Chapter 4

Student Services: Redesigning the Structure with a New Philosophy

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“Access without support is not opportunity.”
-Vincent Tinto

Student Learning and Engagement – A Holistic Approach by the Entire Institution

Any serious discussion about the success of students with basic skills needs begins with the understanding that it takes an entire institution to promote a culture of student learning and engagement. Nationwide, community colleges lose about half of their students prior to the second year of college, with the highest percentage dropping out before the second term. Drop-outs are disproportionately populated by students in high-risk groups – part-time students, students of color, and first generation students. (CCSSE, 2007a, p. 3) These trends are a clear indication that current structures are not working effectively. Combine these statistics with the low pass rates for students with basic skills needs and the dropout rate is even more challenging. Emerging research points to the importance of developing new effective approaches to engage students from their earliest encounters on campus, within the first three weeks, and then sustaining that engagement both in and out of the classroom. “Current research indicates that helping students succeed through the equivalent of the first semester (12-15 credit hours) can dramatically improve subsequent success rates.” (CCSSE, 2007a, p. 3) Chapter 6 of this handbook discusses important programs, such as first year experience and Puente, and processes that contribute to student success, allowing students with basic skills needs to reach milestones which are stair steps to degrees, certificates and transfer to a baccalaureate degree granting institution. It is clear that we need to re-structure how we engage and service basic skills needs students in order for them to reach their educational and career goals.
This chapter is divided into four major sections.

- A look at the importance and status of student services from a national perspective, including a review of the nationally developed effective practices in student affairs.
- Student Comments. A chapter on student services without student comment would have little validity, so the next section summarizes student input from national surveys. It includes comments from California community college students and students in community colleges across the United States.
- Models of student service programs that are making positive philosophical and structural changes in student success. Included in this discussion are methods of program evaluation as suggested by researchers in basic skills and student services.
- A set of draft Student Learning Outcomes (SLOs) for student services, developed by Angela Caballero de Cordero of Allan Hancock College, based upon the effective practices described in Basic Skills as a Foundation for Student Success in California Community Colleges (Center for Student Success, 2007). This may assist college student services area with their SLO assessment process. Additional examples of SLOs and assessments in a variety of student service areas are also included.

The Importance of Student Services: A National Perspective on Good Practices

Engagement, Communication of Expectations and Student Success

A new student’s first encounters with a college campus communicate key expectations that will be required of a student in order for him/her to be successful. These early encounters play a crucial role in his/her potential success. He/she learn not only about what courses and requirements are necessary to complete a program or degree, but he/she also come to understand what will be expected of him/her in the classroom as well as what learning experiences he/she will have outside of class. Most often, these initial exchanges occur before the student ever sees the inside of a classroom. For students with basic skills needs, many of whom are first generation college students who arrive under-prepared for the challenges of college, these initial encounters will also communicate to them who they can turn to for advice, guidance and support. The student support services professional staff are most frequently the ones who convey these expectations to students.

Transitioning from high school to college is a daunting task and college personnel can help students make the transition more easily by communicating to them the importance of choosing responsibly in the areas of scheduling, attending class every day, studying, and balancing responsibilities and setting priorities. Explaining the difference between high school and college expectations and grading systems is essential for students to grasp how much will be required of them. Communicating clearly that there are many resources available on campus to help them with this transition may mean the difference between success or failure. (Appendix 1, College Readiness, Understanding the Difference Between High School and College, Sierra College).
In *Beyond the Open Door: Increasing Success in California Community Colleges*, Shulock and Moore cite the research that confirms the value of effective student support services.

Students who more frequently utilize student support services are better adjusted to college life, more likely to be committed to the goal of a college degree, and more likely to persist toward earning that degree (Grant-Vallone, Reid, Umaili, & Pohlert, 2004; Chaney, Muraskin, Cahalan, & Goodwin, 1998). Shulock & Moore, 2007, p 20

Furthermore, they state,

Students themselves seem to confirm the importance of good support services since dissatisfaction with student services and counseling is often cited as a reason for leaving community college (Adelman 2005; Metzner 1989 as cited in Purnell & Blank 2004). Shulock and Moore, 2007, p 21

So how have we designed our institutions to meet and engage entering students? How do we evaluate our programs and use those results to improve our efforts? (CCSSE, 2007a, p. 2) Does our open door, easy access policy include strategies to enable diverse students, the majority of whom are students with basic skills needs and enter our world with numerous challenges, to be successful?

**Quiz 1: Student Engagement**

Before we delve into the vital role that student services plays in helping students with basic skills needs, let’s see how much you already know. Please take the short quiz below. Mark which answer best satisfies the question in your opinion.

1. Nationwide, how many community college students drop out before the second year of college?
   A. less than 25%
   B. approximately 35%
   C. approximately 50%
   D. approximately 65%
   E. more than 75%

2. Percentage wise, are there more part-time faculty or part-time students on community college campuses nation-wide?
   A. There are more part-time students, percentage wise.
   B. There are more part-time faculty, percentage wise.
   C. There are about the same percentage of part-time faculty and part-time students.
   D. Full-time students vastly outnumber both groups, percentage wise.
   E. Neither group represents a significant constituency on a college campus.

3. What are some benefits of promoting student engagement?
   A. Increased retention and persistence.
   B. Higher levels of student achievement and success.
   C. A more involved, engaged faculty.
   D. A stimulating, vibrant campus climate where students feel supported in their learning.
   E. All of the above.
4. When comparing levels of engagement, who are more engaged on a community college campus, low-risk students or high-risk students?
   A. Low-risk students are more engaged.
   B. High-risk students are on the whole more engaged.
   C. Neither group is very engaged at all.
   D. It depends on the activity.
   E. Engagement is not that big a deal when it comes to student achievement. Talent is the only thing that matters.

5. Where did entering students most frequently go for advice about academic matters?
   A. Faculty in a non-advising role.
   B. Their friends, family, or peers.
   C. Faculty advisors or counselors.
   D. They looked things up on their own, using college publications or the web.
   E. They usually guessed.

6. What did entering students overwhelmingly identify as the one element that made the most difference for them as they entered their institution?
   A. The orientation program.
   B. The college website and online services.
   C. The college catalog.
   D. The relationships that they made.
   E. Their devotion to the college mascot.

7. What is NOT considered an example of an intrusive intervention strategy?
   A. Online orientation.
   B. Early alert programs.
   C. Compulsory or required counseling.
   D. Student mid-semester progress reports.
   E. Advisors who contact students when they miss consecutive classes.

Please look for the quiz answers in Appendix 2.

**What Do We Mean by Student Engagement? What Does it Mean for Student Services?**

Student engagement is one of the key building blocks for construction of student’s academic dreams, and is, perhaps our most effective tool in constructing success. The task is the responsibility of the institution as a whole, but the crucial moments are those initial encounters. This section will focus on how to build successful engagement and promising practices in student services that furthers student success.

“..colleges have opportunities to engage students – or lose them – with each and every interaction”

(CCSE, 2007a, p. 5)
Student engagement can be defined in a variety of ways, and observed in innumerable contexts at a community college. The key idea is that students become actively involved in the intellectual and social life of the college, in ways that support their educational and personal goals and contribute positively to their overall college learning experience. Involvement contributes to student learning, retention and success. The connections students make -- through learning encounters in class as well as out of class, with peers and instructors, with counselors and staff, in forming relationships with people they come to care about and trust – all contribute to persistence, satisfaction, and eventually success (Shulock & Moore, 2007, p 21).

Student services personnel play a vital role in engaging students, and most often are the first contact that students have with the campus. As we stated earlier, these first interactions shape the perceptions and expectations that students form about the institution. Student services personnel are much more than providers of services – they guide and teach, support and encourage, and most importantly, convey a welcome message that the institution genuinely cares about students, their learning and their success. Student service units that redefine their mission and role as learning facilitators create more effective relationships with their students, are human-centered, caring, and focused on continually improving the way they help students learn what is necessary for them to succeed. “Student engagement--what students do during college—generally matters more than what they learn and whether they persist to graduation than who they are or even where they go to college” (Whitt, 2005, p.1). The major concepts about this philosophical shift in student services have been documented by two leading professional groups, the National Association of Student Personnel Administrators (NASPA) and American College Personnel Association (ACPA). Their principles of practice are summarized below with their permission and more fully in Appendix 4. In addition, nationwide data supports these concepts and their effectiveness.

Quiz 2: Student Services Good Practices

So let’s try another quiz. What do you already know about effective practices in student services?

(Answer true or false for each of the following questions; answers are found in Appendix 3 and explanations in Appendix 4).

1. Student service interactions should serve students by finding answers for them, limiting experimentation concerning their own perspectives and philosophy of learning.

2. Student affairs practices should demonstrate the values that define a learning community by developing and promoting a value for a life of learning.
3. Student services have a valuable role in setting high expectation for learning, including clearly communicating describing the levels of performance expected (such as in Student Learning Outcomes).

4. Good practices in student affairs/services include systematic inquiry and evaluation to improve both student, faculty, staff and institutional performance.

5. Good practices in student affairs/services avoid examination of research data and development of assessments as this is better covered by the Institutional Research department.

6. Student affairs areas should not venture into each other’s areas or instructional departments.

7. Good practices in student affairs/services are inclusive, promoting the value of diversity, social responsibility, intellectual debate and a sense of belonging.

8. Check any of the following that are activities or responsibilities of student affairs/services

<table>
<thead>
<tr>
<th>Student government</th>
<th>Crises resolution</th>
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<tr>
<td>Faculty senate</td>
<td>Active learning strategies</td>
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<tr>
<td>Peer instruction</td>
<td>Addressing basic skills needs</td>
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<tr>
<td>Student clubs</td>
<td>Academic probation</td>
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<tr>
<td>Community responsibility &amp; service</td>
<td>Information competency</td>
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<td>Program review</td>
<td>Ethical use of intellectual property</td>
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<tr>
<td>Human development</td>
<td>Supporting and contributing to the institutional mission</td>
</tr>
<tr>
<td>Study skills</td>
<td>Personal goal setting and planning</td>
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<tr>
<td>Affirming shared educational values</td>
<td>Learning community identity of the institution</td>
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<tr>
<td>Field-based learning, e.g. internships</td>
<td>Weaving of student academic, interpersonal and developmental experiences</td>
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<tr>
<td>Communicating learning standards</td>
<td>Guiding student on appropriate learning pathways through student educational plans (SEPs)</td>
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**Principles of Good Practice for Student Services**

In *Principles of Good Practice for Student Affairs* (1998) the National Association of Student Personnel Administrators (NASPA) and American College Personnel Association (ACPA) articulated a new charge for college campuses:

Today’s context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about (the) increasing cost of higher education and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change. (p. 1)
NASPA and ACPA worked collaboratively to develop a set of defining Principles for Good Practice in Student Affairs. The major concepts are summarized below and expanded upon in Appendix 4. For more detailed information, go to [http://www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm) which includes student services inventories that colleges can customize for their own use.

### Principles of Good Practice for Student Affairs

1. Engages students in active learning.
2. Helps students develop coherent values and ethical standards.
5. Uses resources effectively to achieve institutional missions and goals.
6. Forges educational partnerships that advance student learning.
7. Builds supportive and inclusive communities.

**NASPA and ACPA Collaborative**

In *The Student Learning Imperative: Implications for Student Affairs* (1996), the ACPA made a bold statement calling for a paradigm shift in student affairs, stating:

> Higher education is in the throes of a major transformation. Forcing the transformation are economic conditions, eroding public confidence, accountability demands, and demographic shifts resulting in increased numbers of people from historically underrepresented groups going to college. More people are participating in higher education than ever before, yet the resources supporting the enterprise are not keeping pace with the demand. Because of these and other factors, legislators, parents, governing boards, and students want colleges and universities to reemphasize student learning and personal development as the primary goals of undergraduate education. In short, people want to know that higher education is preparing students to lead productive lives after college including the ability to deal effectively with such major societal challenges as poverty, illiteracy, crime, and environmental exploitation. (p. 1)

This paper, *The Student Learning Imperative: Implications for Student Affairs* (1996), was developed to stimulate philosophical discussion and structural change in student support services. These educators identified and discredited the dichotomy on many campuses between student services and instruction (referred to as “silos of practice” in California community colleges. See Chapter 6 of this handbook for a more in-depth discussion of these silos)

The concepts of "learning," "personal development," and "student development" are inextricably intertwined and inseparable. Higher education traditionally has
organized its activities into "academic affairs" (learning, curriculum, classrooms, cognitive development) and "student affairs" (co-curriculum, student activities, residential life, affective or personal development). However, this dichotomy has little relevance to post-college life, where the quality of one's job performance, family life, and community activities are all highly dependent on cognitive and affective skills. Indeed, it is difficult to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical behavior, self-understanding, teaching, mentoring) as either cognitive or affective. (ACPA, 1996, p. 2)

California community college student services programs are perfectly poised to positively respond to these challenges with a focus on effective student-centered learning. As open access, low-cost institutions of higher learning we must create interactive curriculum for our programs, courses, workshops and individual sessions in student services that match not only the needs of our changing student body but focus our attention on how students learn best.

Student Voices about Student Services

The good practices and observations documented by the ACPA and NASPA are consistently supported by findings in the national Community College Survey of Student Engagement (CCSSE). These surveys provide indirect data about perspectives on student services and self-reported information on student usage of services. Results from this survey have indicated that student services are an important piece of heavy equipment necessary to build a structure for student success. What role do they suggest for student services professionals to enhance student success?

1) Communicate about available services and expectations.

2) Integrate those services into the life of the institution and the student.

3) Provide a focal point for looking at data regarding students, why they leave, why they succeed.

4) Engage the faculty and staff in a college-wide discussion about those data. Because these data are limited when viewed from an instructional perspective only, the focal point for data review and discussion should be stimulated by student services areas. (CCSSE, 2007a, pp. 1-15).

The holistic view of the student in our institutions is heavily rooted in student services. In other words, the creation of a student learning oriented institution, committed to continued improvement, begins in student services.

What does a learning oriented student services look like? Imagine a new building, one in which instruction and all student support services are housed together, rather than the previous model of various silos scattered across a campus. Perhaps the shift can be thought of as moving from a farm, with various outbuildings, into a modern high rise where everything a student needs is contained in one sleek structure.

The paradigm shift is to no longer focus on what services do we provide students, but rather, what did students learn from our programs and services to promote their success in college, their careers and their lives?
According to the ACPA (1996), in *The Student Learning Imperative: Implications for Student Affairs* (pp. 1-6), there are several characteristics that commonly provide evidence of a student-learning orientation and several good self assessment questions (in bold) that can help student support professionals build a new, more effective structure.

1. **Mission or Goal:** Student Service departments’ goal should be to facilitate student learning and personal development. Student learning outcomes will exist for every unit or department within student services areas as they are in instruction; in fact, SLOs are now required for both as part of the Accrediting Commission for Community and Junior Colleges (ACCJC, 2002) Accreditation standards.

2. **Faculty or Staff Goal:** Faculty and staff should know their particular role with relation to student learning and personal development. For some, this is a huge shift from the service mentality where things are done FOR students. Now each interaction should be viewed as a learning opportunity. For example, in this new high rise, you wouldn’t show students where the courses are in the schedule; instead, you would teach them to read the schedule so they can do this on their own. Faculty and staff should ask themselves, “How can student affairs professionals be more intentional about promoting student learning while continuing to provide needed services to students and the institution?” (ACPA, 1996, p 4).

3. **Resources:** The third characteristic is that resources are allocated and rewards accumulated as a result of contributions to student learning and personal development. The staff and faculty in this new building of student support services model the focus on learning and development that they expect from students. Adequate staffing and resources to support the student learning process are an important aspect of the program review process. Faculty and staff create learning opportunities within the student support service departments and seek out learning opportunities.

4. **Collaboration:** The fourth characteristic involves collaboration with other parts of the institution. Rather than individualized units with independent functions, student support services departments actively seek partnerships with other services and instructional components of the college. These partnerships enhance the student pathway through the institution and model the importance of working together to accomplish transformational change. “Student affairs professionals attempt to make "seamless" what are often perceived by students to be disjointed, unconnected experiences by bridging organizational boundaries and forging collaborative partnerships with faculty and others to enhance student learning. Examples of this collaboration includes learning communities where student services faculty and instructional faculty team up to provide both content and effective study skills and where student services staff make career presentations when a faculty member is absent. Additionally, campus agencies that are potential fruitful links include instructional design centers, academic enrichment programs, and faculty and staff development initiatives. Off-campus agencies that provide community service opportunities for students offer excellent off-campus learning and students should be systematically encouraged to think about how their studies apply in those settings and vice versa.” (CCSSE, 2007c, p. 20) See Chapter 6 of this handbook for examples of many effective collaborations that are occurring at colleges across California and are resulting in positive success for basic skills students.
5. **Staying Informed**: The fifth characteristic is that student support services professionals are very well-informed about the students at their college and can access important data from the institutional researcher. They have seen the data and understand the latest research on the various student populations that they serve. The student support services faculty and staff are current on state, federal and local college district policy changes and make it a habit to actively and effectively inform students about these changes and how they may impact learning.

6. **Assessment**: Lastly, student services faculty and staff implement new strategies that enhance learning and assess these to determine whether changes have actually increased student success. Does the student support services faculty and staff participate in institution-wide assessment and in their own departmental assessment? Do they discuss the results of the assessments with one another and collaborate to improve processes?

“Student affairs professionals must seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education” (ACPA, 1997, p 6).

**Academic Advising**

As we stated at the opening of this chapter, student support services make the first impression and are the first contact new students have at the institution. The policies and procedures in student support services should be developed from good research and assessed regularly in order to stay learner-focused. Unfortunately, according to *Survey of Entering Student Engagement* (SENSE) too few students pursue academic advising during those first formative weeks of college. The diagram below provides the evidence from the 2007 survey (CCSSE, 2007a, p 8).
This evidence shows that most students get “advising” from friends, family or other students rather than from academic advising faculty. Why aren’t they seeking advice from those trained to do it? Most students say when they first come to campus that they intend to complete a degree or certificate (CCSSE, 2007a, p 7). But our data from the state Chancellor’s Office proves that the students’ original goals are often not met. Could it be because they did not receive the most appropriate advice from the start?

How do we capture students right at the beginning and provide them with not only the guidance to complete their academic goals but the learning opportunities to prepare them for the rigors of college? This is a particular challenge and the impetus for the Basic Skills Initiative. We know the vast majority of our students (75-90%) enter college needing some form of remediation. In addition, they need to become sophisticated and independent learners making choices that improve their chances of success in college, careers and their lives. An effective method to help students at this early juncture is to help them identify the differences between high school and college. This Appendix and Chapter 5 of this handbook contain materials that can be incorporated into student services instruction and orientations.

Research has shown that orientation and student success courses are vitally important within the first three weeks of the first semester (CCSSE, 2007a, p 10). In order to accomplish this, and to learn how best to embrace the characteristics of learning-centered student services, it may be helpful to look at the results of the national Community College Survey of Student Engagement.

**The Community College Survey of Student Engagement (CCSSE):**

The CCSSE is the largest scale, continuous research initiative engaged in assessing what students gain from their community colleges nationwide. The growing body of data collected from the CCSSE provides valuable insight to the best practices and approaches to improving student learning at community colleges. In 2007, CCSSE published a monograph that reflects on lessons learned through its first five years of research. It is suggested that these lessons be incorporated into Community college student services curriculum, whether that curriculum is in the classroom, a new student orientation, a workshop setting or an individual advising session. Remember, it is important that we constantly and consistently assess our group and individual programs to see if in fact they are effective in promoting student learning and success. If not, we use the data to make changes.

1. **Be intentional about the ways in which students are engaged in learning on campus.** Community college students balance a variety of commitments on and off campus that compete for their energy and attention (work, family, and school). They spend less time on campus than do their counterparts at four-year colleges, particularly if they are attending part-time. “Community Colleges, therefore must be deliberate and aggressively create opportunities to involve students so that engagement becomes central to every student’s experience” (CCSSE, 2007 a, p 5).

2. **Engagement matters for all students, but it matters more for some than for others.** CCSSE data reveals that there are consistent gaps between performance outcomes for high-risk students and their peers. The data also shows that when comparing levels of engagement between high-risk students and low-risk, the high-risk students were often more engaged in their college experience than their peers. However, these more-engaged, high-risk students often struggled with lower aspirations for themselves, were less prepared for college than
their peers, and encountered lower expectations of their success in college than did their low-risk peers. CCSSE observed that high-risk students were working harder but achieving lower results. They suggest that community colleges should maximize the opportunities to engage in activities both in and out of the classroom to help them reach levels of outcomes that their low-risk peers reached with less effort.

3. **Part-time students and part-time faculty are a reality of the community college.** This is often cited as one of the most daunting challenges for improvement efforts at the community college. Nationally, as many as two-thirds of community college students and two-thirds of faculty are part-timers. For both students and faculty, being part-time simply means fewer opportunities for faculty-student contact and engagement both in and out of class. This emphasizes the need for colleges to develop intentional and well-considered approaches about how to engage students in meaningful opportunities for interaction and learning. This is vital when one considers that part-time faculty often teach the lion-share of evening courses, when many part-time students are on campus.

4. **Being data-driven is becoming a necessity.** Improving student learning, particularly for high-risk students with basic skills needs, requires that community colleges establish practices for collecting, discussing, and using evidence to document student performance, monitor progress, and make needed changes to improve student learning both in and out of class.

5. **Numbers tell only part of the story.** Survey data can produce abundant quantitative data that can tell community colleges what is happening with student engagement and learning, but not why it’s happening. CCSSE urges colleges to look behind the numbers to seek explanations for why particular kinds of services or interventions are working or not working. CCSSE has made extensive use of focus groups consisting of students, student services personnel, faculty and other stakeholders to seek greater understanding of what works best for student engagement and success.

**Survey of Entering Student Engagement (SENSE) – What Matters Most to Community College Students as they Enter the Institution?**

In its executive summary of the 2007 survey, CCSSE focused on student engagement in the first four weeks of their college experience seeking to better understand that critical time. This increased “focus on the front door” came about because of the fact that community colleges lose large numbers of their students in the first term and existing CCSSE methodology focuses on students in their second semester, which are college “survivors” by that point in time.

To accomplish this, CCSSE partnered with the MetLife Foundation to develop the Survey of Entering Student Engagement (SENSE), which was piloted in the Fall 2007 semester. The pilot included a representative sample of 22 community colleges from around the country, surveying 13,500 respondents, over half of whom were entering students, and followed the survey with focus groups of entering students enrolled in developmental and gatekeeper courses at four of the institutions.
The initial findings of pilot SENSE surveys and focus groups revealed a portrait of the range of issues, needs and characteristics of entering students:

**Feeling Welcome:** Entering students surveyed were asked whether they felt welcomed the very first time they arrived on campus. 20% strongly agreed, 1% strongly disagreed, and roughly one third (32%) were neutral.

**Accessing needed information/services:** 32% of students strongly agreed with the statement that they were able to access the information they needed to complete the enrollment process. 2% strongly disagreed.

**Academic Advising:** When students reported where they got their primary source of academic advising (information such as advising, course recommendations, graduation requirements, etc), they stated the following:
- 5% Academic Advisor (non faculty)
- 31% Faculty Academic Advisor (e.g. counselor)
- 40% Friends, family or other students.
- 6% Online registration/other computerized degree advisor system,
- 3% Other college materials.

As we said earlier, one significant finding was that more students seek out peers, friends and family as primary sources of advice than counselors and faculty. One third reported that they participated in academic planning with a counselor and 41% of entering students reported that they never used advising or planning services.

**Financial Aid Advising:** Two-thirds of entering students were told they could apply for financial aid, but fewer than one-third received help with analyzing their financial aid need. While fewer than half of all entering students (44%) sought financial aid advising at least once, 53% say they have never used financial aid advising. This is regarded as a significant area of the SENSE survey, as lack of finances is among the top reasons students report that they may leave college.

**Student Orientation/Student Success Courses:** Thirty eight percent of entering students report that they attended an on-campus orientation prior to the start of class, with 11% completing orientation online. Seventeen percent enrolled in an orientation course as part of their schedule in the first semester of college. However, 20% of the students surveyed report they were not aware of the existence of an orientation program or course at their campus.

Just over one-third of respondents (36%) participated in a student success course, with just under half (46%) of those enrollees reporting that the course helped them very much in gaining knowledge or skills important to their success. For those who also took a developmental course concurrently with a success course, 48% reported that the success course helped them very much compared with 38% of academically prepared students. The Community College Research Center (CCRC) found that Florida community college students who enroll in a student success course are 8% more likely to graduate with a degree or certificate than those who do not take such a course.
The SENSE focus groups addressed a variety of topics, but when students were asked to cite the most important reason for their staying in college, their responses were overwhelmingly about the relationships that they forged early in their experiences. Students often identified the person who made a difference by name, whether it was an advisor, a counselor, a mentor, or administrative support, and they explained how he/she inspired them to stay and persist. These findings indicate that the most effective engagement that occurs involves the human connections that students make, from their earliest encounters on campus.

Similarly, while focus group cohorts recognize the importance of human connections on campus, they also were clear to point out when those interpersonal encounters can negatively impact students. The SENSE report cites one focus group members’ observation:

need to remember that they hold this person’s future in their hand . . . and with one wrong action or one wrong word you can totally turn them off and they’ll turn around and walk out the door and never come back. (CCSSE, 2007a, p 10)

The understanding that positive and supportive human connections matter has far-reaching implications for student services. Much of what is well-documented through CCSSE and SENSE data is that students seek out those people who are knowledgeable, resourceful, but particularly non-threatening and who they believe genuinely care about them. This explains the preference for many students to use their peers, family members and those close to them for academic advice and educational planning. It may also provide a means of understanding why critical services, such as financial aid advising, academic tutoring/support and career guidance, are under-utilized by students who are high risk. Community colleges would be well served to explore how to reach out to students and their families and provide services in ways that are welcoming, supportive, effective and non-threatening.

Strategies that Work and their Implications for Student Services

All right, so you’ve read the background and theory, but how does this work in reality? What strategies can you use at your college to better serve and engage your students? Check out the list below of strategies that work, most of which derive from the CCSSE findings.

Setting High Expectations and Clear Goals:
When considering the CCSSE findings, the implications for California community colleges as a whole and for student services in particular, are many. Commitment to promoting the success of students with basic skills needs, as indicated earlier, requires the commitment of the entire institution, but what does this actually look like? CCSSE recommends that it begins with a culture that sets high expectations and clear goals for student performance and success, and these expectations must pervade the entire fabric of the institution:
Even a casual visitor can walk onto a college campus and know, almost instantly, whether the college community believes that all students can learn. Do they look at their students in terms of attributes or deficits? Do they talk about difficult subjects or difficult students? The students’ ability to learn or the students’ right to fail? Institutions that expect students to perform well use language that communicates students’ value and potential. (CCSSE, 2007a, p. 14)

How we speak to students affects how they feel about their ability to succeed. Students believe in themselves and their ability to achieve when they are surrounded by those who believe in them. Student services departments and units play a critical role in conveying this message to students. Each interaction with a student, no matter how brief or seemingly trivial, conveys key expectations, and become opportunities to engage students in authentic genuine learning. Student service personnel must shift their perspective to embrace the role they play in supporting, encouraging and enhancing student engagement in the learning process.

**Focusing on the Front Door:**
Helping students succeed through the equivalent of the first semester (12-15 credit hours) can dramatically improve retention (CCSSE, 2007a, p. 2). Colleges must invest in efforts to connect with students from their first encounters on campus, and provide abundant opportunities for students to feel engaged in meaningful ways, particularly high risk students such as students with basic skills needs. Early academic advising, orientation and connecting with student success classes can provide high-risk students with the support services, opportunities to connect with peers, as well as encouragement to seek out opportunities to get involved with the social and intellectual life of the college, all of which enhance and encourage student learning. A promising program is the Santa Monica College’s (SMC)Welcome Center. Open for five years, this center services the needs of new students and since its opening overall new student retention has increased. Outcomes of the center also include increased communication between college divisions and increased freshman enrollment in the Student Success seminar making this course the second most popular course on campus with 66 scheduled sections. SMC also offers a VIP Welcome Day for new students and their parents and in 2008 over 2,500 students and their families attended (see Appendix 5, Big Ideas Inspiration and Advice for Counselors and Career Centers).

**Developmental Education:**
As you know from reading this handbook, close to three-quarters of all entering community college students nationwide assess into pre-collegiate courses in either mathematics, English or reading, and there are locations where the numbers are much higher. This fact alone underscores the reality that community colleges must come to terms with – developmental education is now a core function and an integral part of their existence. Preparing students for collegiate level coursework as well as lives as productive citizens has become an important part of the community college mission. The CCSSE survey data observed that students who successfully complete a developmental education course – any developmental education course – were more likely to persist and succeed than other student groups, including students who did not need any developmental education. (CCSSE, 2007c, p. 15)

It is especially important that training of all academic advisors and counselors focus on how to communicate to students who have just left high school that they need remediation courses in mathematics, English and reading in order to be successful in college-level courses. Sensitivity to a
student’s sense of self-worth and developing language that encourages rather than diminishes students is paramount.

**Make Engagement Inescapable!**
Community colleges who commit to improving student learning can create abundant opportunities for students to get involved so that engagement becomes inescapable. This does not happen by accident – institutions commit considerable time and resource planning in designing how these opportunities for students to engage in purposeful learning will take place on their campus. Two such approaches highlighted in the CCSSE data are the construction of learning communities and intrusive intervention strategies.

**Learning communities:** Learning communities are rapidly becoming commonplace on campuses, as they create involved, collaborative and intensive learning environments by linking courses, faculty and in some cases, advising and learning support resources. Students in learning communities form peer cohorts, spending considerable class time together and forming supportive relationships with each other and with the faculty who work as a team. See Chapter 6 of this handbook for a longer discussion about how learning communities help students with basic skills needs and examples of particularly effective programs.

**Intrusive interventions:** Intrusive intervention strategies (sometimes called intrusive counseling) are designed to target high-risk students and provide them with intensive and timely support services, in an effort to prevent student failure or attrition from college. These strategies can take a variety of forms, but typically the approach is to intervene before students find themselves in academic difficulty. Examples include early alert programs, mandatory counseling sessions, developmental and success workshops, periodic academic progress reports, supplemental instruction and tutoring. These and other measures may become compulsory for students, such as those on academic probation. CCSSE cites a growing number of institutions that are re-introducing policies for mandatory course attendance, where students are called by advisors or faculty if students miss more than two classes. “Faculty and staff at educationally-effective institutions know, and behave as though, educating students is everyone’s business, and all must work together to make sure students do not fall through the cracks” (Whitt, 2005, p.2).

**Integration: The Most Important Strategy**

Despite the critical nature of the role that student services plays in supporting basic skills students, their contributions and efforts often occur in isolation from the instructional units on campus. Historically, student services and academic affairs have been concurrent but separate functions and each operates with differing and often conflicting ideas of what should be expected of students. This “silhouette effect” is a common phenomenon on campus where communication and coordination among departments does not occur or is inadequate to meet the needs of students.

Eliminating silos on campus and restructuring and promoting the collaboration of student services and instruction is a vitally important goal for creating the conditions that allow basic skills students
to flourish. “High performing organizations are marked by partnerships, cross-functional collaborations, and responsive units. Effective partnerships among those who have the most contact with students—faculty and student affairs professionals—fuel the collaborative spirit and positive attitude characterizing these campuses” (Whitt, 2005, p. 2).

The Big Picture: Transforming Student Services to be Engagement-Driven and Learning-Centered

Community colleges will be continually challenged to transform their practices to improve learning in an environment where funding cycles will always be inadequate, and where the student landscape will continue to be in flux. Students with basic skills needs will always be the majority of students on campus, and they are counting on the community college system to provide them with essential tools to help them succeed at the collegiate level and beyond. Student services professionals understand the increasing challenge, as they often have their finger on the pulse of the student body and are aware of the issues that students bring with them to college. Improving student services and transforming the institution to become engagement-driven and learning centered will require collaboration across institutional boundaries, the elimination of siloed-thinking, and a sustained commitment to transforming the culture of the institution. We need to repeatedly ask ourselves in student services “What are students learning in our programs and how do we know and how can we improve?”

CCSSE (2007c) identifies the following attributes that are essential building blocks to the creation of a new and more effective philosophy and structure for student services (p 20):

- **A student-centered vision:** Being student-centered is a common buzzword at institutions, but those who are truly committed to being student centered have a belief in their students’ ability to succeed, set high expectations and goals for student performance and communicate them clearly, and provide students the resources and support to reach those goals. Student services programs that are committed toward this end assess their programs and services, use this evidence to change and improve their programs and services. This requires that student services personnel have a restless energy to continually improve their practice so that more students succeed.

- **Leadership:** Effective leaders are a necessary component as they articulate a clear vision for success, and inspire others to action. True leaders understand that not all stakeholders may buy into the vision, but will build support among those who do, and move the agenda forward. A good leader will set a collaborative tone, establish clear priorities, and goals for improving student success. They meet frequently with their departments to discuss about their effectiveness, identify and solve problems, and look for ways to improve what they do.

- **Congruence of values and purpose across the college:** Students can easily determine when services, departments or college personnel are “not on the same page”, but they will
quickly identify which services or departments on campus are the friendliest and most helpful. The most effective institutions have a shared vision and belief of student success, and are passionate about helping students become effective and successful.

- **Being data-driven, using both quantitative and qualitative data for improvement.** “Data” is not a dirty word. As a matter of fact, data can prevent a department from falling into the common trap of relying on anecdotal information, which over time can become fossilized and reinforce operational assumptions and mental models that may inhibit improvement. In contrast, departments and programs that continuously assess their services, student needs, and monitor progress are rigorously examining their services to continuously improve what they do. They frequently and routinely seek input from students – incorporating the best suggestions. Quantitative data, such as survey data, can present a broad view of what student needs are being met or not met, where qualitative measures, such as in-depth interviews or focus groups, can shed light on how to best improve from the student’s perspective.

**Promising Practices in California Community Colleges’ Student Services**

So how are California community colleges making the information in the CCSSE a reality? The next section of this chapter describes promising practices in specific areas of student services, ones that embody the characteristics that CCSSE cites will enhance student engagement. This collection of practices will continue to grow over time, as more institutions contribute their innovative ideas to this effort.

**Promising Practices in Financial Aid**

Financial aid provides critical resources that can mean the difference between going to college and not going to college for many California students with basic skills needs. However, many students and their families are not aware of the financial aid resources and options that are available to them.

**Quiz 3: What Do You Know about Financial Aid?**

Let’s begin with a short quiz.

1. Nationwide, how many students community college students apply for financial aid?
   A. less than 25%
   B. approximately 35%
   C. approximately 45%
   D. approximately 55%
   E. more than 75%

2. How many CCC students apply for financial aid?
   A. less than 25%
   B. approximately 35%
   C. approximately 45%
   D. approximately 55%
   E. more than 75%
3. What are important aspects to financial aid?
   A. Providing information about financial aid
   B. Informing students about fee waiver options
   C. College culture about financial aid
   D. Staffing and funding resources available to the financial aid office
   E. A balance between providing information and assistance to student and meeting administrative demands

4. What percent of CCC student college expense is the result of fees?
   A. 0%
   B. 5%
   C. 10%
   D. 20%
   E. 30%

5. Latina/o students represent the fastest growing population of community college students (averaging 27% of CCC students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
   A. 5-15%
   B. 15-30%
   C. 30-45%
   D. 45-50%
   E. 50-65%

The answers to this quiz are in Appendix 6

Think about the implications of the above questions in relation to your community college student population and access. What are some important issues on your college campus?

Recent studies have provided further evidence on the pivotal role of financial aid. Michael MacCullum from Long Beach City College examined the effect of financial aid processing policies on student enrollment, retention and success. Data from a comprehensive survey of California community college financial aid offices provide insight into how policies and procedures affect enrollment, retention and success. Implications and strategies for action at the local and state level to improve student success and retention are examined. This study is available at http://www.nasfaa.org/Annualpubs/Journal/Vol37N2/index37n2.html
The Institute for College Access and Success (TICAS) strives to make college accessible and affordable for all people from all backgrounds. In a recent publication about California community college admissions and financial aid processes called *Green Lights and Red Tape: Improving Access to Financial Aid at California’s Community Colleges*, TICAS identifies key strategies that need to be addressed in California community colleges to improve access, retention and success for our students. The report states that colleges can “green light” student applications by:

1. Translating information into all the languages used by students
2. Developing communication strategies that recognize cultural differences
3. Collaborate with faculty to get the word out
4. Tell part-time students about the benefits of becoming full time
5. Put experienced staff up-front to work with students
6. Open offices during the evenings
7. Disburse aid early or provide bookstore credit so students have money for books early in the semester
8. Only verify as many aid applications as are required by state and federal law
9. Create institutional aid programs that can provide emergency loans


The report also offers models of no or low-cost practices which can affect success. Some of the most promising include financial aid outreach intervention approaches designed to increase access and awareness. For example, at San Bernardino Valley College, during the hottest days of summer, the financial aid office distributes free water bottles and cardboard fans that direct students to their location and list office hours.

Appendix 7 provides an example of the outreach done by Santa Barbara City College (SBCC) Financial aid department describing the terms of financial aid. This example is shared by permission and helps to provide good ideas based upon the practices suggested above for improving services. SBCC plans to have student focus groups to evaluate the usefulness of the pamphlet. When you consider the data provided by TICAS about the lack of information Hispanic students have on financial aid, any strategy that places clear information into students hands should become a model for other colleges to adapt to their own purposes.

Additional recommendations to improve access to financial aid services listed in the TICAS article include the following:

1. Assess existing policies and procedures to identify barriers for students.
2. Collaborate with other colleges and the Chancellor’s Office to communicate financial aid options and encourage student applications.
3. Continuously solicit student feedback about financial aid services, using quantitative and qualitative data, and use what is learned from these efforts to improve existing practices.

**Promising Practices in Library Services: Increasing Student Success through Library Usage at Pasadena City College**

Librarians and libraries are essential components of the educational process because they support curriculum, teach information literacy and foster critical thinking skills. Libraries are essential partners in a learning community because they provide learning opportunities for all students and provide them with the technical skills needed in today’s information age.
In Fall 2007, the Pasadena City College Library assessed library usage, success and retention rates for basic skills students as well as non-basic skills students, using the following approach:

Step 1: Collect the student identification numbers of any students who checked anything out of the library last year (either media, books, periodicals or a computer) for the last five years. Checking resources out from the library was an indicator of library usage.

Step 2: Check those identification numbers with the numbers of any students enrolled in basic skills classes and those enrolled in non-basic skills.

Step 3: Determine the success and retention rate of those basic skills students and non-basic skills students that used the library versus those students who did not use the library.

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Library Users</th>
<th>Library Users</th>
<th>Non-Library Users</th>
<th>Library Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-03</td>
<td>63.59</td>
<td>74.78</td>
<td>59.49</td>
<td>68.81</td>
</tr>
<tr>
<td>03-04</td>
<td>63.31</td>
<td>74.96</td>
<td>61.36</td>
<td>67.64</td>
</tr>
<tr>
<td>04-05</td>
<td>62.55</td>
<td>73.76</td>
<td>57.04</td>
<td>68.00</td>
</tr>
<tr>
<td>05-06</td>
<td>62.53</td>
<td>73.06</td>
<td>54.54</td>
<td>65.99</td>
</tr>
<tr>
<td>06-07</td>
<td>60.76</td>
<td>73.00</td>
<td>52.82</td>
<td>66.27</td>
</tr>
</tbody>
</table>

These data reveal that for both basic skills students and non-basic skills students, students who use the library showed an increase in both retention and success – as high as 14% greater than students who never checked a resource out of the library.

While faculty and other stakeholders continue to dialog about other factors that may impact these findings (such as high achieving students and their inclination to take advantage of services available to them), this finding does indicate that connecting students, particularly those who are taking basic skills courses, to library services in their first semester can positively impact their chances for success in courses as well as overall retention. (Contributed by Mary Ann Luan, Pasadena City College, Dean)

Table 1. Success Rates of Basic Skills and Non-Basic Skills Students by Usage of Library Resources

Table 2. Retention Rates of Basic Skills and Non-Basic Skills Students by Usage of Library Resources
Incorporating Library Services and Information Competency into Basic Skills Plans at San Francisco City College

Bonnie Gratch-Lindauer, of City College of San Francisco, analyzed *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007) and, as a result, developed recommendations on the importance of having librarians participate in college-wide Basic Skills or Student Success Committees. As the information experts on campus, their contributions and collaboration with instructional faculty are invaluable. As Bonnie explains, “it's not too late to try and have each community college address library/ian contributions and roles specifically at these places in *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007). Below are her suggested additions:

**Basic Skills and the Library**

Recommendations for Incorporating the Library into *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007). Please refer to the specific portions of the literature review found at [http://www.cccbsi.org/literature-review](http://www.cccbsi.org/literature-review) as indicated below:

**Part II: Assessment Tool for Effective Practices in Basic Skills**

1. In all the four sections on the first page of each section that lists who should be involved in discussions, we should add "Library and Learning Resources" either after the bullet for "Counseling" (this is an indented list under "Lead faculty members in Developmental Education programs") OR within the bullet that is called "Other college-level faculty who do not teach English or mathematics".

In addition, in these same four locations after the bullet "College Success/Study Skills" should be added "Basic Information Competency Skills."

For example: p. 105 (Poppy Copy). In section A, Organizational & Administrative Practices:

*Lead faculty members in Developmental Education programs, including the following:
Add to the list by *College Success/Study Skills AND BASIC INFORMATION COMPETENCY SKILLS.*"

2. A. 5. “A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services." The library's contributions to effective practice A.5.1. and A.5.2 are important and are made by such things as research skills workshops, course-related supplementary research skills instruction; information competency tutorials, etc.

I would recommend a fifth effective practice be assessed and documented at each college: A.5.5. Library and information resources are acquired in direct support of developmental education courses and appropriate reading and listening-level materials are provided.

2. Section C.4 “Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.”
Under C.4.7 Academic Alliances where is listed "Other (specify activity)", should be added:
   C.4.7. Academic Alliances -- Librarian partnerships with developmental education faculty.

3. D.1 Sound principles of learning theory are applied in the design and delivery of courses in the
devotional program.
   In D.1.2. Colleges preparing the self-assessment to this effective practice should be also
   considering how information competency relates to this practice. A possible rewording of D.1.2.
might be:

   Problem-solving and critical-thinking skills, INCLUDING EVALUATING INFORMATION
   SOURCES, ARE INTEGRATED INTO DEVELOPMENTAL EDUCATION
   CURRICULUM

4. D.5 A high degree of structure is provided in developmental education courses.

   Section D.5.2. "Well-planned, sequential courses possess a corresponding proactive academic
   support component."
   Colleges preparing the self-assessment should explicitly think of Library and Learning Resources
   as they respond to this effective practice.

5. D. 10 Programs provide comprehensive academic support mechanisms, including the use of
   trained tutors.

   Along with A.5. This is the effective practice that most clearly relates to library
   services/resources. College self- assessments and responses to D. 10.1 -10.3. and D. 10.7 should
   definitely include library/ian services and resources.

Bakersfield College Librarians Develop Website Evaluation Tools to Address College Level Information Competency Expectations

Bakersfield College English faculty developed a student learning outcome (SLO) for English 1A
which states that students will “demonstrate the legitimate use of scholarly sources by using library
and online reference materials; summarizing and paraphrasing sources; synthesizing multiple
sources; and avoiding plagiarism. In response, the Bakersfield College library faculty, in conjunction
with area high schools, developed a tool to assist students in evaluating web information. The ability
to evaluate sources is an essential part of an effective education and the foundation of critical
thinking courses.

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**Evaluating Web Information**

The more questions you can answer, the more reliable the web site.

**WHO is the author of the information? WHO is the host or sponsor of the web site?**

- What information do they provide about themselves?
- Can you contact them? Is there an e-mail address? Do they list a street address?
- If you can’t tell who is behind it…don’t use it!
WHY was the site created? Does it have a specific purpose?

- Does it state a purpose or mission? What is it? To sell? To inform? To persuade? Other? (Look for an “About Us” link.)
- What type of site is it? .com = commercial .gov = government .edu = educational .org = non-profit organization .net = network ~(tilde) = personal web page

WHAT is the point of view?

- Is there any bias or slant? Or, is it neutral?
- Are there links to other viewpoints? Or, does it present both sides of the issue?

HOW credible is the source?

- Does the author or organization have expertise on the topic? What education, degrees, or work experience does the author have?
- Who is the intended audience? College students? Consumers? Children?
- Is it scholarly—that is, written by a researcher or expert for a college or academic audience?
- Are the sources credited with a bibliography, works cited list, or references?
- Are there any obvious errors or misinformation? Is it a collaborative site such as Wikipedia to which anyone can post or edit information?

WHEN it was it last updated?

- Is the information current? When was it last revised? What is the copyright date?
- Are there many broken links?

WHERE can I find more information?

- What can you find out about the author or site using other Internet sources or library reference materials? Some suggestions are Librarians’ Internet Index (www.lii.org), Contemporary Authors, Gale Literature Resource Center, Encyclopedia of Associations, and Magazines for Libraries.

Promising Practices in Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)

EOPS and CARE are among the most successful educational programs that we have for student success. The programs target “at risk students” who have both personal and academic barriers to educational success, including low income, educationally disadvantaged, typically underserved ethnic populations and those students with basic skills needs. The guidelines for the program follow ideal educational models employing all the effective practices recognized across the nation in student engagement, developmental education and student success. The programs are funded through categorical funding from the state, and annual reports to the legislature on student success are required. These programs “provide a comprehensive and coordinated foundation of support services that includes counseling, advisement, tutoring, advocacy and peer networking, as well as grants and non-cash-based assistance that addresses the unique educational and personal needs of EOPS and CARE students. The heart of these programs is the helping hand and personal encouragement that leads to student achievement and success.” (CCCCO, 2006, p. 2)
These programs have essentially produced student success results that include certificate and degree completion, greater retention, and higher grades, comparable to non-EOPS students. While on the surface, this may not seem like a leap in success, but one must only consider that the majority of these students would have, according to our data, dropped out or failed at a rate two or three times that of the non-EOPS student. Consider the requirements to be part of the program, and you will identify the fragile nature of this population and the great success these programs exhibit.

(CCCCO, 2006, p. 5)

It is interesting that EOPS and CARE serve only 3-5% of our students each year. It is essential to increase the funding for these programs because we know more than 3-5% of our students meet these requirements.
Because of the effective advising they receive and their engagement in college, these students have college goals that equal or exceed those of the general student population, and they tend to enroll in basic skills courses at almost double the rate of the general student population. These two factors indicate both goal orientation and planned academic pathways. Table 1 indicates the outcome of these programs which approximate the outcomes of non-EOPS students and Table 2 describes the transfer readiness that far exceeds the general population (CCCCO, 2006, p. 13).

### Table 3

| Degrees and Certificates Awarded for EOPS, CARE and Non-EOPS Full-time Students, 2005-06 |
|---------------------------------|-----------------|-----------------|-------------------|
|                                 | **EOPS Students** | **CARE Students** | **Non-EOPS Students** |
| **Awards**                      | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** |
| Associate Degrees only          | 5308       | 5.08%      | 441       | 4.34%      | 27391      | 5.37%      |
| Certificates only               | 1280       | 1.22%      | 216       | 2.13%      | 5451       | 1.07%      |
| Degrees & Certificates          | 492        | 0.47%      | 86        | 0.85%      | 2406       | 0.47%      |
| Total Awards                    | 8579       |             | 969       |             | 43459      |             |

Source: Chancellor’s Office Management Information Systems

### Table 4

| Transfer Readiness for EOPS, CARE and Non-EOPS Full-time Students, 2005-06 |
|---------------------------------|-----------------|-----------------|-------------------|
|                                 | **EOPS Students** | **CARE Students** | **Non-EOPS Students** |
|                                 | **Number** | **Rate** | **Number** | **Rate** | **Number** | **Rate** |
| Transfer Directed               | 14008      | 13.40%   | 575       | 5.66%    | 109490     | 21.45%    |
| Transfer Prepared               | 14689      | 14.05%   | 1133      | 11.16%   | 95546      | 18.72%    |

Source: Chancellor’s Office Management Information Systems

Students need more than academic advisement to succeed. So let’s take a look at the promising practice of assessing and responding to the whole student by addressing both academic and personal needs.
Crafton Hills EOPS: Developing Student Learning Outcomes for Student Services that Focus on the WHOLE Student – Focusing on Affective Outcomes

Crafton Hills College uses a commercial survey that examines eight affective SLOs based upon the College Success Factors Index (CCSFI) developed by Dr. Halberg of California State University of Los Angeles. They began using the survey with their EOPS student population. Early review of student success rates convinced them to implement the survey for all students enrolled in learning communities as well as EOPS students.

Crafton Hills administers the survey at the beginning of the semester for new EOPS students. The survey asks a variety of questions that are then analyzed and indicate the students score in relation to the eight factors listed below. When a student's results from the survey indicated cause for concern, the appropriate counselor, financial aid officer or other student services professional received an e-mail indicating the need to make an appointment with the student. Students were then contacted and issues were discussed proactively, some people refer to this as intrusive counseling. The factors examined in the survey are:

**Responsibility/Control:** Students understand that they are responsible for their own success in college. They are in control of their education, make decisions and take positive action to maintain a high academic standing. In short, they take ownership over their educational and personal future.

**Competition:** Students are motivated to perform at their highest level possible, and demonstrate a commitment to success in college. They can articulate the reasons for wanting to succeed and perform well. Students display a sense of self-confidence that is reflected in their expectation of success. They are accomplishment-driven and challenge-motivated.

**Task Precision:** Students are task-oriented and strive to complete assignments and tasks with a high degree of precision. They break larger projects and expectations into smaller, more manageable tasks. They meet deadlines and commitments, and make a point to confirm and clarify details when needed. They communicate with precision.

**Expectations:** Students set high expectations for themselves, through challenging goals that are meaningful to them. They seek out learning opportunities, new experiences and take risks. They articulate a strong desire for success in their chosen field or major. They persist through obstacles and articulate a high degree of commitment to their academic success.

**Wellness:** Students practice sound habits in personal health, nutrition, exercise and stress management practices. They seek balance in their lives, their relationships and the various roles they assume in addition to being a student. They understand what they need to perform at their best.

**Time Management:** Students practice sound skills in planning, calendaring and prioritizing their tasks, commitments and responsibilities. They exert control over the events in their lives, and can manage interruptions without losing sight of what is most important to them. They use a planning system that helps them keep track of their assignments, tests, papers, projects and deadlines.
**College Involvement:** Students seek meaningful connections with the college, through formal as well as informal means. They develop a circle of support on campus that can assist them through times of challenge. They articulate a sense of satisfaction with their college experience.

**Family Involvement:** Students have a circle of support that includes the people who are most important to them. Their circle of support provides advice and encouragement, and has a positive involvement in their lives that enables them to succeed in college.

More information is available at [http://www.csfi-wadsworth.com/ad_factormenu.htm](http://www.csfi-wadsworth.com/ad_factormenu.htm)

**Promising Practices in Disabled Support Programs and Services (DSPS)**

Another population of “at risk students” include those that have disabilities. These departments excel in their connection and service to students. We wanted to provide two examples of great work being done in DSPS that exemplifies the aspect of collecting and analyzing data in order to improve services. The first sample from Bakersfield College describes student learning outcomes, assessment and analysis of data at the course level. The second example shows San Diego Mesa College’s DSPS program-level SLOs and assessment methods.

**Promising Practices in DSPS at Bakersfield College (Course level outcomes and assessment)**

The following information was provided by Joyce Kirst, an Learning Disabilities (LD) Specialist at Bakersfield College. This information describes the evaluations she employs in her Disabilities Management course in order to assess and improve her student’s performance and her own teaching. Note that she incorporates student metacognitive assessment (thinking about their own learning; see Chapter 5 of this handbook), student survey information (indirect perception data), and student performance portfolios (direct student learning data).

First, Joyce provides her students with SLOs for the course and documents the ways in which they will be assessed in her syllabus. Please see the information on the next page.
Next, Joyce shares the Final Disability Management Portfolio assignment that she requires of her students. This creates an excellent summative and comprehensive review of the SLOs targeted for this course.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize laws and policies regarding disability rights and responsibilities.</td>
<td>Assignment #1 – Summarize legal issues in higher education, Midterm exam, Final: Disability Management Portfolio</td>
</tr>
<tr>
<td>3. Select mitigating measures and resources to manage their disabilities.</td>
<td>Assignment #3 – List mitigating measures you can take, Assignment #8 List support groups &amp; organizations for your disability, Final: Disability Management Portfolio</td>
</tr>
<tr>
<td>4. Identify and properly use their authorized academic accommodations.</td>
<td>Assignment #4 – Explain your accommodations at BC, In-class role playing, Final: Disability Management Portfolio</td>
</tr>
<tr>
<td>5. Apply experience from using academic accommodations to request reasonable accommodations for a job or community activity.</td>
<td>Assignment #5 – List job/community accommodations, In-class role playing, Final: Disability Management Portfolio</td>
</tr>
<tr>
<td>6. Resolve disputes regarding access barriers.</td>
<td>Final: Disability Management Portfolio</td>
</tr>
</tbody>
</table>

**Special Studies B48**

**Disability Management Portfolio**

The purpose of a course portfolio is to:

- Review the main areas of a course by selecting a few samples of your past work that represent your best efforts or a pattern of improvement,
- To correct or enhance earlier assignments, and
- To carefully reflect on your personal growth regarding the subject. It is a way to pull together the various tasks and concepts from the course and creatively make them your own.

Your disability management portfolio is worth 60 total points. Students who earn the highest value will not only address the following topics factually, they will consider them from a personal perspective and use an original presentation style.

1. Legal issues & resolving disputes  
2. Functional limitations  
3. Mitigating measures  
4. Academic accommodations  
5. Job/community accommodations  
6. Support and resources
At the end of the course Joyce surveys students for feedback concerning the effectiveness of the course.

<table>
<thead>
<tr>
<th><strong>SPST B48: Disability Management Evaluation – Fall 2007</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Student Learning Outcomes” are the main ideas of a class or things most students should know after taking the course. <strong>List the main concepts you learned in this course.</strong> You may use your course syllabus and sequence guide for help. Underline the 2 or 3 items above that would most contribute to developing disability management skills.</td>
</tr>
<tr>
<td>How did the course affect you personally?</td>
</tr>
<tr>
<td>What improvements would you suggest for this course?</td>
</tr>
<tr>
<td>Would you recommend this course to your friends? Why or why not?</td>
</tr>
<tr>
<td>Make any comments you wish.</td>
</tr>
</tbody>
</table>

Joyce uses the information she receives from these evaluations to alter the way she teaches the course in the future.

Appendix 8 of this handbook includes the outcomes survey and sample data analysis of a different course that Joyce teaches is called *Introduction to Word Processing for Students with Disabilities*. Joyce uses a simple free survey tool, available on the web that requires her students use their computing skills by responding on the computer. Please note the analysis of the results to the last question which provides an excellent example of integrating library services with her course.

What does this look like when you go from course outcomes and assessment to program outcomes? San Diego Mesa College provides an example of their program outcomes and assessment methods in the next section.

**San Diego Mesa DSPS Program Student Learning Outcomes Assessment**

Appendix 9 contains a detailed example from Mesa College’s DSPS Program Student Learning Outcomes Assessment (SLO). Note the organizational structure. The college’s SLOs for the AA degree are listed first. DSPS outcomes are articulated in another column, showing how they are mapped to the SLOs for the AA degree. Finally, the activities and assessments for each of the program SLOs are listed as well. Many of these assessments are direct and quantitative.

With programs, it is essential to map outcomes across the courses included in the program as an important step in the institutional assessment and improvement process. This model clearly links department and program outcomes with college wide goals, and it provides student services a tremendous opportunity to articulate to the entire campus community the vital contributions that student services plays in engaging students in the learning process. Writing program SLOs and developing assessments provide an ideal opportunity for **everyone** in the department to work together to articulate and prove exactly how the department contributes to student learning. And
more importantly, the assessment results allow us to know what is working effectively in our courses and programs and what needs to be changed to meet student learning needs.

In this next section we present work done in student services and ask you to consider outcomes statements (SLOs) and then think about ways to assess these outcomes.

**Innovation and Improvement through Assessing Student Services SLOs**

The best way to ensure the success of any promising innovative practice is to assess it to see how it is working. With the 2002 changes to accreditation standards, student services programs have been given the opportunity to articulate the ways in which they contribute to the student educational experience through developing student learning outcomes. The assessment of student learning in co-curricular contexts reaffirms the educational mission of student services by documenting the ways in which students learn, and offers a means of continuous improvement of those ways of learning. This represents an important shift – where previously student services were often seen as providing a service, they are now seen as offering learning opportunities where students gain valuable skills and abilities that enable them to become self-directed and autonomous learners.

Angela Caballero de Cordero of Allan Hancock College created sample student services SLOs based upon the effective practices in *Basic Skills as a Foundation for Student Success in California Community College* (Center for Student Success, 2007).

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**BASIC SKILLS INITIATIVE:**
**RESEARCH SUPPORTED STUDENT SERVICES and SOME POSSIBLE SLOs**
Angela Caballero de Cordero, Allan Hancock College

**Counseling Major Competencies and Student Learning Outcomes:**

1. Students will be able to identify the coursework necessary to reach their educational and/or personal enrichment goals
   1.1 Students will be able to select courses based on their English and mathematics placement.
   1.2 Students will develop a plan that identifies the coursework necessary to achieve their educational goals.
   1.3 Students will be able to successfully complete the coursework necessary to reach their educational and/or personal enrichment goals.

2. Students will be able to navigate the educational and student support services systems to enhance their success.
   2.1 Students will be able to list at least three student support services and three instructional support services.
   2.2 Students will be able to decode community education college publications.
   2.3 Students will be able to use campus resources.
2.4 Students will be able to complete the registration process.
2.5 Students will be able to utilize on-line resources.

3. Students will be proactive in the decision-making process and accept final responsibility for their decisions.
3.1 Students will be able to identify barriers to their academic success.
3.2 Students will be able to identify strategies to overcome barriers to achieving academic success.

Financial Aid Major Competencies and Student Learning Outcomes:

1. Students will use critical thinking to inquire about financial aid resources available.
   1.1. Students will comprehend financial aid application instructions
   1.2. Students will identify deadlines and meet the March 2nd and Nov 12th deadline dates

2. Students will be independent and complete the required financial aid applications and various forms
   2.1. Students will be aware of financial aid resources
   2.2. Students will be able to access financial aid resources online
   2.3. Students will be able to fill out verification form and explanation of no/low income form

Orientations

1.1 Students will be able to use placement recommendations to select appropriate English and mathematics classes.
1.2 Students will be able to identify and describe at least three instructional support services.
1.3 Students will be able to identify and describe at least three student support services.
1.4 Students will be able to decode and use college publications.
1.5 Students will be able to differentiate between a certificate, degree, and transfer option.
1.6 Students will be able to identify where the counseling department is located.
1.7 Students will be able to identify where the financial aid office is located.
1.8 Students will be able to complete the course add and drop process

A student service outcome is like any other SLO (see Chapter 15 of this handbook for a detailed description of course SLOs and assessment). An SLO describes the:

- knowledge
- skills
- abilities
- attitudes
- beliefs
- opinions
- values

that students have attained by the end of a learning experience. The emphasis is on what students are able to DO as a result of the learning that has taken place, and the assessment provides the
evidence that students have indeed acquired the desired knowledge, skills and abilities. The assessment of SLO varies with the specific outcome and the department that is doing the assessment. There is no one right way to do this, and colleges are developing various methods that meet their own unique needs.

Here are some examples of student services SLOs and some ways that you might be able to assess them. It is suggested that you use these examples to think about how you might incorporate appropriate SLOs and assessment in your college.

**Department Specific SLO Examples from California Community Colleges**

**El Camino College:**

**Admissions and Records:** Students will be able to utilize web technology to accurately and successfully apply and register on-line.

The college could assess this outcome by gathering data on how many students register successfully on the web, compared with those who register over the phone or through walk-up registration. This would be a direct, quantitative assessment.

**Student Development:** By participating in student government, students will be able to facilitate a group meeting using parliamentary procedure.

This could be assessed by through observation with the use of a rubric (see the Chapter 15 of this handbook for definitions, examples and directions for how to write a rubric). This is also a direct measure.

**Counseling:** By completing a series of career assessments, undecided students will be able to choose a major.

This could be assessed by identifying cohorts of undeclared students who then declare a major within a certain period of time after completing the career assessments. This is a direct, quantitative measure.

**Santiago Canyon College**

*After using student services at Santiago Canyon College, students will be able to acknowledge a personal problem, identify sources of assistance, and obtain assistance.*

The Santiago Canyon example is an outcome that might benefit from qualitative measures: focus groups, interviews, surveys, or a student self-assessment. While a quantitative measure might tell you precisely how many students used a college service to obtain assistance, those numbers would not enable you to evaluate the student’s ability to acknowledge the problem or correctly identify sources of assistance that are effective. However, it would provide an important baseline to determine whether the service was being used by students.
Student Educational Planning SLO’s

Research clearly shows that students who declare an educational goal are more likely to succeed than students who are undefined and undeclared. Counseling departments are developing learning outcomes that focus on a students’ ability to develop effective educational plans (or “Ed Plans” as they are commonly known), such as the following example.

Students will develop a plan that identifies coursework necessary to achieve their educational goal.

Or

Students will formulate an educational plan that supports academic goals and career and vocational interests.

Using educational plans as learning evidence is similar to course embedded assessment methods that instructional faculty use to assess course SLOs (see Chapter 15 of this handbook). As students clarify their career and personal aspirations, identify new opportunities, and perhaps change their major, the ability to revise and update their educational plan becomes an important skill to master.

If you considered using student educational plans - good idea! But think about the interactions between the student and the counselor when writing an Ed plan. Who does the work? Also consider looking at a variety of Ed plans using a rubric to learn what is consistent and inconsistent in your student population in order to learn what you can do as an institution to help your students more. California State University at Long Beach has data to show that students change their major an average of five times within the first two years. Students will not have counselors there to help them for each of these changes, so students must learn how to revise, rethink and recreate their Ed plan on their own.

Perhaps you might want to think about the steps in the counseling process: orientation workshops, first-time student appointments or workshops, and educational planning. What are your programs for first-time students, re-entry students, basic skills students, honor students and probationary students to name a few? Each of these groups has different needs and learning styles and the approaches to orienting, advising and teaching them differ. What specific learning does your counseling department expect students to know after these sessions or workshops? How do you know that you are being effective? Focused dialog among the members of your department to answer these questions is invaluable and will lead to discussions of what you expect students to be able to do after you interact with them. Also, how will you prove that students can do what you say they can? That leads to the writing of student learning outcomes and appropriate assessments. Remember, that while this is a requirement of the 2002 accreditation standards, it is exciting to get student feedback and use that information to improve what you are doing.

This process may seem foreign or cumbersome at first. But, keep thinking. Many of the outcomes you value may seem invisible at first, but we have found that with careful thought and dialog, they are usually visible. Along these lines, counselors at Cerritos College wanted students to feel connected to the counselors. At first the faculty considered ending counseling appointments and having counselors report whether they thought the students were engaged or not. Of course 100%
of the counselors reported that the students were connected. After some thorough thinking, they realized that students have cues they give when they feel connected. Some of these cues included:

- Offering personal information the counselor did not ask them about, such as failing a course.
- Exclaiming that the session was helpful without a prompt from the counselor.
- Telling the counselor that they intended to come back again for a follow up visit.

Handing students a quick survey of the counseling session could provide for both quantitative and qualitative data. And so with assessment, some of the most seemingly immeasurable outcomes are actually observable and reportable in a way that helps us to consider and improve our services.

Closing the Loop

The ultimate goal for developing and assessing student services SLOs is to improve student learning. Once data is collected, it is important to provide opportunities for the department to examine and discuss the evidence to determine the degree to which students demonstrated the expected learning. This dialogue should involve the entire department, and all members should be encouraged to participate and offer their ideas about what is working in the department, what could work better, and what improvement strategies could be pursued in order to improve student learning. (Please check out Chapter 12 of this handbook if you need more information.)

Does Your Student Services Structure Need Redesigning?

Hopefully, you are convinced that student services departments and programs are vital and essential components of today’s student learning centered colleges, and that your philosophy and mission statements will reflect this. At the beginning of this chapter we described how vital student services are when creating a holistic approach to students with basic skills needs. This holistic view has, at its heart, a learning-centered student services program. So consider these questions (and comments to motivate responses) in order to determine if you should redesign any of your current structures. The comments are taken from a 2004 Academic Senate paper titled *Issues in Basic Skills Assessment and Placement in the California Community Colleges* and include information on a survey that informed the paper’s recommendations and comments.

Do you mandate enough assessment (pre-collegiate assessment) of students in order to provide the best guidance for class placement?

While 75% of respondents to the survey indicate that their assessment processes adequately place students into basic skills courses, 25% indicate that their processes do not do so. Based on data from the Chancellor’s Office Matriculation Services website, this translates to approximately 337,000 students of the over 2.4 million students enrolled in 2002-2003 who may have been potentially misdirected in terms of the courses they need to develop their writing, reading, and computation skills in preparation for college-level work. (ASCCC, 2004, pp.2-3)

Is your orientation mandated?

Orientation, however, is effective only if students are required to attend. According to Matriculation Services data obtained from the Chancellor’s Office website, of the approximately 2.4 million credit students enrolled in the system in 2002-2003 (unduplicated headcount), 1.5 million were directed to orientation under matriculation guidelines and the
remainder exempted. Of the 1.5 million required to undergo orientation, only one million received it. Of the 393,322 noncredit students enrolled, 44,776 were directed to orientation, but only 26,380 received it. (ASCCC, 2004, p.9)

Do you have adequate student services personnel available for students?
Counselors are another vital component in the orientation process, providing individualized assistance with educational planning, especially for that first critical semester. In addition, counselors are well-placed to explain to students the importance of the need to take basic skills and ESL courses. However, the number of counselors available at community colleges to assist students is woefully inadequate. According to information compiled for the Consultation Council Task Force on Counseling, the ideal ratio of counselor to students is between 1:300 (Carnegie Report) and 1:900 (Program-based Funding Standards) (p.10). The Community College Chancellor’s Office Real Cost Project: Preliminary Report recommended a ratio of 1:370. Fall 2000 data provided by the Chancellor’s Office shows, however, a current ratio of 1:1,918. (ASCCC, 2004, pp.9-10)

Are students taking advantage of your matriculation services in order to become engaged and informed at the earliest possible moment?
Equally disturbing is counseling data from the Matriculation Services web page of the Chancellor’s Office website. Of the 2.4 million students enrolled in 2002-2003, over 1.5 million were directed to counseling services at some point. However, only 555,000 actually received counseling services, leaving almost two-thirds of students so directed underserved. (ASCCC, 2004, p.10)

How are you evaluating the services you provide?
Data is not a dirty word. As a matter of fact, it can prevent a department from falling into the common trap of relying on anecdotal information, which over time can become fossilized and reinforce operational assumptions and mental models that may inhibit improvement. In contrast, departments and programs that continuously assess their services, student needs, and monitor progress are rigorously examining their services to continuously improve what they do. They frequently and routinely seek input from students – incorporating the best suggestions. Quantitative data, such as survey data, can present a broad view of what student needs are being met or not met, where qualitative measures, such as in-depth interviews or focus groups, can shed light on how to best improve. (CCSSE, 2007c, p.20)

What dialogue is taking place to develop partnerships with instruction?
Good student affairs practice initiates educational partnerships and develops structures that support collaboration. Partners for learning include students, faculty, academic administrators, staff, and others inside and outside the institution. Collaboration involves all aspects of the community in the development and implementation of institutional goals and reminds participants of their common commitment to students and their learning. Relationships forged across departments and divisions demonstrate a healthy institutional approach to learning by fostering inclusiveness, bringing multiple perspectives to bear on problems, and affirming shared educational values. (AHPA & NASPA, 1996, p.4)
These are tall orders, but the challenge before us is huge. Review Chapter 1 of this handbook as a reminder of what will happen if we do not rise to this challenge. We believe this will be a huge shift in the operation of colleges. We need to look at the heart of these holistic strategies and support student services as they reach out to the students with basic skills needs, who are in essence, the vast majority of our students.
Chapter 4
Appendices

Student Services: Redesigning the Structure with a New Philosophy

Appendix 1: College Readiness Understanding the Differences Between High School and College, Sierra College.
Appendix 2: Quiz 1 Answers on Student Engagement.
Appendix 3: Quiz 2 Answers on Student Services Good Practices.
Appendix 5: Big Ideas Inspiration and Advice for Counselors and Career Centers, California Community College Chancellor’s Office Statewide Advisory Committee for Career Development.
Appendix 6: Quiz 3 Answers: Promising Practices in Financial Aid
Appendix 7: Sample Financial Aid Brochure Santa Barbara Community College
Appendix 8: Bakersfield College (Joyce Kirst) Sample Course Outcomes Data Analysis
Appendix 9: San Diego Mesa Sample DSPS SLOs and Assessment
Appendix 10: Resources for Chapter 4
Appendix 1: Sierra College Readiness Brochure

Classroom Tips

- Attend all classes:
  - Arrive on time.
  - Do not leave early.
- Be prepared:
  - Read and process text before class—formulate questions to have clarified.
  - Review previous notes.
  - Do problems, brainstorming, outlines.
- Sit close to the front:
  - Listen actively.
  - Take notes.
  - Ask questions.
- Seek assistance:
  - Visit instructor during office hours with questions/concerns.
  - Get peer tutoring assistance.
  - Get a study buddy.
  - Go to learning centers—reading, writing, or math.
- Hand in work on time and do not miss exams:
  - Have work college-level ready to hand in on due date.
  - Do not use excuses to rationalize lack of preparation.
- Be realistic, use a calendar and follow course syllabi:
  - Schedule assignments, tests, projects.
  - Schedule study time—2 hours of study for each hour in class.
  - Honestly account for family, social life, work, class, study and transportation.
  - A 15-credit semester load = a full-time job.

Preparation Tips

- Take 4 years of high school math.
- Take college preparatory, enriched and honors courses.
- Take elective courses that develop background knowledge such as sociology, psychology, geography, anthropology, philosophy, biology, chemistry and physics.
- Develop strong communication skills: reading, writing, speaking and listening.
- Take college preparatory courses in critical reading and study skills.
### Student Responsibility

<table>
<thead>
<tr>
<th><strong>HIGH SCHOOL</strong></th>
<th><strong>COLLEGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Supported</td>
<td>Student Directed</td>
</tr>
<tr>
<td>High schools and teachers require attendance.</td>
<td>Successful students attend all classes although attendance may not be required.</td>
</tr>
<tr>
<td>Teachers remind students of assignments, tests, &amp; make-up work.</td>
<td>Students complete assignments &amp; take tests on time.</td>
</tr>
<tr>
<td>Teachers tell students what to learn.</td>
<td>Successful students determine what to learn and how to study using their own learning styles.</td>
</tr>
<tr>
<td>Teachers...</td>
<td>Successful students...</td>
</tr>
<tr>
<td>- Summarize main ideas.</td>
<td>- Use effective textbook reading skills to learn content.</td>
</tr>
<tr>
<td>- Outline notes.</td>
<td>- Take effective notes &amp; study them regularly.</td>
</tr>
<tr>
<td>- Provide study guides.</td>
<td>- Create their own study guides, maps and graphic organizers.</td>
</tr>
<tr>
<td>- Formulate questions.</td>
<td>- Generate questions &amp; answers from varying perspectives.</td>
</tr>
<tr>
<td>Teachers guide research and the location of information.</td>
<td>Successful students possess library and internet research skills.</td>
</tr>
<tr>
<td>Teachers give students supplementary information.</td>
<td>Successful students seek background information or supplementary resources.</td>
</tr>
<tr>
<td>Teachers monitor student performance by providing grade sheets.</td>
<td>Successful students monitor their own performance and set improvement goals.</td>
</tr>
<tr>
<td>Teachers discipline inappropriate talking in class.</td>
<td>Teachers do not tolerate inappropriate talking in class.</td>
</tr>
<tr>
<td>Teachers usually require less outside studying than college.</td>
<td>Successful students study 2-3 hours for each one hour of class time.</td>
</tr>
<tr>
<td>Teachers provide in-class study time and students often study with many distractions.</td>
<td>Successful students use study areas on campus and create a study area at home.</td>
</tr>
<tr>
<td>Others schedule a student’s time for classes, sports and work.</td>
<td>Successful students must develop personal time management systems for college classes, study time, work and social life.</td>
</tr>
<tr>
<td>Students often choose elective courses based on interest.</td>
<td>Successful students choose courses based on program, degree, or transfer requirements.</td>
</tr>
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</table>

### Resources and Support

<table>
<thead>
<tr>
<th><strong>HIGH SCHOOL</strong></th>
<th><strong>COLLEGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Parent Directed</td>
<td>Student Directed</td>
</tr>
<tr>
<td>Students have daily contact with teachers and receive regular feedback.</td>
<td>Successful students must actively seek feedback from teachers.</td>
</tr>
<tr>
<td>Teachers and parents direct academic accommodations and services for students with specific needs.</td>
<td>Successful students seek out academic accommodations and special assistance.</td>
</tr>
<tr>
<td>Teachers provide extra help.</td>
<td>Successful students seek out peer tutoring and further academic assistance during instructor office hours.</td>
</tr>
<tr>
<td>Friends and family support students.</td>
<td>Students may not be in contact with a family support system and need to create a new support system.</td>
</tr>
<tr>
<td>Teachers focus student learning with questions.</td>
<td>Teachers assume students have background knowledge and skills.</td>
</tr>
<tr>
<td>Teachers cover all content in class.</td>
<td>Students are responsible for all material whether or not it is presented in class.</td>
</tr>
<tr>
<td>Teachers provide organization.</td>
<td>Students must maintain organization for all assignments, notes and handouts (notebooks' folios).</td>
</tr>
</tbody>
</table>

### Academic Environment

<table>
<thead>
<tr>
<th><strong>HIGH SCHOOL</strong></th>
<th><strong>COLLEGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Focused</td>
<td>Content Focused</td>
</tr>
<tr>
<td>Teachers give direct lecture that often requires reading assignments.</td>
<td>Teachers present extended lectures that supplement assigned readings.</td>
</tr>
<tr>
<td>High school classes are usually limited to 30 or fewer students.</td>
<td>College classes are usually larger with 40-100 plus students.</td>
</tr>
<tr>
<td>High school classes meet daily.</td>
<td>College classes meet 2-3 times per week.</td>
</tr>
<tr>
<td>Teachers provide necessary background knowledge.</td>
<td>Teachers assume students have background knowledge and skills.</td>
</tr>
<tr>
<td>Teachers focus student learning with questions.</td>
<td>Teachers expect students to generate questions.</td>
</tr>
<tr>
<td>Teachers cover all content in class.</td>
<td>Students are responsible for all material whether or not it is presented in class.</td>
</tr>
<tr>
<td>Teachers provide organization.</td>
<td>Students must maintain organization for all assignments, notes and handouts (notebooks' folios).</td>
</tr>
</tbody>
</table>

### Contact Information

For more information on Student Success at Sierra College, contact:

Nancy Cook, Academic Foundations Program Coordinator
Office: Tutor Center, LRC 402 (Rocklin)
(916) 781-0476 • ncook@sierracollege.edu

The conceptual framework for this brochure is based on the work of the Minnesota Association for Developmental Education, ©2014 MARAEC Executive Committee
Appendix 2
Quiz 1 Answers: Student Engagement

Quiz Answers:
Most of these data are from a well established nationwide survey called the Community College Survey of Student Engagement or CCSSE. This survey has proven reliability and validity and represents a very large database. An Additional survey SENSE focuses on the first 3 weeks of college experience for entering students.

1. C. Approximately half of all entering community college students do not return for the second year of college. Many drop out before their first semester is complete. According to CCSSE and SENSE Data

2. C. Nationwide, approximately two-thirds of all community college students attend part-time. Similarly, part-time faculty comprise roughly two-thirds of the faculty that teach on a community college campus. Both groups are a significant constituency on campus, yet often their needs often go unaddressed, and they are frequently not included in any institutional change initiative. Again this is from the Community College Survey of Student Engagement (CCSSE)

3. E. The research on the benefits of student engagement is well-established. Promoting student engagement is the most effective means of improving student learning, increasing student success, and creating a vibrant and involving campus culture.

4. B. CCSSE data reports that when levels of engagement are compared among low-risk and high-risk students, high-risk students are more engaged in the sense that they seek out academic support services such as advising, tutoring and other intervention measures. However, despite their higher levels of engagement, high-risk students achieve lower levels of outcomes, than low-risk students who can achieve higher outcomes with less effort.

5. B. According to the SENSE survey, 40% of entering students reported seeking advice from family members, friends and peers, compared with 30% of students who met with a college counselor or advisor. 41% of respondents report that they did not use advising services of any kind.

6. D. Overwhelmingly, students spoke about the connections made with counselors, faculty, advisors, mentors and peers as having made the greatest impact on them in their initial experiences at the institution. Focus group participants in the SENSE pilot most often mentioned individuals by name when asked who made a difference for them.

7. A. Intrusive intervention strategies are initiated by the college with the intention of identifying high-risk students and providing timely support services before students encounter difficulty. In comparison, Online orientation is an example of a student-directed intervention, initiated at the option of the student.
Appendix 3
Quiz 2 Answers: Student Services Good Practices

1. Student service interactions should serve students by finding answers for them, clearly placing all responsibility on the student and limiting experimentation concerning their own perspectives and philosophy of learning.
   False

2. Student affairs practices should demonstrate the values that define a learning community by developing and promoting a value for a life of learning.
   True

3. Student services have a valuable role in setting high expectation for learning, including clearly communicating describing the levels of performance expected (such as in Student Learning Outcomes).
   True

4. Good practices in student affairs/services includes systematic inquiry and evaluation to improve both student and institutional performance.
   True

5. Good practices in student affairs/services avoid examination research data and development of assessments as this is better covered by the Institutional Research department.
   False

6. Student affairs areas should not venture into each other’s areas or instructional departments.
   False

7. Good practices in student affairs/services are inclusive, promoting the value of diversity, social responsibility, intellectual debate and a sense of belonging.
   True

8. Check any of the following that are activities or responsibilities of student services. ALL

- Student government
- Faculty senate
- Peer instruction
- Student clubs
- Community responsibility & service
- Program review
- Human development
- Study skills
- Affirming shared educational values
- Field-based learning, e.g. internships
- Communicating learning standards
- Guiding student on appropriate learning pathways through student educational plans (SEPs)
- Crises resolution
- Active learning strategies
- Addressing basic skills needs
- Academic probation
- Information competency
- Ethical use of intellectual property
- Supporting and contributing to the institutional mission
- Personal goal setting and planning
- Learning community identity of the institution
- Weaving of student academic, interpersonal and developmental experiences

Please see the next appendix for a full explanation.
Appendix 4
Principles of Good Practice for Student Affairs

1. Engages students in active learning.
2. Helps students develop coherent values and ethical standards.
5. Uses resources effectively to achieve institutional missions and goals.
6. Forges educational partnerships that advance student learning.
7. Builds supportive and inclusive communities.

“Principles of Good Practice”

1. Good practice in student affairs engages students in active learning. Active learning invites students to bring their life experiences into the learning process, reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives. Good student affairs practice provides students with opportunities for experimentation through programs focused on engaging students in various learning experiences. These opportunities include experiential learning such as student government; collective decision making on educational issues; field-based learning such as internships; peer instruction; and structured group experiences such as community service, international study, and resident advising.

2. Good practice in student affairs helps students develop coherent values and ethical standards. Good student affairs practice provides opportunities for students, faculty, staff, and student affairs educators to demonstrate the values that define a learning community. Effective learning communities are committed to justice, honesty, equality, civility, freedom, dignity, and responsible citizenship. Such communities challenge students to develop meaningful values for a life of learning. Standards espoused by student affairs divisions should reflect the values that bind the campus community to its educational mission.

3. Good practice in student affairs sets and communicates high expectations for learning. Student learning is enhanced when expectations for student performance inside and outside the classroom are high, appropriate to students' abilities and aspirations, and consistent with the institution's mission and philosophy. Expectations should address the wide range of student behaviors associated with academic achievement, intellectual and psychosocial development, and individual and community responsibility. Good student affairs divisions systematically describe desired levels of performance to students as well as to practitioners and regularly assess whether their performances are consistent with institutional expectations.

4. Good practice in student affairs uses systematic inquiry to improve student and institutional performance. Good practice in student affairs occurs when student affairs educators ask, "What are students learning from our programs and services, and how can their learning be enhanced?" Knowledge of and ability to analyze research about students and their learning are critical components of good student affairs practice. Student affairs educators who are skilled in
using assessment methods acquire high-quality information; effective application of this information to practice results in programs and change strategies which improve institutional and student achievement.

5. Good practice in student affairs uses resources effectively to achieve institutional missions and goals. Effective student affairs divisions are responsible stewards of their institutions' financial and human resources. They use principles of organizational planning to create and improve learning environments throughout the campus that emphasize institutions' desired educational outcomes for students. Because the most important resources for learning are human resources, good student affairs divisions involve professionals who can translate into practice guiding theories and research from areas such as human development, learning and cognition, communication, leadership, and program design and implementation.

6. Good practice in student affairs forges educational partnerships that advance student learning. Good student affairs practice initiates educational partnerships and develops structures that support collaboration. Partners for learning include students, faculty, academic administrators, staff, and others inside and outside the institution. Collaboration involves all aspects of the community in the development and implementation of institutional goals and reminds participants of their common commitment to students and their learning. Relationships forged across departments and divisions demonstrate a healthy institutional approach to learning by fostering inclusiveness, bringing multiple perspectives to bear on problems, and affirming shared educational values.

7. Good practice in student affairs builds supportive and inclusive communities. Student learning occurs best in communities that value diversity, promote social responsibility, encourage discussion and debate, recognize accomplishments, and foster a sense of belonging among their members. Good student affairs practice cultivates supportive environments by encouraging connections between students, faculty, and student affairs practitioners. This interweaving of students' academic, interpersonal, and developmental experiences is a critical institutional role for student affairs.”

A joint association effort from the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA), initiated to draft Principles of Good Practice for Student Affairs. Retrieved from http://www.acpa.nche.edu/pgp/principle.htm
Did You Know? *The first semester in community college is a pivotal point in students' academic careers.* Students whose first experience in college is positive and successful are more likely to remain in school and transfer to a four-year college. If we can find ways to support successful transitions for our incoming students by providing more guidance and academic support, we can increase the odds that they will stay in school and complete degrees.

**A Welcome Center**

Many of California's Community Colleges have implemented a variety of innovative and successful programs to provide incoming students the additional support they need to be successful. One of the most celebrated is Santa Monica College's (SMC) *Welcome Center*, where last year some 16,425 students found the help they needed behind the doors of their one-stop shop. SMC Welcome Center caters to the unique needs of first-year students and is funded out of 3 sources -- A Title V (First Year Experience) grant, matriculation, and district funds.

**Getting Started**

Spread over some 39 acres, SMC serves a student population of 33,000 students, and has its student services located in some 29 different offices. Seeking ways to better serve their growing student body, SMC implemented an online orientation and registration system. While their returning students embraced this system, new students needed and wanted to make face-to-face connections to get their questions answered and to plan their course of studies. Five years ago, Santa Monica College opened their Welcome Center to serve their new
student population. They expected to keep the center open only during peak enrollment weeks. However, the center had such a positive impact on the college's students, staff, and faculty, it quickly became a part of the culture, and the center has remained open ever since.

**Outcomes**

Undoubtedly, new students are getting the help they need as they enroll in SMC for the first time. Student retention has increased. In addition, there have unexpected outcomes, and here are a couple of examples.

- **Increased Communication between Divisions:** Since most new students receive individual counseling from a counselor in the Welcome Center (following assessment and completion of an online orientation), Welcome Center staff routinely call Academic Affairs to make them aware of scheduling issues or adjustments that need to be made -- for example, the need to add an additional section of a basic skills English course.

- **Increased Enrollment in Student Success Seminar:** The Welcome Center also plays a large role with regard to retention efforts and overall philosophy to be proactive and "front load" student services. It is also largely responsible for the popularity of Couns 20, a 3 unit, UC transferable, Student Success seminar. As of fall 08, this course has become the 2nd most popular course at SMC with 66 scheduled sections offered during this one semester alone and they are running another 28 sections this spring -- and once again all seats are filled.

**VIP Welcome Day**

In addition to their Welcome Center, Santa Monica invites new students and their families to a special day where they offer student and parent workshops, opportunities to sign up for academic counseling, and access to financial aid information. Last year over 2,500 students and their families attended this popular event.

*Thanks to Brenda Benson, Dean, Counseling and Retention Santa Monica College, for taking the time to share the story behind the Welcome Center ... another Great Idea from California's Community College Counselors.*
Appendix 6
Quiz 3 Answers: Financial Aid

1. Nationwide, how many students community college students apply for financial aid?
   A. less than 25%
   B. approximately 35%
   C. approximately 45%
   D. approximately 55%
   E. more than 75%

2. How many CCC students apply for financial aid?
   A. less than 25%
   B. approximately 35%
   C. approximately 45%
   D. approximately 55%
   E. more than 75%

3. What are important aspects to financial aid?
   A. Providing information about financial aid
   B. Informing students about fee waiver options
   C. College culture about financial aid
   D. Staffing and Funding resources available to the financial aid office
   E. A balance between providing information and assistance to student and meeting administrative demands

4. What percent of CCC student college expense is the result of fees?
   A. 0%
   B. 5%
   C. 10%
   D. 20%
   E. 30%

5. Latino students represent the fastest growing population of community college students and represent an average of 27% of statewide CCC students (but up to 85% of some individual college student body). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
   A. 5-15%
   B. 15-30%
   C. 30-45%
   D. 45-50%
   E. 50-65%
Appendix 7: Sample Financial Aid Brochure Santa Barbara Community College

TERMS OF FINANCIAL AID OFFER

3/4 time
Fall and Cal Grant reduced to 3/4 time for entire semester. No mid-semester check. Remaining eligible for all loans.

1/2 time
Fall and Cal Grant reduced to 1/2 time for entire semester. Remaining eligible for all loans.

<1/2 time
Fall and Cal Grant are zeroed. No mid-semester check. May have a Pell Grant repayment. Remaining ineligible for Loans. Student in PELUC.

NDMBA
No mid-semester check. Not available for any aid programs. May be “Return of Title IV Fund” candidate. May receive money back, disqualified from financial aid until any money owed is paid back and will have to reapply for continued financial aid.

3/4 time
Fall and Cal Grant reduced to 3/4 time for entire semester. Remaining eligible for all loans.

1/2 time
Fall and Cal Grant reduced to 1/2 time for entire semester. Remaining eligible for all loans.

<1/2 time
No longer eligible for Cal Grants and non-mid-semester Cal Grant check. Students with ">0" EFC’s may request Pell Grant eligible but will not receive a mid-semester check and may have incurred a Pell Grant repayment. Not eligible for any loan programs.

TERMS OF FINANCIAL AID OFFER

The "Terms of Financial Aid Offer" will help you understand and manage your financial aid. Please read this brochure carefully to educate yourself about your responsibilities and to understand how the SBCC Financial Aid office can help you. Read SBCC’s Financial Aid Policies & Procedures online at www.sbcc.caustinland.edu for more information.

WHAT DO I NEED TO DO TO GET FINANCIAL AID?
Students become eligible for financial aid when meet all of the following requirements:
1. Fill out FAFSA
2. Complete their financial aid file
3. Meet SBCC’s Satisfactory Academic Progress Policy
4. Receive an Award Letter
5. Enroll in classes
6. Stay enrolled in classes

HOW DO I GET MY MONEY?
• Financial aid is paid to you by check through the mail.
• Financial aid checks are always mailed.
• Your check is mailed to the street address you have on file with the Office of Admissions & Records.
• Keep your address current.
• Most students receive their financial aid check per semester—at the beginning of each semester and one mid-semester. Check dates vary by financial aid date.
• After the dates listed below, checks are mailed once a week through the end of each semester.

Making Dates for 2020-2021 Financial Aid Packages
Fall 1/10
Spray 1/10
Summer 1/10

WHAT ARE THE IMPACTS OF CLASSIFYING AT SBCC?
For payment of financial aid, the following enrollment units are applied to aid programs as follows:
• Full-time student: 10 or more units
• 3/4-time student: 7 to 11 1/2 units
• 1/2-time student: 5 to 6 1/2 units
• <1/2-time student: less than 5 units
TERMS OF FINANCIAL AID OFFER

WHAT KINDS OF AID CAN I GET AT SCC? Your Financial Aid Award Letter may list any combination of the following types of aid. It may be added during the semester you receive a new award letter.

<table>
<thead>
<tr>
<th>Award Type</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>Grants that are awarded based on need to those meeting that institution's eligibility requirements.</td>
</tr>
<tr>
<td>Supplemental Educational Opportunity Grant</td>
<td>Grants that are awarded to students who are enrolled in a degree program leading to a bachelor's degree and are enrolled on a full-time basis until withdrawal.</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>Eligibility for student employment for a certain number of hours. FWS awards are limited to those who meet eligibility criteria.</td>
</tr>
<tr>
<td>Board Of Governors' Loan-Warner</td>
<td>This is a source of non-need-based aid (minimumwarner Award) for non-eligible students who are enrolled in a degree program leading to a bachelor's degree.</td>
</tr>
<tr>
<td>Cal Grant B or C</td>
<td>Grants that are awarded by the California Student Aid Commission (CSAC) for eligible students who are enrolled in a degree program leading to a bachelor's degree.</td>
</tr>
<tr>
<td>Educational Opportunity Grant</td>
<td>Grants that are awarded by the CSAC for eligible students who are enrolled in a degree program leading to a bachelor's degree.</td>
</tr>
<tr>
<td>Scholarships</td>
<td>These scholarships are awarded by the SCC.</td>
</tr>
<tr>
<td>Subsidized or Unsubsidized Loans</td>
<td>Loans that require repayment by the student.</td>
</tr>
<tr>
<td>Parent Loan for Undergraduate Students</td>
<td>Loans that require repayment by the parents.</td>
</tr>
</tbody>
</table>

WHO ELSE GETS TO APPLY FOR AID IF I'RE A SCC STUDENT? If you meet the following requirements, you may be eligible for financial aid:

- Pell Grant
- Federal Work-Study
- Board Of Governors' Loan-Warner
- Cal Grant B or C
- Educational Opportunity Grant
- Scholarships
- Subsidized or Unsubsidized Loans
- Parent Loan for Undergraduate Students

DO I LET MORE MONEY IF I CARRY MORE CLASSES? A student may not receive more than the maximum award for which they are eligible at the current award.

- Pell Grant: The maximum award is limited to 12 units per semester.
- Federal Work-Study: The maximum award is limited to 12 units per semester.
- Board Of Governors' Loan-Warner: The maximum award is limited to 12 units per semester.
- Cal Grant B or C: The maximum award is limited to 12 units per semester.
- Educational Opportunity Grant: The maximum award is limited to 12 units per semester.
- Scholarships: The maximum award is limited to 12 units per semester.
- Subsidized or Unsubsidized Loans: The maximum award is limited to 12 units per semester.
- Parent Loan for Undergraduate Students: The maximum award is limited to 12 units per semester.

IF I TRAVEL AT ALL IN THE COURSE, WHAT HAPPENS TO MY FINANCIAL AID? If you exceed your travel time, your eligibility for financial aid may be affected. Please consult with your Financial Aid Advisor before traveling.

1. Students may not receive more than the maximum award for which they are eligible.
2. Students may be disqualified from further financial aid and will be subject to appeal to continue receiving financial aid.

Our recommendation: Consult with your Financial Aid Advisor before traveling.
Appendix 8

ACDV B195 Survey – Fall 2007

You are completing ACDV B195 – Introduction to Word Processing for Students with Disabilities (Fall 2007). Please respond to the survey below, an assessment procedure for the Student Learning Outcomes in this course. Use the following scale (5 is most positive score):

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

<table>
<thead>
<tr>
<th>Skill</th>
<th>Before ACDV 195</th>
<th>After ACDV 195</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can write a document using Microsoft Word</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I can complete a single-source research project using MS-Word</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I can format text (e.g., change font style, size, bold, underline)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I can change the margins of my document</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I can format a document into multiple columns</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I can use a mouse or adaptive equivalent (e.g.: keyboard commands)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I can select text using at least one method (keyboard or mouse)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. I can move text from one location to another within a document</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. I can evaluate documents on my disk for renaming or deleting</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. I can send an attachment with an email message</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. I can use the skills I learned in ACDV 195 for other computer programs</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
12. My instructor shows a high level of knowledge related to the course topics  
13. My instructor shows outstanding teaching abilities  
14. My instructor shows sensitivity toward individual learning differences, students with disabilities, or students from various ethnic backgrounds. 
15. The classroom presents a positive learning environment (equipment, lighting, furniture, sound, etc.) 
16. The Library Commons (lab) presents a positive learning environment 
17. What improvements would you suggest for this course? 
18. Would you recommend this course to your friends? Why or why not? 
19. Make any comments you wish.
Question 1 Pre and Post Class Data and Graphs

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<tr>
<th>Skill</th>
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<th>After ACDV</th>
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<td>1. I can write a document using Microsoft Word</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>(1) = Strongly Disagree</td>
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<td></td>
</tr>
<tr>
<td>(2) = Disagree</td>
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<td></td>
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<tr>
<td>(3) = Undecided</td>
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<tr>
<td>(4) = Agree</td>
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<td>(5) = Strongly Agree</td>
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Pre-Class Survey

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<td>30.43</td>
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Total Valid | 23 | 100.00 | 100.00 |

Post Class Survey

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Total Valid | 23 | 100.00 | 100.00 |

We also included the amazing improvement in the response to the final question asking about the library. This represents great integration of additional student services into the heart of the instructional process and look at the results.
Question 16 Pre and Post Class Data and Graphs

16. The Library Commons (lab) presents a positive learning environment

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Undecided
- 4 = Agree
- 5 = Strongly Agree

### Pre-class 1-1111

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| Total Valid | 22 | 95.65 | 100.00 |
| Missing     | 1  | 4.35  |        |
| Total       | 23 | 100.00|        |

### Post Class Survey

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| Total Valid | 23 | 100.00| 100.00 |

Mean: 2.59
Mean: 4.61
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<th>SLO – Associate Degree</th>
<th>SLO FOR DSPS</th>
<th>DSPS ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Identifies educational barriers and functional limitations that are unique to him/her as a result of his/her disability. Develops a Student Ed Contract w/counselor &amp; understands how to use it to achieve educational goals</td>
<td>Completes DSPS on-line orientation Attends initial intake appt. with DSPS counselor</td>
<td># of New students completing DSPS application for services process # of students completing educational limitation form with counselor # of students enrolling on priority registration date</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Discusses his/her educational limitations and appropriate accommodations with the instructor. Utilizes “self-advocacy” skills to speak with instructors</td>
<td>Meets with counselor to discuss options for communicating with instructors Initiates initial communication with instructor Meets with instructor to discuss accommodation needs</td>
<td># of contacts made by counselors to instructors at student request (campus liaison) # of contacts made by counselors to instructors at student request (campus liaison)</td>
</tr>
<tr>
<td><strong>Self-Awareness &amp; Interpersonal Skills</strong></td>
<td>Identifies appropriate accommodation options with assistance of DSPS counselor</td>
<td>Utilizes academic accommodations effectively in a specific environment</td>
<td># of DSPS services utilized by students # of problems with service utilization</td>
</tr>
<tr>
<td>SLO – Associate Degree</td>
<td>SLO FOR DSPS</td>
<td>DSPS ACTIVITY</td>
<td>EVALUATION/ASSESSMENT</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Personal Action &amp; Civic Responsibility</strong>&lt;br&gt;(Responsibility/Initiative)&lt;br&gt;Ability to understand one’s role in society, take responsibility for one’s own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy</td>
<td>Requests appropriate academic accommodations in a timely manner.</td>
<td>Makes and attends appointments to meet with counselor. Meets deadlines to schedule classes using priority registration.</td>
<td># of students enrolling on priority registration date</td>
</tr>
<tr>
<td><strong>Global Awareness</strong>&lt;br&gt;Ability to articulate similarities and contrasts among cultures and times, demonstrating knowledge of and sensitivity to cultural pluralist values and awareness of global issues</td>
<td>Participates in diverse activities, DSPS programs and can access campus resources</td>
<td>Participates in college-wide activities and services</td>
<td>DSPS student distributed widely in all college classes&lt;br&gt;DSPS student referral to Student Services&lt;br&gt;DSPS student participation in Scholarship, graduation, and student clubs</td>
</tr>
<tr>
<td><strong>Technological Awareness</strong>&lt;br&gt;Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation</td>
<td>Ability to apply and adapt technology and access options</td>
<td>Enrolls in classes utilizing computers and requesting appropriate software and hardware accommodations</td>
<td># of students enrolling in DSPS 21 classes&lt;br&gt;#of students requesting alternative media&lt;br&gt;#of liaisons with campus-wide computer labs and classes</td>
</tr>
</tbody>
</table>
Appendix 10
Resources for Chapter 4


Community College Survey of Student Success (CCSSE). (2008a). *Why focus on student engagement?* The University of Texas at Austin. Community College Leadership


1875 Connecticut Ave., NW, Ste. 418 · Washington DC, 20009. phone: (202) 265-7500 · fax: (202) 797-1157

