: All first-time college students are strongly encouraged to meet with a counselor to the College as part of the matriculation process and every semester thereafter to discuss academic and personal progress and to establish or to update educational plans. As a consequence, such services are utilized by thousands of students each semester. In the four-year period from 2003/04 to 2007/08, for example, the general counseling services unit increased the number of (duplicated) students served by 25 percent; from 33,071 to 41,050 at the main campus (Source: Counseling Intranet). The District Office ensures adequate levels of counseling resources are available to the college through a contractual obligation that maintains a 900:1 student-to-counselor ratio (LRCCD-LRCFT Contract: 4.8.8). In addition, the department has made a number of innovations in order to provide more effective and timely services to students. Since Fall 2007, for example, student educational plans have been created and stored using a centralized computer server. Such a system has transformed students’ educational plans into active rather than static documents. Counselors can now access students’ most up-to-date plan with greater consistency, accuracy, and ease; and students are better able to monitor and track their academic progress. Educational plans are required for students who receive services, who are in programs associated with military veterans, nursing, or who receive financial aid. The plans are also used to track the academic progress of probationary and/or dismissed students.

The college also incorporated the SARS counseling schedule system to better manage and track student appointments and service usage. Further, counselors are available by appointment as well as on a drop-in basis throughout the year. Appointments are required for the following related services: educational planning, transfer, graduation or degree
evaluation, academic probation issues, transcript evaluations from other colleges, financial aid appeals, Transfer Admission Agreements, petition for readmission, and I.G.E.T.C. certification.

In addition to their core counseling responsibilities, the twenty-two full-time faculty who comprise the General Counseling Department fulfill a variety of other assignments, including those related to transfer, international students, liaisons with faculty disciplines, outreach to feeder high schools, athletics, Puente, and articulation.

Counseling faculty refer students to other available support services based upon an identification of their needs. For example, students are often referred to new student orientation, assessment and testing, and/or financial aid and, routinely, to other support programs such as RISE, DSPS, EOPS/CARE, and CalWORKs, where a multitude of special services, in addition to those related to core counseling, is provided to qualified students.

**Self-Evaluation**

The College effectively provides comprehensive counseling services to students. Student satisfaction and student engagement with counseling services have been measured through the Noel-Levitz Student Satisfaction Survey in 2001, 2004, and 2008, the Community College Survey of Student Engagement (CCSSE) in 2008, the Accreditation Self-Study Survey in 2002 and 2008 and through a variety of other means (e.g., surveys, feedback cards, categorical program site visits, etc.).

Data from the Noel-Levitz Satisfaction Inventory SCC has shown steady improvement in the areas of academic advising/counseling between 2001 and 2008 (4.53 to 4.73). Improvements have also been demonstrated by responses in the Fall 2008 Student Accreditation Survey to the statement, “SCC provides appropriate educational programs and learning support services to students with different needs,” which showed an increase in satisfaction from 23.1 percent in 2002 to 35.1 percent in 2008. More recently, results from the Student Services Feedback Survey conducted in Fall 2008 indicate that students have a high level of satisfaction with counseling services in all areas where counseling is provided within the various student services departments.

The CCSSE survey conducted in 2008 provided other valuable data that revealed SCC students’ satisfaction with the different types of counseling-related services. Survey results showed no significant differences between the levels of satisfaction of SCC college students when compared to their peers at comparable institutions in areas related to academic advising and career counseling. In fact, in all but one of the student service-related areas on the survey, there were no significant differences in the levels of satisfaction reported by SCC students and these peers.

However, the CCSSE survey results suggest that while students perceive academic advising, career counseling, and other support services as “very important,” the frequency to which they use these services does not reflect that perception. Further, while the Noel-
Levitz Survey has shown consistent improvements in the area of academic advising/counseling, results at SCC are below those of its like-size counterparts and the state as a whole. These specific data suggest opportunities exist to increase students’ awareness and ability to access counseling and other related student support services and to improve overall service delivery, particularly for first-time students.

Anecdotal comments suggest that some previous instability in administrative leadership may have constrained the pace of improvements achieved over the past six years in the counseling services area. A recent administrative realignment aimed at improving communication and service coordination is showing progress and has the potential to further accelerate improvement efforts in the delivery of counseling services.

**Planning Agenda**

See Planning Agenda for II.B.1.

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

**Descriptive Summary**

SCC is a highly diverse college. The College embraces and respects the ethnic and cultural heritage of its students. The data on student ethnicity, collected over time and illustrated in the table that follows, demonstrates that the College is a “majority minority” campus, highly reflective of the Sacramento community at large.

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>2,666</td>
<td>4,625</td>
<td>703</td>
<td>3,474</td>
<td>352</td>
<td>1,096</td>
</tr>
<tr>
<td></td>
<td>11.9%</td>
<td>20.6%</td>
<td>3.1%</td>
<td>15.5%</td>
<td>1.6%</td>
<td>4.9%</td>
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<tr>
<td>Fall 2002</td>
<td>2,775</td>
<td>4,749</td>
<td>730</td>
<td>3,615</td>
<td>284</td>
<td>1,415</td>
</tr>
<tr>
<td></td>
<td>12.2%</td>
<td>20.9%</td>
<td>3.2%</td>
<td>15.9%</td>
<td>1.3%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>2,585</td>
<td>4,736</td>
<td>744</td>
<td>3,549</td>
<td>270</td>
<td>1,639</td>
</tr>
<tr>
<td></td>
<td>11.8%</td>
<td>21.7%</td>
<td>3.4%</td>
<td>16.3%</td>
<td>1.2%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>2,688</td>
<td>4,717</td>
<td>800</td>
<td>3,542</td>
<td>261</td>
<td>1,821</td>
</tr>
<tr>
<td></td>
<td>12.4%</td>
<td>21.8%</td>
<td>3.7%</td>
<td>16.4%</td>
<td>1.2%</td>
<td>8.4%</td>
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<tr>
<td>Fall 2005</td>
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<td>4,726</td>
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<tr>
<td></td>
<td>12.9%</td>
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<td>3.5%</td>
<td>16.6%</td>
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<td>8.8%</td>
</tr>
<tr>
<td>Fall 2006</td>
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<td>4,850</td>
<td>816</td>
<td>3,901</td>
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<td></td>
<td>13.8%</td>
<td>21.3%</td>
<td>3.6%</td>
<td>17.1%</td>
<td>1.1%</td>
<td>9.4%</td>
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<tr>
<td>Fall 2007</td>
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<td>3.6%</td>
<td>17.4%</td>
<td>1.1%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

The College’s commitment to fostering student understanding and appreciation of diversity is embedded in its core college processes. Examples of College practices that support and enhance student understanding of diversity include the following:
• The College Vision Statement: The College’s vision statement specifically references its celebration of diversity: “Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.”

• Governance documents: Section 6 of the Constitution of the SCC Classified Senate, adopted in December 1990, also demonstrates a similar commitment to “promote awareness and appreciation of the cultural and demographic diversity of the college’s staff and students.”

• District Non-Discrimination Policy: This policy of the LRCCD guarantees that no qualified student or prospective student or any person in his/her educational relationship with the District shall be discriminated against or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, religion, sex, age, color, sexual orientation, or physical or mental disability, nor shall any students be discriminated against for conversing in a language other than English though students shall be required to speak English when an instructional setting necessitates the use of English for educational or communication purposes. This policy extends to all functions and activities of the LRCCD, including employment and employment selection, educational programs, services, admissions, and financial aid. Student equity in all academic and vocational programs is a primary goal of the College.

• Grievance Officer: The College Grievance Officer fields inquiries regarding staff or student complaints based on ethnic group identification, religion, age, color, language, physical disability, mental disability, sex (gender), sexual orientation, sex bias, and sex stereotyping.

• Student Equity Committee: The Student Equity Committee helps the College successfully serve the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. The Committee maintains and implements the Student Equity Plan that measures student access, course completion rates, ESL and Basic Skills completion rates, degree and certificate completion rates, transfer rates, employment rates, and the supportiveness of the campus environment for all students. The Committee makes recommendations and offers strategies for action through the participatory decision-making structure to address discrepancies that exist for under-represented students when compared to the rest of the student body.

In support of the student community, faculty and staff provide a variety of programs, practices, and services that foster understanding and an appreciation of differences and promote and support diversity and equity via credit and non-credit programs. Examples of academic offerings, student services, and programs follow:

Academic Programs
The College offers a variety of courses and academic programs that serve to enhance students’ understanding of the many facets of diversity. All A.A. and A.S. degrees include an ethnic/multicultural studies requirement that can currently be satisfied by taking one of 35 courses in such disciplines as Anthropology, Art History, Business, Early Childhood Education, History, Theatre Arts, and others.
An A.A. degree is offered in both Ethnic Studies and International Studies. The Ethnic Studies program is offered with an African American, Mexican American, Asian American, or Native American emphasis. The International Studies degree is designed to facilitate students’ successful transfer to B.A. program and to prepare them for advanced study in a variety of graduate programs.

Cultural Awareness Center (CAC)
The CAC sponsors educational and inter-cultural programs that benefit SCC’s’ diverse student population and the Sacramento community. The programs sponsored by the Center include speakers, films, community forums, book reviews, and diversity workshops that promote advocacy, inquiry, and inclusion. The CAC collaborates with faculty on a regular basis to supplement classroom learning.

The CAC’s programs foster an appreciation of many different cultures, traditions, and histories through forums, lectures, exhibits, and presentations of music, dance, and art. Students are encouraged to get involved. An advisory committee comprised of students, faculty, and staff meets each semester to discuss programming that adds value to the Center, the campus, and the community.

CAC focuses on orientation, retention, student development, education, cultural celebration, community involvement, and outreach.

The programs offered by the Cultural Awareness Center are rich and engage participants in dialog and often cause participants to question their biases. The focus of these programmatic efforts is to expose individuals to “new” ideas and values.

Programs for February and March 2009 follow:

**February 2009: Black History Month - Breaking Barriers**

- Exhibit on Black Panthers by Ilka Hartmann
- Black History Month Reception, Co Sponsored with ASA
- Reflections from the Heart: President Obama's Inauguration: *SCC Colleagues share their experience*
- Film: *Daddy Hunger*
- SCC Faculty share their thoughts on our 44th President (*Part 1*)
- Black Panther Presentation by Stan Oden, *CSUS Political Science Professor*
- Ray Upchurch, Filmmaker: *Daddy Hunger*
- Movie: *The Great Debaters*
- Exhibit by Rex Babin, Editorial Cartoonist for Sac Bee
- Presentation by Rex Babin, Editorial Cartoonist for Sac Bee
- SCC Students share their thoughts on our 44th President (*Part 2*)
- Book Author Series: *Teatro Chicana: Speakers: Yolanda Salazarri, Guadalupe Beltran, Laura Garcia, Felicitas Nunez*
- Concert: Blessed Assurance Ensemble with Theresa Keane
• Spoken Word with Special Guest/MC: immoBime
• Patrice Mallard, Filmmaker: Post Katrina
• Palestine/Israel, Is Peace Possible - Speaker: Manzar Foroohar

March 2009: Women's History Month
• Inter-Racial Dating and Marriage, Speaker: Lisa Gunderson
• Women and Gender Differences (Video)
• International Women's Day
• Women's View on Election
• "Every Thing Connects", Facilitator: Artist Khali Keyi
• Chicano Film Festival
• Women's Health Issues (Information Tables and Panel Discussion)
• Cesar Chavez Celebration Speaker: Antonio Juhasz

International Studies Program, Behavioral and Social Science Division
The College's International Studies Program (ISP) is an inter-disciplinary, international program, with special emphasis on the Pacific Rim, which includes courses in the Behavioral and Social Sciences, Humanities & Fine Arts, Language & Literature, and Business, and is designed for students who will be working in a global environment. The objectives of ISP are to prepare students through an educational program which emphasizes a multi-faceted, long-range perspective of a rapidly changing world; an appreciation of diverse views in both global and local contexts; and critical thinking on contemporary international affairs. The ISP works closely with the CAC to sponsor speakers.

SCC PUENTE Program
Students in Puente work closely with their counselor, English instructor, and mentor to prepare for transfer to four-year colleges and universities. Multi-cultural perspectives are incorporated into the program focus. Puente students take two consecutive writing classes, the content of which focuses on Latino authors and issues. Puente students also take a one-unit Human Career Development class each semester. They work individually with the Puente counselor until they graduate from SCC, exploring career options, developing an academic educational plan, and identifying lifetime goals. Students visit UC and CSU campuses and attend an annual Puente student transfer conference. Each Puente student is matched with a mentor who is a businessperson or professional in the local community. Students and their mentors commit to a minimum of nine hours of contact during the academic year.

RISE (Respect, Integrity, Self-Determination, Education)
The RISE program was established in 1999 to serve all academic probationary and dismissed students. The RISE Program is a collaboration of faculty, staff, and students dedicated to the success of all SCC students. RISE has expanded serving just probationary students to provide Basic Skills New Student Orientations, Student Ambassadors, Community/High School Outreach and Recruitment, Club Organizations, International Service Work Projects, In-Class Tutorial Projects, College Tours and
Explorations, and a Foster Youth Support Program. RISE provides personalized counseling, tutorial services, and education enrichment experiences through such activities as university tours, campus volunteer projects, and cultural lecture series. RISE has a strong cultural lecture series open to the entire SCC community. On July 9, 2007, RISE received the 2007 John W. Rice Diversity and Equity Award at the California Community Colleges Board of Governors (BOG) meeting.

!X Ethnic Theatre
The SCC !X Ethnic Theatre Workshop integrates various forms of art (playwriting, poetry, music, dance, visual art) with race, ethnic, and gender studies. The mission of the Ethnic Theatre Workshop is to develop artistic expressions of diverse experiences; to encourage community development through participation in the arts; and to promote educational equity at SCC. !X has performed for SCC Convocation, California Community Colleges Chancellor’s Office, SCC 90th Anniversary Celebration, the Crocker Art Museum, Luna’s Café, Sacramento Poetry Center, Ha-RISE-enz, Mahogany Poetry Series, California Department of Social Services, California Department of Education, and Sacramento City Hall.

Clubs
A number of student clubs have been organized that promote student understanding and appreciation of diversity. Currently chartered clubs focusing on cultural appreciation include the following:

- **African Scholars Alliance (ASA):** assists students of African ancestry in retention, graduation, and transfer; provides a supportive campus network comprised of students, faculty and staff; plans, presents, and promotes activities and events designed to enhance cultural awareness of its members; and provides community involvement and connections.

- **Brown Issues:** works on political and social justice issues for Chicano/Latino students.

- **Hmong Opportunity Program for Education:** works on cultural, social, educational, and organizational activities for SCC Hmong students.

- **Movimiento Estudiantil Chicano de Aztlán (MEChA):** promotes higher education, cultura, and historia. MEChA's main objective is to provide a feeling of community and security, while increasing the recruitment and retention of SCC Chicanos/as.

- **SCC MESA/C²P:** assists students majoring in math, engineering, or science to succeed academically so they can transfer to a four-year institution and attain a science- or math-based degree. The program emphasizes collaborative study and support to attain high academic achievement.
• **National Society of Black Engineers (NSBE):** works "to increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community."

• **Queer Straight Alliance:** comprised of students, staff, and faculty who identify as lesbian, gay, bisexual, transgender, intersex, "queer," questioning, and/or straight ally whose goals are to provide social opportunities; promote visibility of LGBTQ individuals; provide support, friendship, and mentoring; increase awareness of LGBTQ issues; and eradicate heterosexism, homophobia, and other forms of oppression based on sexual orientation.

• **Society of Hispanic Professional Engineers (SHPE):** a leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science.

**Disability Resource Center (DRC)**

The DRC provides educational support services to meet the unique needs of students with disabilities and to assist them in achieving a successful college experience. Services include the following:

- Assistive Computer Technology
- Auxiliary Aides
- Alternate Media
- Liaison with Campus and/or Community Agencies
- Priority Registration Assistance
- Special Parking
- Supplemental Specialized Orientation
- Extended Testing Time & Testing Rooms
- Academic, Career and Personal Counseling
- Sign Language and Interpreting Services
- Reader, Note taker, Transcriber Services
- Mobility Assistance
- Proctored Testing
- Lockers
- Adaptive Physical Education: Weight Training and Aquatic Fitness
- Classroom Accommodations and Adjustment

In addition, the Disability Resource center trains specialized in-class tutors for basic skills classes, assists with tutor training (providing a component on tutoring students with learning challenges), and collaborates with the Occupational Therapy Assistant program to provide support groups for challenged students on campus.

**Cultural Democracy Initiative (CDI)**

The Cultural Democracy (CD) concept was introduced at SCC as part of the Education Initiative in April 2004. CD is the process of creating educational environments that recognize, respect, show sensitivity to, and support the diverse communities from which students come. It recognizes that the various cultures represented in the College’s student
body have unique learning styles, methods of relating to others, language needs, etc. CD inspires the learning community to provide something greater than any single cultural experience which might develop from the individual lives of its members.

The CDI was developed to institutionalize the concept of CD in the college community. The CDI works with the Staff Resource Center and CAC in developing programs for students that emphasize the concepts underlying Cultural Democracy and for faculty to incorporate CD into classroom and service practices. An expansion of CDI in 2009 will have college committees that impact instruction and student services, such as curriculum and student equity, broaden the college dialogue to involve cultural democracy and its connection to student success. The CDI includes all constituency groups--faculty, classified staff, administrators/managers, and students--in future planning and programs.

One of the major activities undertaken as part of the CDI was to sponsor “Beyond Diversity” Workshops and Courageous Conversations in the period from February 2006 to August 2008. The Beyond Diversity workshops provided opportunities for administrators, faculty, staff, and students to recognize and examine their own cultural perspectives and presumptions and to understand how those factors influence the ways that they interact with those whose cultural backgrounds are different than their own. After a “Beyond Diversity” workshop, Courageous Conversations were organized as small-group discussions for participants to “engage, sustain, and deepen interracial dialogue about race in order to examine schooling and improve student achievement.”

Self-Evaluation

Access to culture and cultural information plays a key role in engaging SCC students in the educational process. The programs described in the preceding section offer students fuller access and participation in the cultural life of the campus and opportunities to gain an understanding and appreciation of diversity. The number and variety of programs offered at SCC are extensive and have been sustained over time, including the CAC, which was created in 1994. The number of programs offered over the last six years has increased in the diversity of issues addressed as well as the number of students attending. In the 2007-2008 academic year, over 4,000 students attended programs offered at the CAC. The Center provides an evaluation form to all attendees. Sample comments from these evaluations include the following:

- “I have learned more about Filipino culture, dialect, and dress… it was more than expected”;
- “we as a people can come together peacefully and experience the happiness of sharing a common heritage”;
- “I have learned a lot of information that has benefited my life.”

The College has developed newer programs such as the CDI, whose underlying principles have promoted student understanding and appreciation of diversity. The following are examples:

- the resolution of concerns raised by Chicano/Latino students on how they were being portrayed in the Express student newspaper.
• a workshop that focused on how to integrate diversity into the hiring process. In Spring 2008, SCC led the District in hiring faculty from diverse backgrounds.
• the campus providing the site for a statewide FACCC diversity conference, with a large number of SCC faculty and staff participating as both attendees and participants.

Related Survey Results
The Fall 2008 Student Accreditation Survey asked students to evaluate the statement, “The college demonstrates an understanding of and concern for issues of fairness and diversity.” Results from the 400 respondents show 87 percent either agreed or agreed strongly with this statement, an increase of 4.8 percent over the results of the survey administered in the 2002 accreditation study. A total of 7.8 percent selected the “Don’t Know” option.

The 2008 Noel-Levitz Student Satisfaction Survey included the statement, “Faculty are fair and unbiased in their treatment of individual students.” The mean response from SCC students on the importance of this question on a scale of 1-7 (low to high) was 6.30. However, the mean rating in response to this statement was 5.19, indicating that, while students thought this issue was of high importance, they were less satisfied with the College. By comparison, in the nationwide Noel-Levitz Survey, the sample rated the importance of this factor with a mean of 6.22, while overall it was 5.33, indicating that nationwide students regarded this question as less important than did SCC students but were more satisfied.

In 2008, the College administered the Community College Survey of Student Engagement (CCSSE). The CCSSE included a number of items related to students’ views on diversity issues. One question asked students how often they “had serious conversations with students of a different race or ethnicity than their own.” On a response scale in which 4 was high and 1 was low, the College’s mean score was 2.54, while the mean score for other extra large colleges was 2.45; the response for the sample as a whole was 2.37. When the question asked about how often the respondent “Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values,” on a response scale where 4 was high and 1 was low, the College’s mean score was 2.43, while the mean score for other extra large colleges was 2.35, and the response for the sample as a whole was 2.33. On a question of how much their experience at the College contributed to the individual’s knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds, the College’s mean score was 2.47, while the mean score for other extra large colleges was 2.42; the response for the sample as a whole was 2.36. When asked how much the College “encouraged contact among students from different economic, social, and racial or ethnic backgrounds,” the College mean score was 2.47 while the mean score for extra large colleges was 2.52; for the CCSSE sample as a whole, the mean was 2.47.

SCC has clearly developed a broad variety of practices, programs, and services that promote student understanding and appreciation for diversity. Survey results indicate
that SCC students place high importance on these issues and, in many cases, are more engaged in issues of diversity and understanding other cultures than schools of comparable size or nationwide. However, there are challenges in promoting student understanding and appreciation of diversity that require the continued commitment of the College to fostering those programs and services that are focused on diversity issues.

Planning agenda
None

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

Descriptive Summary

The College follows the admissions guidelines as prescribed in Title 5. Students who are admitted to the College that do not have a high school diploma and are seeking financial assistance are required to take the Ability to Benefit Test as required by the U.S. Department of Education. The College uses the instrument approved by the Department of Education to assess the non-high school graduate’s ability to benefit from college-level instruction.

The Assessment Center offers tests that measure skills in Mathematics, English and English as a Second Language, and Ability to Benefit Testing. Also available, with a counselor referral, are career interest and learning style inventories. The assessment can assist students and their Counselors in planning an effective course of study. ACCUPLACER is used for assessments at SCC. Scoring and processing of reports is done electronically. Assessment results are stored in a single database and data can be retrieved for duplicate reports for research purposes and for MIS reporting.

For students with disabilities, Accuplacer CPTs are available as the companion Test in Braille, large print, and audio. All tests are administered with accommodations in the Disability Resource Center. The assessment computer lab has two large screen monitors that accommodate Zoom text.

Instruction assists Matriculation with the validation and selection of assessment instruments, establishing cut scores and developing, administering and scoring locally managed writing sample assessments. Institutional Research works with department faculty, Matriculation and the Office of Instruction on validation studies for assessment instruments on a regular cycle as determined by state regulations. These studies include content review of assessment instruments for language or cultural bias, disproportionate impact analyses of assessment results, inter-rater and inter-prompt reliability analyses of essay assessments and cut-score validations, program review data and administering annual student satisfaction surveys. Institutional research and instruction also work together to generate program review data and to administer student satisfaction surveys both of which provide feedback on the effectiveness of admissions and placement instruments.
Self-Evaluation

All tests used for recommended placement are on the State Chancellor’s approved list of instruments:

- Accuplacer CPTs for English reading, English writing, and Math have full approval until February 2012.
- Accuplacer LOEP for ESL has full approval until February 2012.
- ESL Essay has full approval until February 2010.
- English Essay was reapproved in December, 2008.
- DTMS Algebra Test is used for graduation competency in math. It is not on the approved Chancellor’s list, but it is not used for placement. The cut score was validated in a District research study.
- Ability to Benefit Test

Planning agenda
None

Standard II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The College carefully follows all local, state and federal regulations see below:

Transcripts
The College maintains all transcripts electronically in the Student Information System and follows District, State and Federal guidelines for the release of such records. Requests for official transcripts must be done in writing and submitted to the Office of Admissions and Records. Unofficial transcripts and grades may be accessed at no cost through eServices, the online Student Information System for students.

Verification of Enrollment
Upon written request, verifications of enrollment are provided free of charge by the Office of Admission and Records. The College recently contracted with the National Student Clearinghouse to provide round the clock service for a nominal fee.

Access to Student Records
The Los Rios Board of Trustees, in order to meet the provisions of the Family Rights and Privacy Act (FERPA) of 1974 and the Education Code, has established policies giving students and parents of dependent student’s access to certain designated records. Students have the right to challenge the accuracy of his/her student records, which much be done in writing A summary of the rights and procedures for access are contained in the Students Rights and Responsibilities section of the Los Rios Community College District
Policy manual. Complete copies of the Act, Education Code, and Board policies are available in the offices of the Dean of Admissions and Records and the Vice President of Student Services.

It is not the practice of the College to provide directory information to third parties without the written release of the student. Students have the right to refuse the release of directory information by providing a written statement to the Office of Admissions and Records. However, District Regulation 2265 provides for the release, without student consent, of certain Student Directory Information, (i.e., student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous public or private school attended).

In addition, federal law provides that representatives of the U.S. Department of Defense shall be provided a student's name, address, and telephone number for recruitment purposes. Students have the right to refuse the release of directory information by submitting a written statement to the Admissions and Records Office.

Information Security
The College and District have taken a number of steps to secure the confidentiality and security of student records. Board Policies and regulations were developed and implemented so that users (faculty, staff, and students) understand their responsibility in the process of maintaining District computing and networking resources. The policy states that all systems are owned by the District and are to be used for District-related activities only. Informational access to resources connected to local, national and/or international networks may be permitted, as a courtesy to others on the network, as long as their use does not adversely affect campus use and such access provides benefit to the District. In 2007-2008 the Board of Trustees updated policies and regulations governing information security, particularly with respect to the confidentiality of student data. The regulations address such issues as the definition of high risk data, assignment of responsibility for maintaining information security, as well as policies and practices for maintaining secure information. The District has hired an information security officer (ISO) to work with the district’s information technology department on securing student records. The District has also created a district wide information security committee which is comprised of college information security officers and district personnel responsible for the systems which house and use student data. That committee is chaired by the Vice Chancellor for Education and Technology.

At the College, the Dean of Information Technology has been designated as the college Information Security Officer. The College, working with the district, has taken a number of steps to secure student information, including:

- Developing and publishing rules about who can have access to confidential data and for what purposes
- Providing encryption to systems that contain high risk data
- Scanning servers to ensure that high risk data is not available in unsecured environments
- Reassessing and reestablishing access rights to student data housed in Peoplesoft based on job responsibilities and job classifications
- Providing secure backups for systems that contain scanned records
- Establishing new password procedures that require password changes, use of secure passwords, and use of security questions in order to retrieve forgotten passwords. These procedures are published on for both student and faculty/staff.

Confidentiality
The College practices the rules and regulations of confidentiality as defined in the Family Rights and Privacy Act as previously discussed above. Any information of a personal nature disclosed by a student in the process of receiving counseling from a counselor is confidential. The information discussed during counseling shall not become part of the student record as defined in Administrative Regulation (R-2265), Paragraph 2.0 (Education Code § 67110) without the student’s written consent.

Library Records
The SCC Library adheres to the American Library Association confidentiality of records.

Health and DSPS Records
Health and DSPS records are held to a higher degree of confidentiality due to the nature and sensitivity of the information. HIPPA and FERPA regulations govern the rules of the college. As such, medical and psychological treatment records of eligible students are excluded from the definition of “education records” if they are made, maintained, and used online in connection with treatment of the student and disclosed only to individuals providing the treatment (See 34 CFR 99.31(a).

Self-Evaluation
District Policies and Regulations are periodically updated to clarify or change procedures as well as to stay in compliance with new or revised California and Federal law. The District reviews one third of its policies annually to ensure they are appropriately updated. Any of the constituencies of the District may propose changes to the policies and regulations. Proposed changes are reviewed by the General Counsel and then vetted through the District's shared governance process. Typically, the General Counsel brings the proposed changes to the monthly meetings of the VPAs, VPIs and VPSSs for review, approval and/or revision. The next step of the process entails review by the Chancellor's Executive Staff. After approval by the Chancellor's Executive Staff, the Chancellor's Cabinet reviews the proposed new policy or regulation. Changes to a regulation become effective once they are approved by the Cabinet but changes to a Policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Where immediate change to a policy or regulation is required, interim guidelines may be issued.


Student records are protected and released only upon the approval of the student or by court order as required by law. Admissions and Records releases student information
after the student has presented a picture ID. Access to student information is limited based on the functions of the position and is password-protected.

Student Financial records are destroyed every five years per Federal regulation.

Admissions and Records has 63 years of student educational records on microfilm and microfiche from 1916 – 1979. After 1979, the information is stored on our student information system (PeopleSoft) and backed up daily. Student transcripts and financial aid records are stored on an optical image system, which is stored on a dedicated server and backed up nightly.

Planning agenda
None

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student Services engages in several cyclical planning and evaluation activities, the purpose of which is to continually improve service delivery in response to the changing needs of students and the community. All units within Student Services participate in the College’s annual unit-planning process as well as the Student Services three-year cycle of program review. In addition, categorical programs, such as DSPS, CalWORKs, EOPS/CARE, and Matriculation, follow state-mandated program evaluation processes.

Program review uses both quantitative and qualitative data to assess the effectiveness of programs and services and makes use of this evaluation as a basis for improvement. Program review is the process by which student services measures the extent to which institutional goals are being met, assesses how the College is meeting students’ needs, evaluates the quality of services, defines goals and objectives, highlights areas that need to be resolved to help the College fulfill its mission, and responds to student needs.

Program review follows a three-year cycle for all student services departmental units, with three exceptions (HCD, Work Experience, and Athletic Counseling are on a six-year academic program review cycle). Program review is linked to the annual unit-planning and resource request process to provide a means for annually assessing progress toward the achievement of objectives developed in the unit plan.

The program review process begins with the collection and analysis of data. Programs collect, analyze, and summarize data in the following areas: 1) Provision and Delivery of Program Services; 2) Advisory Committee recommendations (if applicable); 3) Student Learning Outcomes; 4) Curriculum (if applicable); 5) Program Resource Utilization (personnel, financial, and physical); 5) Collaboration Across Our Communities; and 7)
Other Program Issues. Units then analyze the data to develop an accurate picture of their programs relative to past performance; identify emerging trends and progress toward achieving previously established collegewide goals and unit objectives; determine potential or realized internal/external factors that could/have had significant impact on their programs; and assess student learning.

The results of this data collection and analysis are then used by the units to identify and to summarize a focused set of strategic issues confronting their programs over the next three years as they relate to the program mission from which ensuing program priorities are developed. Based on identified strategic issues, each unit develops a limited number of priority areas in the subsequent three years. These program priorities and their related objectives, in conjunction with the student services guiding principles, provide context to the development and prioritization of annual unit plans and the achievement of the annual collegewide goals. Identified priorities help in the development of the annual unit plan which incorporates the unit’s student learning outcomes. Each unit develops its own student learning outcomes (SLO) and identifies at least one SLO to measure.

The program assesses its progress annually to determine the extent to which it is fulfilling its stated mission and that of the College. This annual progress report, with the year-end unit plan document, provides a means of assessing the extent to which the program is addressing its program priorities, adhering to the guiding principles of the Student Services Area, and achieving specifically identified student learning outcomes.

The Annual Progress Report directly precedes the annual unit-planning process and provides for thoughtful reflection and preparation. Student service programs/departments develop unit plans once a year in the fall as part of the College’s unit-planning process. Units identify objectives to work on that accomplish College goals. Units rely on the most recent program review and annual Progress Reports as sources for identifying possible objectives and outcome measures.

The various Student Services units work steadily toward the development and utilization of SLOs as a core part of its planning and evaluation processes. Student Services, as an entire program, completed the development of Student Services Program Learning Outcomes (ProLOs) over a three-year period (2005-2008), as well as each individual unit’s student learning outcomes (SLOs). The Student Services ProLOs provide a broad framework to which each student service unit’s SLOs are aligned. Additionally, Student Services ProLOs are matched with the College’s General Education Learning Outcomes (GELOs), resulting in an institutional alignment of SLOs. The SCC Academic Senate adopted the Student Service Division ProLOs in May 2008. Student Services units are currently measuring one or more SLO. These measures provide evidence of student learning and are a rich source of information to assist in evaluating and improving services to students.

Self-Evaluation
The College consistently evaluates its student support services. For example, SCC Student Services conducts program reviews every three years, with the most recent in 2002, 2005, and 2008. In addition to comprehensive program review, the Noel-Levitz Student Satisfaction Survey has been administered collegewide every four years since 1998. In Spring 2008, moreover, the College initiated the first of what will be a periodic assessment of student engagement using the CCSSE. The Student Services area recently developed a process for soliciting more direct student feedback related to the quality of service delivery. Data-gathering is conducted in all student services units twice annually during times of peak service demand. To assist in initiating and assessing program improvement efforts, survey results are collected and disseminated to units through a regular report that shows changes in student responses over time. Departmental surveys are conducted in various student services units to gather in-depth information on student satisfaction, engagement, and service quality. The results from these various surveys are key components in the comprehensive program review process.

The College effectively utilizes the results of their ongoing evaluation practices as the basis for improvement efforts to ensure it meets identified student needs. For example, the program reviews conducted in 2002 and 2005 indicated a need in student services programs for an increased use of advanced technology, both to serve students and to track student contact. There were also indications of a need for additional space in most student services programs and increased staffing to handle student demand.

Based on the results of these findings, the College has made significant progress in the utilization of advanced technology to better meet the needs of students. Track-It programs have been installed in a variety of student services programs. As a result, these units can better monitor changes in the volume and types of student services utilized. This information became part of the data collection and analysis section of the program review process, used to identify needed changes in physical, financial, and human resources. The full utilization of the SARS scheduling technology resulted in better management and planning related to the distribution of college counseling resources. With the development of a shared computer drive in Spring 2008, the SARS system now provides various student services areas with access to a comprehensive system for planning, tracking, and measuring the use of its counseling resources, all part of the effort to better meet the growing demands of students.

In the last three years, A&R has refined the application processes and increased web-based services for students to reduce barriers to college. For example, the A&R Department has worked closely with IT staff to create an online transcript request option for students, facilitated the training and development of user documentation for the migration from PeopleSoft Version 8.0 to 9.0 to better serve students, created online versions of a variety of student forms, and provided leadership in district wide efforts to develop electronic transcript-exchange functionality (CCCTran). During this same time, several technology innovations have been implemented to improve the efficiency and productivity of the Financial Aid Office and have lead to a now completely paperless financial aid process whereby all student financial aid files are now digital.
In 2008, the College began implementation of a digital signage system as part of the effort to more effectively and consistently communicate with students throughout the College at various campus locations. A focus of these beginning efforts is to increase students’ awareness of available student services, such as counseling, financial aid, career services, etc. The College also provides significant leadership and resources to a district wide project to develop a degree-auditing capacity within its ERP system, PeopleSoft. This project is another example of centralized efforts to utilize advanced technology to provide more comprehensive services to students.

The identified need for additional staffing in earlier program reviews provided the basis for increases in staffing levels in various student services areas over the last three years. Starting in 2005, A&R has changed from having an entire staff consisting of A&R Clerks (I, II, and III levels) to having a staff with higher level job descriptions, such as Student Personnel Assistant (two positions) and Evaluator (four positions). This change has allowed for more cross-training opportunities and better service to students. In the DSPS Program, five adjunct counselors have been added to the staff in the last four years. The EOPS/CARE program recently added two additional full-time counselors to its staff, significantly reducing the need for adjunct counselors.

Similar changes in staffing levels within the Outreach Program provides further evidence that the evaluation processes in student services has led to program changes and improvements. In 2004-2005, three temporary Student Personnel Assistants (SPAs) filled in for the vacant Outreach Specialist position for one year. In 2005, SCC hired one full-time Outreach Specialist while two part-time, temporary SPAs continued in their positions. In 2007, a second full-time Outreach Specialist was hired and two part-time SPAs were added to meet the needs of the Outreach team. And, in Spring 2009, the College added a new SPA to conduct Financial Aid Outreach and other front-door services and an SPA for the RISE Program. However, as enrollment grows and service demand increases, adequate staffing remains an ongoing challenge.

The need for adequate physical space also remains an ongoing challenge for SCC, one of the oldest, land-locked colleges in the California Community College System. The various student services areas of the College are not impervious to such a challenge as there are significant space needs in many of the units. It is important to note, however, that despite these constraints, there have been a number of physical space renovations subsequent to the 2005 program review which has led to improved space utilization in various student services areas. The EOPS Office recently completed its third phase of office renovation that now better utilizes available space to meet the needs of students. A major renovation of the Eservices area is scheduled to be completed in Summer 2009.

These and other successful improvement efforts were the result of the College’s review and evaluation processes. They offer clear evidence that the College evaluates student support services to ensure that they are adequately meeting identified student needs and that the institution uses the results of these evaluations as the basis for improvement.
College evaluation processes contribute significantly to the achievement of student learning outcomes. The distinguishing feature of the revised program review process instituted in Fall 2008 is that it requires extensive, specific documentation of evidence of learning that follows the new guidelines for accreditation standards. For example, the process calls for a description of student learning outcomes developed for the program/unit; a matrix showing how these program/unit-level learning outcomes relate to division-level outcomes for student services; identification of unit-level learning outcomes that have assessment measures and that have been assessed; and an evaluation of the assessment results in terms of achieving these outcomes and/or ascertaining what areas need change or improvement.

The following excerpt was taken from the Student Leadership Program Review Report for 2008:

**Program/Unit-Level Learning Outcomes**: The attached Leadership Assessments (Appendix A-5) are SLD’s best measurements of learning. Students are asked to self-assess their growth in interpersonal and leadership skills using a pre- and a post-test (Leadership Assessments). Their faculty advisors are also asked to assess their students’ growth in the same areas. The assessments were changed this year to reflect the Social Change Model of Leadership (Appendix A-6). As a result of interacting with this program/completing this program, students will be able to: (1) improve their leadership skills and abilities (specific areas noted in attached assessments); and (2) develop their interpersonal skills and abilities (specific areas noted in attached assessments).

**Program-to-Division Learning Outcomes**: The aforementioned learning outcomes are achieved through involvement in SLD programs and services as listed on the attached SLD Program Outcomes grid (Appendix A-1; the assessment tool in each area is indicated in parentheses). These programs/services meet SLD program outcomes as marked and are connected to Student Services program learning outcomes and SCC goals as noted. All learning outcomes have assessment measures and have/are being utilized. Leadership Assessment Outcomes are attached (Appendix A-7) and data clearly indicates success in achieving the learning outcomes. Also, see previous responses in this program review for additional information.

**Future Directions**: The program will continue to assess both learning outcomes over the next three years, specifically using the new Leadership Assessment forms based on the Social Change Model of Leadership (Appendix 6).

While all student services units have developed SLOs, not all units have developed assessment mechanisms and/or have assessed their SLOs. However, the program review template contained in the appendices to the Student Services Institutional Plan, and the completed program reviews for each of the student services units provides detailed evidence that mechanisms are in place to ensure that student learning outcomes are incorporated into the evaluation and improvement process of student services programs. As a result, over the next three years, each student services unit will develop and conduct assessments of student learning outcomes and utilize the data from these assessments to develop and implement improvement efforts.
Planning Agenda

During 2009-2010, Student Services Leadership will complete a comprehensive evaluation of the administrative and reporting structures within its service areas with the goal of identifying further administrative and departmental realignments that will lead to improved service to students and strengthen interpersonal and organizational relationships.