Sacramento City College
Strategic Planning System

Title: Student Services Master Plan

Plan Type: Institutional

OPR: VPSS

OCR: VPI

Collaborative Groups:
Enrollment Management Committee
Joint Deans Council
Student Services
Vice President of Instruction Office
Student Services Area Representatives

Revision Date: July 2015

References:

- Federal:
  FERPA compliance
  Veterans Administration, Americans with Disabilities Act, and Financial Aid guidelines

- California Statutes:
  Title V and California Ed Code regarding Admissions, Enrollment, Records and Graduation
  Categorical Funding Requirements (Title V and Title IV)
  California Athletic Organization

- District Policies:
  LRCCD Policy 2200 Admissions & Records
  LRCCD Policy 7200 Academic Standards
  Counseling Ratio: 900 to 1

- Title 5 and California Ed Code
- Los Rios Community College District Plan
- Los Rios College District Policies and Procedures
- Student Success and Support Plan
- Equity Plan

Student Services Master Plan

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TITLE: Student Services Master Plan

PURPOSE:

The Student Services Master Plan is one of three institutional plans that articulates the context and scope of planning in each college service area. The Student Services programs at Sacramento City College will intersect with the overall planning system of the college at every level.

The new 2015 Student Services Master Plan is the result of the Sacramento City College (SCC) Strategic Planning System, a data driven planning cycle which provides guidance and direction on how Student Services will collaboratively work with the college. As part of the "Family of Plans" identified in the SCC Strategic Planning Framework, this Institutional Plan provides a comprehensive system of programs and services essential in order to assure an integrated student pathway through the college experience. It will also give an overview of the role and responsibilities of the Student Services departments, including the context on how each area operates. Student Services creates a welcoming and engaging environment for students and serves the student by integrating services, which contribute to student success at all stages of the students' academic and human development. This work is accomplished by collaborating with all areas of the college.

INSTITUTIONAL OVERVIEW:

Background

Sacramento City College (SCC) is one of four colleges within the Los Rios Community College District (LRCCD) that serves the greater Sacramento (Capital) region. Located near downtown Sacramento, SCC serves a diverse population in the cities of Sacramento, West Sacramento, and Davis. Founded in 1916, Sacramento City College is the seventh oldest public community college in California and the oldest institution of higher learning in Sacramento. The College operates two Centers - one in West Sacramento located adjacent to the City of West Sacramento Civic Center and one in Davis at the University of California, Davis West Village. The Davis Center is the only community college center operating on a University of California campus.

Mission

Sacramento City College is an open-access comprehensive community college serving a diverse student population. We provide a wide-range of educational opportunities and support services leading to transfer, career advancement, basic skills development, degree, certificate attainment, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.

Vision

Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

Values

Working Together – Pursuing Excellence – Inspiring Achievement

Goals/Strategies

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Strategies:
A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.
A2. Review courses, programs and services and modify as needed to enhance student achievement.
A3. Provide students with the tools and resources they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
A4. Improve basic skills competencies in reading, writing, math, and information competency across the curriculum, in order to improve student preparedness for degree and certificate courses and for employment.
A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
A6. Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.
A7: Implement practices and activities that reduce achievement gaps in student success.
A8: Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.
A9: Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

Strategies:
B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.
B3. Explore and create multiple ways to disseminate information to students, in order to engage them with learning in the college community.
B4. Support "front door" policies and practices that assist students with the transition to college.
B5: Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
B6: Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
B7: Provide students with clear pathways to goal completion.

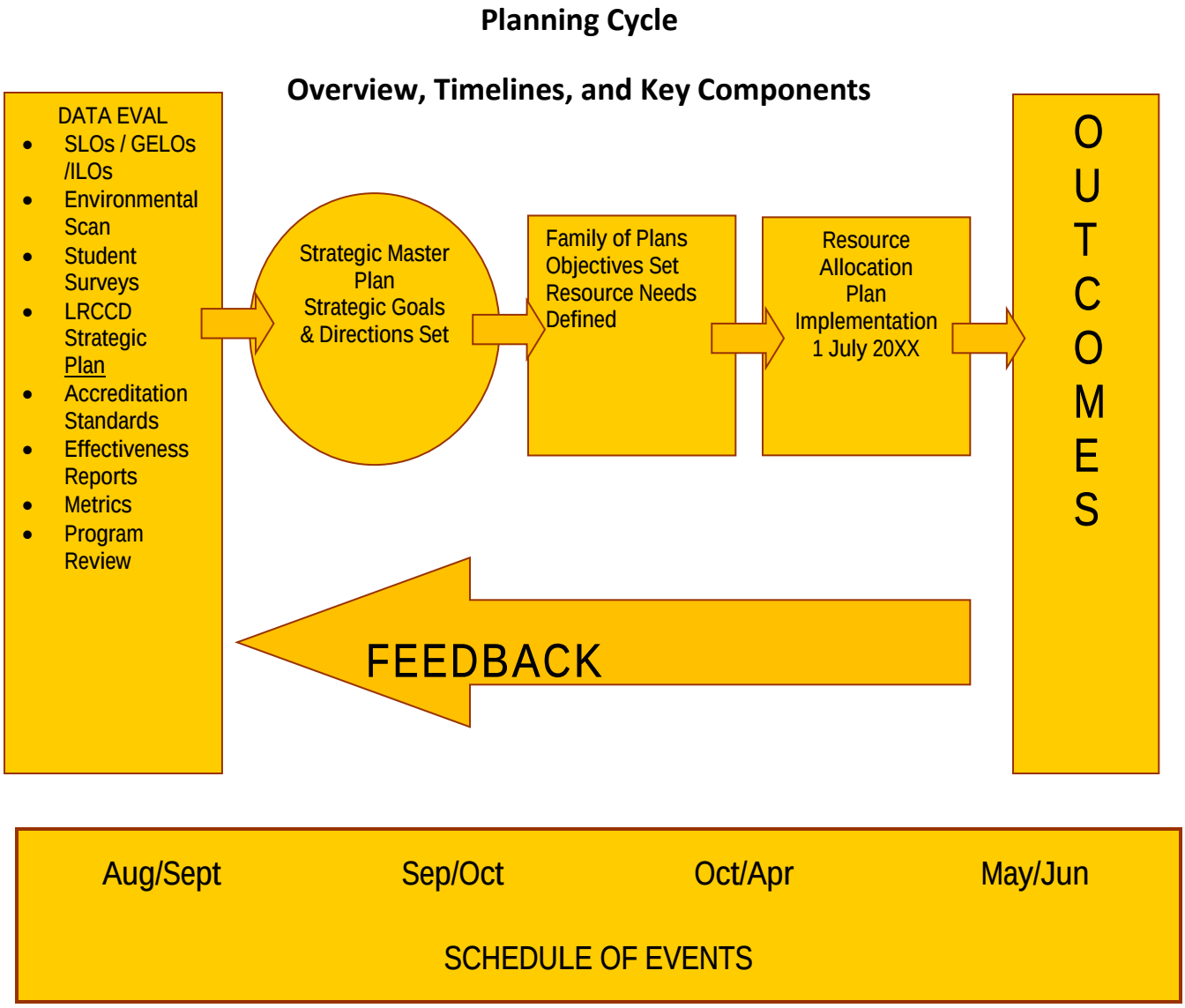
SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

Strategies:

C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify, as needed, in order to make them more effective and inclusive.
C2. Build and maintain an effective staff that reflects the diversity of our students and community.
C3. Promote health, wellness and safety throughout the institution.
C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.
C5: Increase the effectiveness of communication both within the college and between the college and the external community.
C6: Continue to exercise transparent and fiscally sound financial management.
C7: Encourage collegiality, connection, and participatory decision-making at the college.

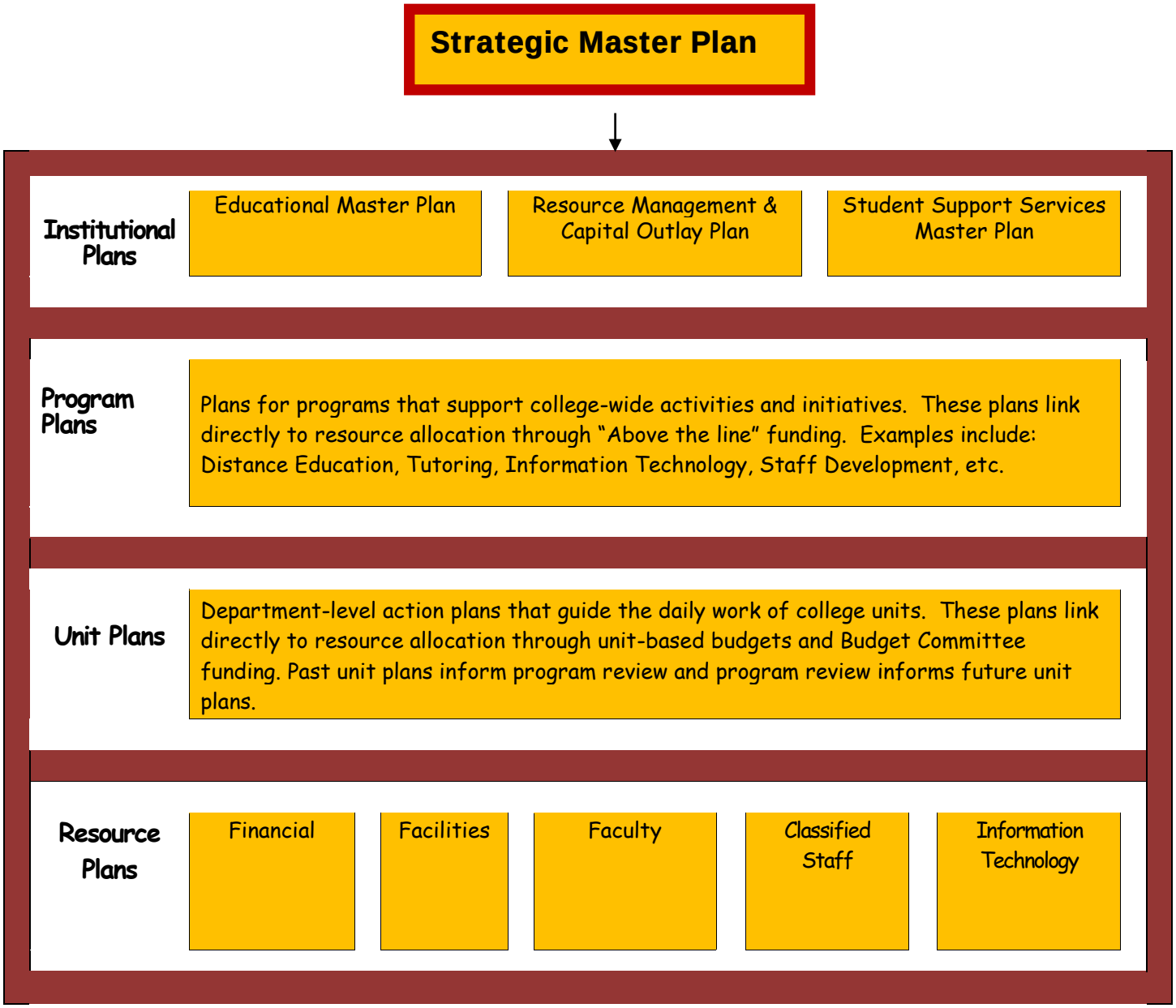
OVERVIEW OF INTEGRATED PLANNING PROCESS -- STUDENT SERVICES PROGRAMS AND COLLEGE PLANNING:

The student services programs at SCC intersect the overall planning system of the college at every level. Below is a summary of the Strategic Planning System at the college:



The above chart illustrates (from left to right) planning for Student Services departments at the college. It begins and ends with the evaluation of data, in conjunction with the college's strategic goals and directions to form objectives. These objectives will enable the college to accomplish its goals. The objectives are first articulated in the department's and/or division's unit plan; required resources – financial, facilities, faculty, classified staff, and or information technology – are requested through the appropriate resource plan. The "Family of Plans" referenced in the previous chart are illustrated by the following graphic.

SCC FAMILY OF PLANS



Certain programs require a different funding source, usually through "above the line funding." For example, in Student Services, both the Articulation Office and the Resource Center program fall into this category.

Once resources are allocated, outcomes of the objectives are evaluated based on measures of merit established when the objectives were first proposed. These measures indicate relative success of the projects and also become part of the feedback that the unit can be used for evaluation for the next planning cycle.

Data for Planning:

Both quantitative and qualitative data are reviewed throughout the SCC strategic planning process. This set of data includes:

- Institutional Effectiveness Reports
- Student data (enrollment, demographics, success, achievement, SLOs, etc.)
- Staffing data based on student need
- College metrics
- Program Reviews
- External environmental scan data
- Student and employee surveys
- Los Rios Community College District Strategic Plan information
- Accreditation Standards
- Survey Data (e.g., the Community College Survey of Student Engagement - CCSSE)
- Focus groups
- Department evaluations
- SARS data
- Student Feedback cards

Student Services Mission Statement:

The mission of Student Services is to provide seamless services and resources to current and prospective students and to support successful entry through orientation, assessment, counseling, education planning, placement, and achievement of their educational goals. To support student success, we will collaborate with our college-wide and community partners.

Student Services Guiding Principles:

FOCUS ON THE FRONT DOOR: Student Services will ensure that all new students feel welcomed from their earliest experience with the college and that they are channeled into and actively engaged in the experiences that matter most to their academic success.

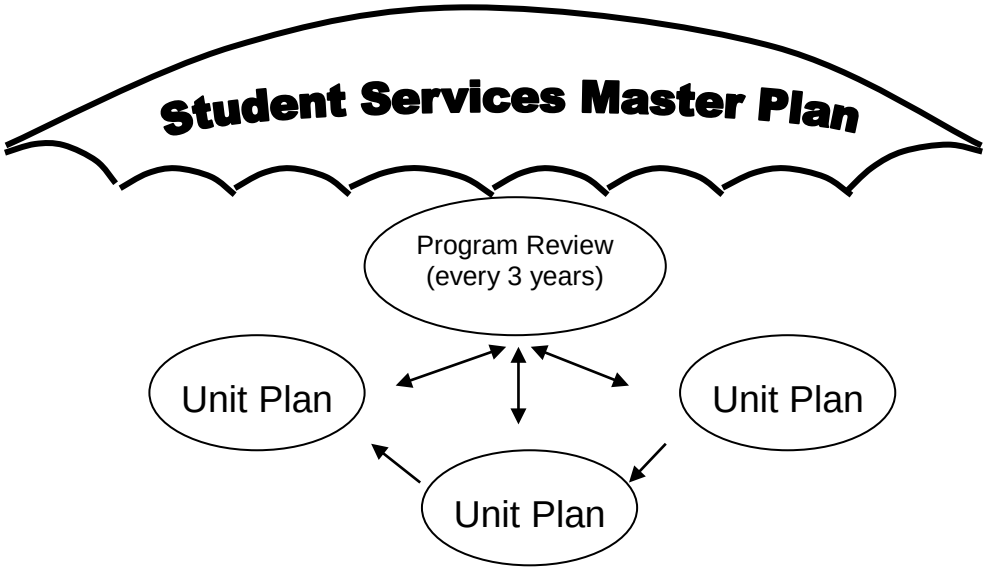
CREATE A CULTURE OF EVIDENCE: Student Services will ensure that its plans and actions are both meaningful and measurable. We will use evidence (data) within a collaborative framework to develop a shared sense of meaning to guide our decisions and to assess and continually improve our services.

COLLABORATE WITH EACH OTHER: Student Services will support and aggressively invest in the growth and development of one another in the spirit of collegiality, understanding that improving our service to students require collaboration across our student services units, our college, and our community.

CLOSE THE GAP: Student Services will create a supportive and dynamic campus environment that preserves and enhances the diversity and equity for students. In collaboration with the entire college community, we will identify and remove institutional barriers to student access and success, and therefore, close the access and achievement gaps for those who have been historically underrepresented and underserved by higher education.

ONE COLLEGE - MANY LOCATIONS: Student Services will ensure the consistent delivery of high-quality comprehensive services through varied ways in which students access the college: either in-person, main campus, outreach centers, or on-line.

STRATEGIC PLANNING SYSTEM:



Procedures

Student Services engages in several planning activities. The purpose of these planning activities is to be responsive to the changing needs of our students and community. Through cyclical planning procedures, we will analyze current and future needs, assess current services, identify gaps, identify critical actions and resources needed, as well as assess the impact of actions taken in the past. These procedures are designed to:

- provide a rigorous examination of the services and their outcomes
- engage units in planning program improvements that are responsive to student and community needs
- determine unit, area direction and goals for the next three years,
- foster cooperation and integration of services among Student Services divisions
- provide information for resource allocation.

All units within Student Services will participate in the college annual unit planning procedure as well as the Student Services three-year cycle of program review. In addition, categorical programs, including DSPS, CALWorks, EOP&S, and SSSP and Equity, will follow state-mandated planning and program review procedures.

Unit Plans

Unit Plans are developed once a year in the fall as part of the College Unit Planning process (described in the document Unit Plan). Units identify the objectives that they will work on to support the accomplishment of the Student Services vision and College Goals. Units refer back to the most recent Program Review document as a source for identifying possible objectives and outcome measures. Outcome measures in the Unit Plan also indicate how the unit will measure the Student Services SLOs identified in this document. Using both quantitative and qualitative data, the chair or coordinator and dean will work with the total department to identify what is needed to effectively operate the department to assist students and staff in being successful. After many discussions and review of data, objectives are developed within each area of a department. It is expected that everyone in the department would contribute to the development of the objectives. Once the area completes and prioritizes their objectives, they are combined in a plan for the department to review and prioritize. The dean reviews the objectives, and makes appropriate changes.

The Student Services Deans, Associate Vice President, and Vice President of Student Services will meet prior to the January due date to provide College Service Area (CSA) rankings to the PRIE Office who will review all unit plan objectives and identify those with highest priority to move forward for institutional consideration.

As determined by the College Strategic Planning Committee (CSPC) the maximum number of objectives that can be ranked for Student Services is forty (40). Initially, the Deans, AVP and VP will identify each of their top five (5) objectives for vetting to determine a second ranking of these objectives from one through twenty. Each objective is then ranked by the administrator and the average score begins the ranking process for the first twenty objectives. Discussions are held to determine the order of the objectives, with tied scores discussed to determine their rank.

This process is then repeated for the division objectives ranked five through ten. The result will yield another twenty objectives to be added to the first twenty to meet the Students Services CSA maximum number of ranked objectives to move forward for institutional planning and resource allocation (if required). This process is then repeated for the division objectives ranked five through ten. The result will yield another twenty objectives to be added to the first twenty to meet the Students Services CSA maximum number of ranked objectives to move forward for institutional planning and resource allocation (if required).

The forty prioritized CSA objectives for student services are then placed into the Student Services College Service Area (CSA) column for submission to the PRIE office. All unit planning objectives, after the forty have been identified and prioritized, will be numbered starting with forty-one.

Program Review uses both quantitative and qualitative data to assess the effectiveness of programs and services, and uses this evaluation as a basis for improvement. Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program review allows us to measure the extent to which institutional goals are being met, understand how we are meeting students' needs, measure the quality of services, define goals and objectives, highlight areas that need to be resolved to help the college fulfill its mission, and respond to student needs. The Program Review is conducted by the members of the unit every three (3) years according to the calendar below. HCD and Work Experience are on a six-year academic program review cycle. The process begins in February, with a meeting with the department Dean and the Vice President of Student Services. At this meeting the assessment process will be reviewed and an assessment team will be chosen. The data to be used in the program review are identified and collected. The draft of the program review is due to the Vice President in April. The Vice President will review the draft document and provide feedback to the review team.

The final written report is due to the Vice President by May. The VP then reviews the program review reports with the Deans to identify progress towards achieving the previously established outcomes as well

as identifying recommendations for improvement. Areas needing improvements will be identified and tracked through the unit planning process to check for continuous progress.

The Program Review report includes a comprehensive review of workflow, functional analysis, accountability, technical resources, communications and relations. The Program Review process addresses the question: "How are we doing related to achieving what we set out to accomplish?" In the Program Review process, each unit reviews its Unit Plan outcome measures and accomplishments for each year since the previous Program Review. During Program Review the unit also reports on its outcome data related to the Student Services SLOs identified in this document. Based on this comprehensive review, each unit includes proposed objectives and required resources in the Program Review to use for unit planning in the next program review cycle.

Outcome Measurement
Achievement of strategic planning goals, strategies, and objectives will be measured though surveys, evaluations, successful completion of goals and objectives, SLO assessments, SSSP core standards completion, as well as qualitative and quantitative methodologies. Outcomes will have periodic reviews throughout the semester and reported in the unit plan and program review annual reports.

New Program Development
Plans for new Student Services programs to improve retention and student success rates for students are facilitated through the unit planning process. Only programs that are data-driven through the unit planning process, the program review and thoroughly vetted within the departments and division are given approval to be submitted for funding and implementation as a pilot program. The Vice president of Student Services will also share the anticipated and potential programs with the other vice presidents and the president of the college for collaborative opportunities.

Additional Resources
Additional resources for required student success programming mandated by the California State Chancellor's Office go beyond the scope of one's department or unit and require additional funding through the Student Success and Support Planning process. The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation (2) assessment and placement (3) counseling, advising, and (4) other education planning services, and the support services to assist them in achieving their educational goals and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated ISEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment, placement, counseling, advising and other education planning services to all first-time students.
- Provide students with any assistance needed to define their course of study and develop a comprehensive Student Education Plan by the end of the third term, but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

The SSSP and Equity Teams provide additional resources to the college as a whole when departments identify in their unit plans that they are implementing programs that are directly related to the SSSP. If the department is awarded funding, quarterly monitoring on how the funds are being utilized is coordinated by the Associate Vice Presidents office. Finally, all departments are brought together towards the end of the semester to submit documentation on how successful they have been in meeting identified goals and objectives from written proposals. The Student Success and Support Plan will be integrated into almost every department in Student Services and each department will be responsible for assessing their level of success in meeting the goals of the SSSP plan. The unit planning process will serve as the catalyst to identify how the goals will be achieved and measured.

Long Range Vision

The Student Services VP, AVP, and Deans meet in a retreat in the spring/summer time frame each year to review this Institutional Plan and develop an integrated long range vision for Student Services. This vision provides the basis for creating and prioritizing unit plans.

Vision for SCC Student Services
1. Culture of Evidence
2. Customer Service
3. Integrate planning
4. Provide student support services to outreach centers

Each of the four vision objectives were met during the previous Master Plan.

(1) Culture of evidence:

Each department has produced evidence and data regarding student success, operational management based on student need, program reviews based on data, assessment of Student Learning Outcomes (SLO) used to provide direction in helping students meet goals, use of Community College Survey Student Engagement data in how decisions are made and data usage, even in contract negotiations.

(2) Customer Service:

The Student Services division advocated for a new Student Services building and was successful in getting approval to build a new facility, which will accommodate “front door services” for new and continuing students. After many meetings, surveys and Student Service Institutes, a decision was made by the planning team to relocate Admission and Records, Disabilities Services, Assessment, Outreach, Orientation and two counselors to the new building. The close proximity will encourage collaboration of these departments’ to help create the college’s One Stop Center.

(3) Integrated Services:

Student Services has worked toward integrating categorical budgets into the college wide budget process. Student services has also continued to programmatically and operationally integrate with instruction by sharing faculty, staff, administrators and planning processes. Also, within student services departments, we have supported other student services departments financially and through sharing staff.

(4) Student Support to Centers:

All areas of Student Services are visible at the centers with deans and staff maintaining a close relationship by attending staff meetings, identifying data informed needs and providing financial support for programming including Student Leadership and Development and the Cultural Awareness Center.

Long Range Visions 2016 and Beyond

- Identify and find solutions to issues that arise from relocating departments into the new Student Services building by using surveys, comment reports, observations, etc.
- Encourage staff to actively participate in creating a positive and productive work environment.
- Based upon data, relocate remaining Student Services departments.
- Create a Call Center in the new Student Services building.
- Increase Student Success and Support Core Standard Completion rates
- Produce new student information in a "411 to Success" format.
- Use social media to communicate with the entire student body for emergencies and general information.

Key Issues for Planning

Retention and Timely Completion

Retention is a complex problem. The focus on completion has the potential to influence the projectory of long term success and survival of students. The college is experiencing the same demographic changes as the community at-large. The potential for educating all students will depend substantially on the ability of faculty and staff to be able to relate to and utilize teaching practices that reflect the changes occurring demographically, often referred to as culturally responsive teaching practices. That is part of the challenge of retention. Being able to relate to the students being served, including building relationships, has the potential to improve retention rates. Teaching and learning go hand in hand. The focus on student learning is key. Students have to internalize the pathway to completion, instead of an often fragmented course-by-course set of classes to endure.

Positive results from accountability measures, effectiveness and quality services and instruction as part of the accountability process of faculty and staff will encourage opportunities for students to commit to the timely completion of their educational goals, excluding things that are beyond college control. Focusing on those things that are important and satisfying to students and teaching in a manner they can relate to play an essential role in retaining students for the long haul.

There are a number of variables involved in students completing their education in a timely fashion. Surveying, compiling and analyzing information throughout the student's college experience done by faculty and staff, as well as helping them with written plans, along with periodic checking will help them see that others are invested in the completion of their educational goals.

Access

Access plays a major role in meeting the educational needs of the communities we serve. As a result, community colleges have become more essential. Four-year institutions expect students to come prepared to succeed, as well as come with the prerequisite skills needed for that success. Unfortunately, for whatever reason(s), today's graduating seniors are not as prepared as necessary for success in that setting. As a result, community colleges must provide instruction in developmental education as a service to students needing those skills to ensure success. One of our goals is to help our students become

prepared for the rigor required academically, for the transition to either work or transfer to four year colleges.

Financial Aid

Cost is a major factor. Without financial aid, students will have to limit the opportunities available to them to pay for tuition and other requirements to attend. Outreach to students, in collaboration with financial specialists, counselors in high school and counselors in college can help direct students to financial aid opportunities with which they may not be familiar or know exist or are potentially qualified to receive to attend or continue their education. Institutional funding, as well as other outside sources, will be keys to maintaining student enrollment. Some of the best and brightest students and those students who are most likely to be at risk may be denied an education because they lack information regarding financial aid.

A number of our students, through no fault of their own, have parents who are unable to assist with enrollment fees because of their low income status. Such families generally qualify and live in low income housing and receive other state and federal assistance. Oftentimes, although some students complete high school, they must work to help their families financially. Such students qualify for financial aid. If ongoing attention is given to the financial needs of students, the college's retention rates will improve. Dropout rates will decline.

The Need for Students to Go to College

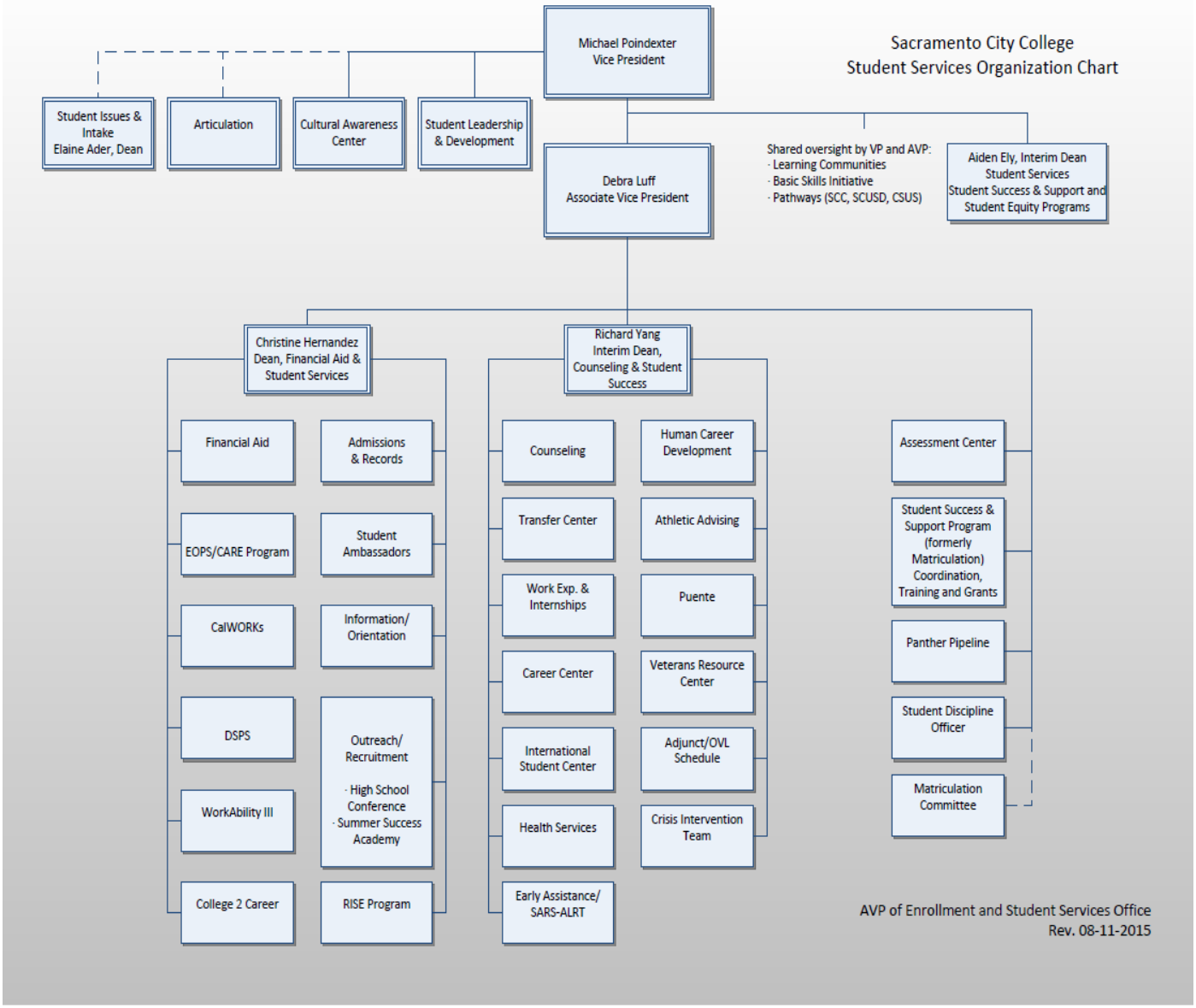
The Department of Education mandated that secondary schools throughout the United States be required to focus on preparing all students for college or job readiness, in an effort to improve their lives when they join the workforce or attend college. Community colleges have served as the institution to fill the void for those students who graduate, and are not prepared to enter the workforce . The goal is to help students have a competitive edge.

The previous standards in schools did not focus on skills necessary for success. They did not focus on preparing students for the years after high school—for "the real world." Currently, educators are being made aware of the fact that it is their responsibility to prepare students for work and/or college, not simply get the correct number of credits to graduate. Students are frequently ill-prepared to do either.

Community colleges have served as the education setting to help prepare students for four year colleges, and especially those students with the desire to continue their education but lack skills in math, language arts and technology communications.

21st century global society requires students to go beyond high school and have the skills, knowledge and understandings necessary to successfully compete in the current job market, as well as have the ability to compete against international students, coming from countries that are frequently ranked substantially and consistently higher than students graduating in the United States, especially in the areas of math and science. Some form of college has become essential to succeed and compete in our society.

ORGANIZATION OF STUDENT SERVICES PROGRAMS



Sacramento City College
Student Services Master Plan

Associate Vice President for Enrollment and Student Services

Mission of Division:

The mission of Student Services is to provide seamless services and resources to current and prospective students to support successful entry, placement, progression, and achievement of their educational goals. To promote student success, we collaborate with and support our college-wide and community partners. The AVPESS supports the work of the Counseling and Student Success, Financial Aid and Student Success and the Student Equity and Success divisions of student services.

What is the primary driver for the Division's long-range (3-5 year) goals?

1. Enrollment growth will be the primary focus of the work for this office in an effort to stave off district stabilization with the state.

2. The primary focus of this office will be the continued integration of the Student Success and Support Program (SSSP) plan and Student Equity Plan as institutional plans for SCC.

3. Continue to further enhance and refine the processing of financial aid packages for our students.

4. Increase opportunities for student services and instruction to partner on activities.

5. Messages to students focus on positive, successful college student behavior and encourage use of student support and campus resources.

List the Division's long-range (3-5 year) goals:

1. Enrollment growth. Meet growth targets as established by the district.

2. Transition the new Dean of Student Equity and Success into SCC culture and SSSP/Equity planning.

3. Focus on timelier awarding of financial aid for our students.

Staffing of Department:

Name	Job Title
Debra J. Luff, Ed.D.	AVPESS
Sandra Belmares	Administrative Assistant
Craig Hart	Grant Clerk

Counseling and Student Success

Mission of Division:

The Sacramento City College Counseling Department recognizes that higher education plays an important role in the improvement and enhancement of all individuals in our diverse community throughout their lives. Our mission is to ensure all SCC students have access to the full array of academic programs and support services. The department provides academic, career, personal, crisis (short-term) and multicultural counseling to assist students in the attainment of their educational and personal goals.

What is the primary driver for the division's short-range (1-3 year) goals?

Student Success and Support Program guidelines and regulations working with high risk groups such as first time students, students of color that are underserved, student who have not identified a major, and those students who have assessed into basic skills for English reading and writing and mathematics.

List the division's short-range (1- 3 year) goals:

1. Build collaborative efforts with faculty from other divisions for SSSP activities
2. Hire 1-2 additional fulltime, tenure track counselors
3. Decrease Advanced Education individual counseling appointments by offering group counseling
4. Diversify and improve student access to information and to counselors on the SCC Counseling Website
5. Highlight program elements of Umoja, Puente, PALS, for recruitment
6. Recruitment and supervision of Student Ambassadors dedicated to Counseling Department and SSSP activities.
7. In collaboration with A&R, develop and refine group counseling methods for first-time college students, including clicker technology.
8. Provide for online counseling services through CCC Confer.
9. Hire and train new Student Ambassadors (matriculation) to assist with the provision of group iSEPs and other related activities such as classroom visitations
10. Procure additional resources (counseling hours, SPA, and/or others) to provide Early Alert Probation Pilot targeting first-year students who are in probation 1 status after their first semester to prevent further academic problems and to improve student success

List the Division's long-range (3-5) goals:

1. Have licensed Mental Health Services available to SCC Students
2. Equip RN 139 as a Smart Classroom making it more suitable for student group and department presentations.

3. Secure commitment for sufficient space (and reconfiguration, if necessary) for all Counseling Division areas that will remain in existing buildings/structures and not relocating to the new Student Services Building (General Counseling, Veteran's Resource Center, International Students, & Career Center)

What is the primary driver for the Division's long-range (3-5 year) goals?

Maintain consistent service to students to minimize them having to search for services, rather to provide the traditional "one stop" modality. Also having to meet students technologically to disseminate information and maintain communication.

Staffing of Department:

Name	**Job Title**
Richard Yang	Interim Dean
Mary-Sue Allred	Counseling Faculty/Veterans Resource Center
Maristella Bacod	Counseling Faculty/411 for Success
Annette Barfield	Counseling Faculty/HCD Chair/LRCFT President
Diane Belair	Counseling Faculty/PALS
Dinh Bui	Counseling Faculty
Victoria Cornelius	Counseling Faculty/Athletics
Debbie Gambrell	Counseling Faculty/International Student Center
Shannon Gilley	Counseling Faculty/Transfer Center/ Interim Articulation Officer
Tony Davis	Counseling Faculty/Umoja
Mauricio Gonzalez	Counseling Faculty
Sandra Guzman	Counseling Faculty/Puente Program Coordinator
Jonathan Harvey	Counseling Faculty
Kris Janssen	Counseling Faculty/Department Chair
Juan LaChica	Counseling Faculty/RISE
Leonela Lepe	Counseling Faculty
Jamil Malik	Counseling Faculty
Keith Muraki	Counseling Faculty/RISE
Anh Nguyen	Counseling Faculty
Gerri Scott	Counseling Faculty/Umoja/Student Equity Coordinator
Leila Stone	Counseling Faculty
Carmen Villanueva	Counseling Faculty
Nichelle Williams	Counseling Faculty
Classified Staff:	
Quarmaine Bogan	Counseling Clerk I
Mayra Jimenez	Student Personnel Assistant
Donna Johnson	Student Personnel Assistant
Deborah Knowles	Counseling Division Supervisor
Olga Moskalyuk	Counseling Clerk II
Alicia Ruiz	Counseling Clerk II
Yolanda Ramirez	Student Personnel Assistant
Maria Ruiz	Counseling Clerk I
Stephanie Solorio	Counseling Clerk II
Monica Souza	Student Personnel Assistant

Financial Aid and Student Services

Admissions & Records

The primary purpose of Admission and Records (A&R) is to facilitate admissions and registration, maintain accurate student records, and provide pertinent information to students, faculty and staff regarding college policies and procedures. Further, A&R processes and evaluates transcripts for certificates and degrees; certifies students' achievement of graduation requirements; provides leadership to college wide commencement ceremonies; and certifies the enrollment of students who receive benefits from the Department of Veterans Affairs. Information is staffed by A&R personnel and its mission is to provide general campus information to prospective, new and continuing students; promote and support the SSSP/Matriculation process for students; and support SOS (Students Obtaining Success) student awareness promotions.

What is the primary driver for the department's long-range 3-5 year goals?

The primary driver for both Admissions & Records and Information is student access. In the last three years we have implemented online transcript processing, degree audit, and the Fresh Start program for at-risk students. We want to continually increase the efficiency of our online services. For example: continuous improvement has been made with the online graduation and certificate application process; development of the degree audit feature within PeopleSoft, allowing students to self-assess their status in terms of graduation or transfer; the process to enter the college has been made more accessible by online services such as Orientation.

List the department's long-range (3-5 year) goals:

Moving forward:

1. Expand Fresh Start program to students below a 2.5 gpa
2. Increase degree audit usage
3. Increase graduation rates by engaging the campus community through workshops and classroom visits
4. Increase participation in our matriculation process (Steps to Success)

Staffing of Department:

Name	Job Title
Kim Goff	Supervisor
Courtney Heidelberg	Evaluator
Jacob Kattan	Clerk III
Michael Kearney	Evaluator 1
Blanche Levy	Clerk III
Courtnee Mack	Evaluator I
Eduardo C Osorio	Clerk II
Laura Reyes-Quillin	Clerk II
America Rust	Evaluator II

Admission and Records Staffing continued

Kandy Umphred	Student Personnel Assistant
Laura S Wong	Clerk II
Laura Wong	Student Personnel Assistant
Ruzanna Zakaryan	Evaluator I

Financial Aid and Student Services

California Work Opportunity & Responsibility to Kids (CalWORKS)

Sacramento City College's CalWORKs Program collaborates with Department of Human Assistance, college programs and other local community agencies to provide comprehensive services to SCC CalWORKs students that promote self-sufficiency through education, vocational training, employment and support services. CalWORKs strives to help CalWORKs students obtain lifelong learning to gain access to the work force and a career, while providing support services that help ensure a successful transition.

What is the primary driver for the department's long-range 3-5 year goals?

The college CalWORKs Program is an interagency program that works in conjunction with county requirements. The primary, ongoing, driver for CalWORKs Program participants is preparation for self-sufficiency. CalWORKs students who complete either a certificate or degree are prepared for employment which leads to self-sufficiency. The CalWORKS program encourages and counsels all students to complete iSEP's with a focus on meeting their educational goal within the 24/48 month time clock or a goal of transfer.

List the department's long-range (3-5 year) goals:

1. To increase the numbers of students served by 3%-5%. This would bring SCC CalWORKs to approximately 600 at the end of 5 years which is the number of students that CalWORKs was serving 5 years ago in the 2009-2010 academic year.

2. To maintain Sacramento and Yolo counties up-to-date on the college services and providing them with the newly developed LRCCD CalWORKs brochure for an increase in referrals.

3. To hire a clerk for improved customer service consistency and office support for improved audits.

4. To improve community outreach.

Staffing of Department:

Name	Job Title
Ramona Cobian	Supervisor
Velisa Robertson	Student Personnel Assistant
Minh Tran	Student Personnel Assistant

Financial Aid and Student Services

College 2 Career (C2C)

The College 2 Career Program is funded by the California Department of Rehabilitation to support students with Intellectual disabilities at Sacramento City College; the program supports the learning needs and employment goals of individuals with disabilities by providing employment preparation and career exploration, first level job placement assistance, internships and work experience, and academic coaching in any college level course.

What is the primary driver for the department's long-range 3-5 year goals?

The primary driver for the College 2 Career Program are students being placed in competitive paid employment once they have completed the academics at SCC.

List the department's long-range (3-5 year) goals:

It is for students to complete their academics goals successfully and move on to the job placement phase and into paid employment. C2C is limited to enrolling 20 students a year.

Staffing of Department:

Name	Job Title
Tasneem Sah	Coordinator/Counselor

Financial Aid and Student Services

Disability Services and Programs for Students (DSPS)

The primary mission of the DSP&S program is to provide appropriate support and accommodations for students with disabilities who are attending SCC. In addition to providing direct support and accommodations to students with documented disabilities, this program also serves as a resource to faculty and staff providing training and in-service to the campus community. The Disability Resource Center is responsible for providing appropriate support and accommodations for all students with disabilities. Disabilities are defined in the California Code of Regulations, Title 5, to include physical, communication, deaf/hard of hearing, visual, learning disability, acquired brain injury, psychological, developmentally delayed and other disabilities.

What is the primary driver for the department's long-range 3-5 year goals?

DSPS is driven by Education code Title 5,the 1973 Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. At SCC the driver is student success for students with disabilities. More immediately the driver for our long range goals of 3-5 years is the unit plan developed by the Disabilities Services faculty and staff. The focus is on improved services and support to SCC students with disabilities.

List the department's long-range (3-5 year) goals:

1. Replace the IA (the IA resigned for medical purposes in 2008 and DSPS requested her replacement every year since then) and add an additional IA (approved by administration and Academic Senate in 2009 and requested every year since then)to support he HCD classes taught for LD students

2. Replace the IA in the High Tech Center. The IA resigned in 2011 to accept another job and DSPS has requested the replacement every year since then.

3. Increase student DSPS success in the areas of Basic English skills, transfer, degree and certificate completion.

4. Increase pool of adjunct DSPS counselors.

Staffing of Department:

Name	Job Title
Gwyn Tracy	Coordinator/Counselor
Anita Sanders	Supervisor
Aurora Daksje	Student Personnel Assistant
Cassandra Foster	Intrepreter/Transliterater
Ryan Glenn	Educational Media Design Specialist
David Hagerty	Professor
Linda Hibbard	Student Personnel Assistant
Toni Newman	Counselor
Leslie Parker	Counselor
Elaine Stagner	Interpreter/Transliterater
Fong Vang	Student Personnel Assistant
Nataliya Yaroshevich	Counselor
Marina Zanardelli	Counseling Clerk II

Financial Aid and Student Services

Financial Aid

The Financial Aid Office provides financial aid information and application assistance to the SCC community. We strive to provide expedited financial assistance and are continually working to improve our processes and serve students. Through due diligence and our commitment to students we are continuing to increase access to the financial aid programs at SCC in an effort to support student success.

What is the primary driver for the department's long-range 3-5 year goals?

The primary driver for the departments' long range 3-5 year goals is to annually assess our student learning outcomes, staffing levels , and our customer service to students. To ensure the Financial Aid Office is adequately staffed with well-trained individuals to ensure excellent customer service and timely disbursement of financial aid to students.

In addition, technology and communication enhancements should provide streamlined communication and more individualized customer service.

List the department's long-range (3-5 year) goals:

1. Fully and properly utilize technology and the implementation of PeopleSoft to provide enhanced and effective communication to facilitate expeditious financial aid file processing.

2. Have consistent, adequate, and well-trained staff to provide excellent and individualized customer service to students on a one-on-one basis.

3. Provide more financial literacy and default management materials to the students, faculty, staff on campus and in the community.

4. Strategically collaborate with other departments to identify and provide personalized services to targeted populations with low persistence rates. Utilize a team approach to delivering services to improve retention and academic success.

Staffing of Department:

Name	Job Title
Rukiya Bates	Supervisor
Sarah Adamovich	FA Clerk II
Melba Duques-Acacia	FA Clerk II
Sharon Gilchrist	FA Officer
Alisa Foreman	FA Clerk II
Debbie Iwamasa	FA Officer
Reginald Jean-Gilles	FA Officer
Vladimir Kryuchkov	FA Clerk II
Charito Lagat	FA Clerk II
Cathy Phillips	FA Officer
Cailin Pulskamp	FA Clerk II

Financial Aid Staffing continued

Tatyana Ruchko	FA Clerk II
Yelena Rud	Assistant Financial Aid Officer
Ruben Ruiz	FA Officer
Jeannette Solorio	FA Officer
Zhanna Yakubovskaya	FA Clerk II
Vacant	FA Clerk II
Vacant	Financial Aid Officer
Vacant	Assistant Financial Aid Officer

Outreach

The mission of Outreach is to increase comprehensive awareness of Sacramento City College to high school students, and the community. We strive to encourage a college going culture for middle, and high school students and community members. We will provide support and information that will empower all to pursue their academic and career goals.

What is the primary driver for the department's long-range 3-5 year goals?

Increasing enrollment from the community and feeder schools.

List the department's long-range (3-5 year) goals:

1. Increase enrollment from area feeder schools
2. Increase visibility at community events and college fairs
3. Solidify and institutionalize relationship with SCUSD and our partnership in the Pathways program

Staffing of Department:

Name	Job Title
Tanya Anderson	Outreach Specialist
Robert Heiselman	Outreach Specialist
Vacant	Outreach Specialist
Brandon Fong	Outreach Clerk III

Financial Aid and Student Services

RISE

RISE is a student services support program whose primary mission is to increase the number of graduates and transfers among low-income and students of color. Our primary driver is to provide personalized wrap around services to include counseling, mentoring, tutoring, and emotional support to those who seek a relationship-based modality of services. RISE seeks to establish student connections from the pre-collegiate level to goal completion at the community college and beyond.

What is the primary driver for the department's long-range 3-5 year goals?

Our five-year plan is to ultimately create a Village concept by joining forces and resources with other campus support programs with similar intent: Umoja, Puente, and EOP&S. The Village will bring into focus the vast and rich diversity on campus and create a welcoming and supportive environment for those populations historically at-risk.

List the department's long-range (3-5 year) goals:

Under the Village, RISE's five-year plan will be to expand into our feeder high schools to better prepare our prospective students for college rigor; through college course offerings, peer guidance, afterschool programming, and early matriculation processing.

Staffing of Department:

Name	Job Title
Valerie Moore	Student Personnel Assistant
Juan LaChica	Counselor
Keith Muraki	Counselor

Financial Aid and Student Services

Workability III

Workability III provides employment services for Los Rios Community College District students with disabilities who are consumers of the California Department of Rehabilitation.

What is the primary driver for the department's long-range 3-5 year goals?

The primary driver is a focus on serving individuals who are enrolled in a Los Rios academic program, and receiving services from both the Department of Rehabilitation and DSPS with the ultimate goal of transitioning to a career.

List the department's long-range (3-5 year) goals:

1. Development of a standardized tracking system to track referrals, IPE's and service progress.

2. Continual increase in collaboration between Department of Rehabilitation, Los Rios DSPS and Workability III.

3. The development of an Educational Liaison position to coordinate referrals and meet regularly with students to assess program progress.

Staffing of Department:

Name	Job Title
Elisher Taylor	Interim Coordinator/Counselor

Vice President, Student Services

Mission of Division:

The mission of Student Services is to provide seamless services and resources to current and prospective students to support successful entry, placement, progression, and achievement of their educational goals. To promote student success, we collaborate with and support our college-wide and community partners. In addition, the Vice President's Office promotes student engagement and civil responsibility.

What is the primary driver for the Division's long –range (3-5 year) goals?

The primary driver is to manage the change that continues to drive and impact the college's vision, and the mission of Student Services.

List the Division's long-range (3-5 year) goals:

1. Collaboration, customer service and latest technology to better serve students.
2. To continue to assure that students feel welcome at the point of entry.

Staffing of Department:

Name	Job Title
Michael Poindexter	Vice President, Student Services
Regina Wilkins	Administrative Assistant II

Department Name:

Cultural Awareness Center

Mission of Department:

To promote intercultural education and understanding through various programs which include traditional cultural activities and programs that address historical cultural experiences in the US and globally.

What is the primary driver for the department's long –range (3-5 year) goals?

To engage students in programs that encourages, critical thinking, inquiry and advocacy; as they prepare to work and live in a diverse environment.

List the department's long-range (3-5) goals:

1. To have a permanent 10-month SPA.
2. To increase budget to include funds for West Sacramento and the Davis Campus.
3. To have funding to do a major speakers series.

Staffing of Department:

Name	Job Title
Victoria Henderson	Faculty Coordinator, CAC
Tamara Knox	Student Personnel Assistant, Temp

Department Name:

Student Leadership and Development

Mission of Department:

The Student Leadership and Development Program at Sacramento City College is designed to provide and complement learning in and out of the classroom. All students are encouraged to create and take advantage of opportunities for involvement that will enhance their academic studies and contribute to their life goals.

What is the primary driver for the department's long-range 3-5 year goals?

1. Working towards a more user-friendly, service-oriented program will help to facilitate greater accessibility and student success.

2. Technological improvements (web page, online forms, online education, etc.) and curricular advancements (development of leadership training/courses and an academic certificate) will continue to be the focus of attention over the next three years, pending available resources.

3. The broad and diverse student population at SCC is served by SLD, but increased resources (staffing, funding, and support) will be helpful in continuing to meet the needs of a changing population.

List the department's long-range (3-5 year) goals:

1. Improve information retrieval and operational efficiency by creating online/interactive forms that can be accessed, completed, and submitted through the SLD web page or other online source.
2. Improve student leadership and interpersonal skills and abilities by developing online/web-based learning modules to address student clubs and student association orientation and training needs.
3. Identify options for turning learning modules into for credit courses (in-class and online).
4. Improve services to students (including evening and Outreach Center students) and the campus community by converting a temporary classified position (currently shared with MSD Division Office) to a permanent classified position.

Staffing of Department:

Name	**Job Title**
Kimberlee Beyrer	Coordinator
Christopher Torres	Student Affairs Specialist

Work Experience Education and Internship Program

Mission of Department:

The Work Experience Education and Internship Program advances the mission of Sacramento City College by providing internships and work experience opportunities to qualified students through collaboration with our campus community and employers. We are an experiential academic program which allows students to apply what they have learned in the classroom to a work environment while earning college credit. Internships, coupled with Work Experience classes, promote student success and workforce development by encouraging students to identify career paths, pursue certificates and degrees tied to their chosen career path, and develop professional work skills through internships and work experience opportunities.

The Work Experience Education and Internship Program is here to assist students in finding internships and work experience opportunities related to their major and career interests. We assist students in exploring internships and work experience opportunities, while teaching them the necessary job search skills to pursue their own careers in the future. Our goal is to teach students workplace and job soft skills necessary to develop their own work experience opportunities in the future and play an active role in their own career development.

List the department's short-range (1- 3 years) goals:

1. Increase campus awareness and utilization of the Work Experience and Internship Program, including Davis Center and West Sacramento Center.

2. Increase visibility and student access of WEXP Program services, by relocating and expanding the Work Experience and Internship Program office, including hands on access to computers for students and WEXP staff to work one on one.

3. Hire and train a WEXP Program Internship Developer to assist in establishing employer relations and internship/work experience opportunities.

What is the primary driver for the department's short-range (1-3 year) goals?

1. By increasing awareness and utilization, we can provide more students with internship and work experience opportunities that will assist them in their academic major and career decision making process. Students will also gain a valuable understanding of their area of study and chosen major and in turn helps them better understand the coursework. They now have tangible "hands on" experience to tie to the textbook and classroom knowledge, which can lead to higher success in their studies.

2. Many internship opportunities are never utilized due to lack of awareness and visibility of program. The current location of the program has poor visibility and is buried within the area of another program. Students struggle with connecting the Work Experience Internship Program with career services provided on our campus, partially due to the disconnect in location from other career services and we have no area for students to sit and work on work experience internship tasks.

3. The program is currently functioning with minimal internship developer support after losing a full time position with no full time replacement in the plans.

List the Department's long-range (3-5 year) goals:

1. Continue to increase internship and work experience opportunities for students.

2. Continue to increase employer relations and community involvement.

3. Have an increased awareness and knowledge of internships and the program on the SCC campus, both by students and staff. Educate the staff and faculty on the importance of internships and utilization of the Work Experience Internship Program.

What is the primary driver for the Department's long-range (3-5 year) goals?

1. Increased internships and work opportunities for students assists in the academic major and career decision making process, which can lead to higher success rates by better understanding what it is they are studying and focus on a long term goal.

2. Increased employer relations and community involvement can lead to more internship and work experience opportunities.

3. The lack of awareness and knowledge of the Work Experience Internship Program; and the lack of understanding and knowledge from staff and faculty regarding internships and work experience opportunities provided by our program has caused many opportunities and employer contacts to go un-utilized.

Staffing of Department:

Name	**Job Title**
Tracey Hodge	Faculty/Coordinator
May Yang	Student Personnel Assistant