## Sacramento City College Goals 2009-10
### Mapping to Related Student Services Issues and Practices

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples of Related Student Services Programs and Practices</th>
</tr>
</thead>
</table>
| **Goal 1. Develop and implement processes to promote engagement and success of first-year students.**  
*What works to help new students transition to college and do well at SCC?* | **Engage and promote success of first year students.**  
First-year students make up a substantial portion of the student body and many aspects of student services help them transition to, and succeed in, college. Many student service programs and activities have a high impact on first-year students.  
- “Front-door” programs targeted to first year students (e.g. Matriculation, Summer Success Academy, Assessment, Orientation, Counseling visits, etc.)  
- Approaches that provide academic support for first-year students (e.g. study skills centers, tutoring, etc.).  
- Programs and practices that help students transition to college (e.g. SOS, Orientation, etc.).  
- Staff development activities related to “best practices” focused on working with students who are new to college.  
Academic support programs which serve substantial numbers of first year students (e.g. International Student Center, Learning Skills and Tutoring Program, EOPS, etc.) |
| **Goal 2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of activities, programs, and services based on student interest, demand, time, convenience, and culture.**  
*How can we help students find a class schedule that meets their needs?*  
*How can we best schedule activities and services to work within constraints and meet student needs?* | **Implement an enrollment management process that is driven by student factors.**  
The development and scheduling of activities in response to demands and constraints are related to this goal.  
- Student outreach and recruitment efforts that help explain the curriculum of specific degrees or certificates. (e.g. College Information Center, High School Outreach).  
- Working with students to develop Student Education Plans.  
- Working with data (e.g. SARS information) to schedule student service activities that meet the needs of students.  
- Scheduling of courses (e.g. HCD) in order to meet constraints and demand.  
- Activities and programs scheduled in responses to community needs (e.g. SOS, work with homeless students, etc.) |
| **Goal 3. Improve basic skills**                                   |                                                             |
| Competencies in reading, writing, and math and improve preparedness for degree applicable activities through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.  

“How can we all help students develop skills in reading, writing, math, and information competency?” | **Improve basic skills competencies via programs across the curriculum.**

Effective practices in many activities relate strongly to this goal. For example,

- Assessment processes that place students appropriately in basic skills courses.
- Academic support programs which help students develop their reading, writing, or math skills (e.g. tutoring, EOPS, International Student Center, MESA, Learning Skills and Tutoring Program, Learning Resource Center, etc.).
- Practices that help students take classes in a sequence that enhances their success (e.g. development of Student Education Plans that include basic skills courses)
- Programs or activities that help students have clear expectations about what is expected in college course with respect to math, reading, or writing skills (e.g., HS Outreach that provides this information)

**Goal 4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).**

“How do we make sure that students are getting equivalent services no matter where or how they take a course?”

**Ensure equivalent student outcomes no matter where or how students are taking a course.**

“Alternative delivery modalities” refers to how the class is delivered – i.e. is it offered on-line, televised, a traditional in person class, etc.

“Alternative locations” refer to where the students take a course (e.g. at the Davis Center).

Efforts to ensure that students achieve the same outcomes, supported by the same level of services, regardless of how or where they take the course support this goal.

- Programs and processes that assist students who are taking DE classes (e.g. Disability Resource Center, Self-assessment for web-based courses, Computer Labs, eServices for Online Services, etc.)
- Staff development in best practices for providing services to student in programs that are mostly or all DE.
- Planning or supporting student services for students at the Centers.
- The development and assessment of Student Learning Outcomes that are applicable for students regardless of location or modality.

**Goal 5. Revise or develop new activities, programs and**

**Develop community-driven programs, activities, and services**
### Goal 6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.

**“What processes do we use that help us work together more effectively and support our diverse group of faculty, staff, and managers?”**

SCC works with many other communities: our local neighbors, the High Schools from which our students come to us, the transfer institutions which our students attend, the Sacramento business community, etc. SCC is constantly revising activities and programs to ensure effective instruction and meet community needs. :

- Activities that respond to the needs of transfer institutions and our students with transfer goals. (Transfer Center, etc.).
- Activities that respond to the needs of our local businesses, neighborhoods and community groups (e.g. Internships, Health Center programs, Career Center programs, Job Services, Help for homeless students, Service Learning, etc.)
- Curriculum actions (e.g. for HCD or WEXP courses) that revise activities and/or programs based on changing community needs (e.g. changing demographics, changing job opportunities, etc.)
- Assessment of student needs for services and modification of service delivery based on that assessment (e.g. SLO assessments in many Student Service programs).

### Improve staff processes, giving special attention to the diversity in our college staff and faculty.

SCC faculty and staff are involved in many of the processes related to this goal, such as the faculty evaluation process, hiring of faculty and staff, mentoring of new faculty, etc. The following support this goal:

- Efforts to improve hiring or evaluation processes.
- The mentoring of new faculty/staff.
- Changes in staff processes within a department.
- Staff development or campus events that supports and understanding and valuing of diversity (e.g. Cultural Awareness Center)

### Goal 7. Engage the college community in the process of ongoing institutional evaluation and continuous review and analysis.

**Review and analyze data to identify effective practices and improve college processes.**

When SCC faculty and staff reflect on information about what works well and
improvement, in the analysis and review of data, and in ongoing activities related to accreditation.

“How can we best use information to figure out what works (and keep doing it) and to find better ways to do our jobs?”

ask what innovations would be helpful, they are engaging this goal.
- Work with data (e.g. SARS data) in support of effective student services.
- Involvement in the accreditation process.
- Involvement in the College Strategic Planning Process (e.g. Unit Plans, Program Plans, Institutional Plans, College Goals)
- The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn’t.

Goal 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.

“What works for the students of many ages, cultures, ethnicities, learning styles, experiences, etc. who use our services?”

Identify and respond to the changing demography and cultures of our students.
The services provided to students provide support for students of many ages, backgrounds, races, ethnicities, cultures, etc. This goal is central to many Student Service activities:
- Identification of trends in student success for different groups of students, and efforts to ensure that success gaps are reduced.
- Staff development related to working with diverse groups.
- Approaches that provide academic support for students (e.g. Puente, Athletic Advising, International Student Center, etc.).
- Activities that provide life support for students (e.g. Financial Aid, EOPS & CARE, CalWorks & TANF, etc.)
- Support for an understanding and valuing of diversity among faculty, staff, and administration (e.g. Cultural Awareness Center, etc.).

Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.

“How can provide learner-centered services that help our students and our college?”

Develop and deliver learner-centered programs and services.
A commitment to learner-centered education aligns with many instructional issues and practices.
- Learner-centered programs and services (e.g. WorkAbility III, Disability Resource Center, International Student Center, Learning Skills and Tutoring Program, Learning Resource Center, etc.
- The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn’t.
- Curriculum revisions that focus on effective instruction (e.g. HCD or WEXP courses).