

## Standard IIB. Student Support Services

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

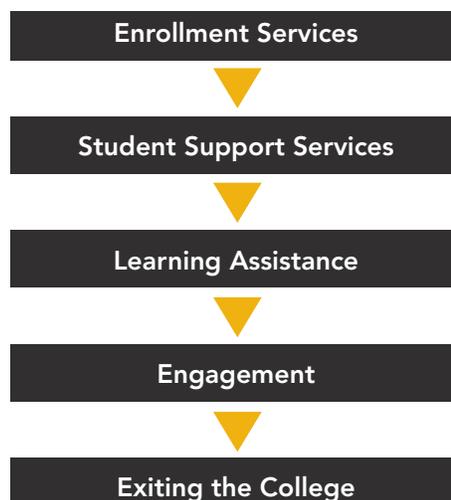
### Descriptive Summary

PCC's Student Affairs Area, formerly named Student and Learning Services, offers comprehensive student support services to meet the needs of a diverse student population in multiple formats, including online, via publications, and in person. Departments within Student Affairs (SA) include:

- Admissions & Records
- Assessment
- Counseling & Career Services
- Disabled Students Programs & Services
- Extended Opportunities Programs & Services
- Cooperative Agencies Resource for Education
- California Work Opportunity and Responsibility to Kids
- Financial Aid
- International Student Center
- TRIO Programs
- Psychological Services
- Student Life
- Student Health Services
- Learning Community Programs
- Veterans Services

The main campus offers a full array of student services situated in the L, D, V, GM, and Campus Center buildings. PCC has two off-site locations, Rosemead and the Community Education Center (CEC). Student support services offered at the Rosemead location include: Advising, Counseling, Admissions, Registration, referrals to Disabled Students Programs & Services, Financial Aid, and tutoring. A site coordinator is available to address general student concerns. A pilot of integrated student services is underway at the Rosemead site. Two cross-trained staff members provide general assistance with Admissions, Registration, Advising, Counseling, and Financial Aid services. Student support services available at the CEC include Assessment Testing, Career Advising, Counseling, Tutoring, Admissions, Registration, and Disabled Students Programs & Services. A Dean and Associate Dean are available at the CEC to address general student concerns.

Quality of all departments within Student Affairs is assured and improvements are facilitated through active engagement in annual outcomes assessment and program review on a four-year cycle. Student Affairs review is structured into the following five programs, each of which consist of multiple departments:



*Figure IIB-1: Student Affairs Programs*

Departments were aligned to the above programs through a collaborative process in which department managers and staff identified which of the programs best matched their overall goals and functions.

<b>ENROLLMENT SERVICES</b>	<b>STUDENT SUPPORT SERVICES</b>	<b>LEARNING ASSISTANCE</b>	<b>ENGAGEMENT</b>	<b>EXITING THE COLLEGE</b>
<i>Getting students into classes</i>	<i>Keeping students in College</i>	<i>Support for student learning</i>	<i>Enriched Experiences</i>	<i>To work or transfer</i>
Admissions	CalWORKs	Assistive Technology Center	Athletics	Career Center
Advisement	DSPS	Learning Assistance Center	Athletic Zone	Counseling
Assessment	EOPS	TRIO Pass Program	Student Clubs & Activities	EOPS
Counseling	Financial Aid	Athletic Zone	Empowerment Programs	Commencement
EOPS	Health Services		Health Services	Records
Financial Aid	Psychological Services		International Students Center	Degree & Transfer Center
International Student Center	TRIO Pass Program		Outreach	TRIO Pass Program
Outreach	Veterans Resource Center		Student Discipline Degree & Transfer Center	Veterans Resource Center
Records	Counseling		TRIO Pass Program	
Registration	Career Center		Work Study Program	
TRIO Pre-College (UB/MSUB/TS)	Degree & Transfer Center			
Veterans Resource Center				

Figure IIB-2: Student Affairs Programs and Departments

*Student Affairs Area Mission Statement*

In order to support the College Mission of student learning and success, the Student Affairs staff addresses the whole student in its work. To that end, the Student Affairs Area mission statement highlights the importance of practicing a developmental and whole-student approach starting with the enrollment process and ending with the processes involved when students achieve their educational goals and exit the College.

The College mission is to provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success. The mission of Student Affairs is to transform lives through a developmental and holistic approach. This approach facilitates success by helping students with enrollment, promoting learning, engaging students, empowering them, and supporting students as they complete their career and educational goals. To accomplish this, Student Affairs is guided by its core values:

- Access into a welcoming environment for all students
- Respect for diverse people and perspectives
- Awareness of personal well-being, social responsibility, and the importance of contributing to a better world
- Partnership with Academic Affairs to maximize the collegiate experience
- Innovation through technology to provide effective service
- Communication with students regarding resources helpful for reaching their goals, and with colleagues in order to collaborate our Student Affairs efforts.

Learning occurs best in a caring, respectful, inclusive environment. Student Affairs staff recognize the need to create a welcoming environment at the onset of students' experiences. This supportive atmosphere is maintained throughout all programs offered.

Student Affairs programming, encompassing departments, services, and activities from across the campus community, is designed for students to acquire the skills and mindset necessary to reach their academic goals, and to become meaningfully employed in the greater economy. The courses, programming, and activities that make up Student Affairs are reflective of staff values in support of the full participation and self-direction of our students.

## **Self-Evaluation**

Pasadena City College meets Standard IIB.

## **Actionable Improvement Plans**

None.

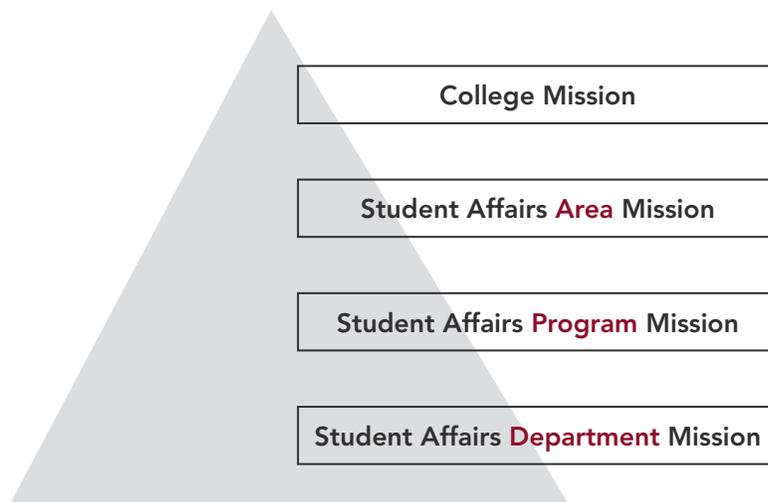
**IIB.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### **Descriptive Summary**

Student Affairs assures the quality of all student support services through focused engagement with various means of assessment, including ongoing outcomes assessment and cyclic program review. These practices are consistently applied across all programs, at all locations, and in all delivery methods. Student support services' contributions to PCC's student learning-based mission are assured through comprehensive mission alignment (College/Area/Program/Department) and program review.

#### *Support Student Learning and Enhance Achievement of the Mission*

Beginning in summer 2014, Student Affairs staff engaged in comprehensive training on program review that included the basics of program review, mission and outcomes alignment, development of outcomes and assessment of outcomes ([IB-100: Student Affairs Program Review Training Materials](#)). Participants reflected on how their department contributed to the overall College mission of student learning. The following schematic was presented.



*Figure IIB-3: Student Affairs Mission Alignment*

Student Affairs personnel went through an iterative process to draft mission statements at the Area, Program, and Department levels that uniformly align to support the College Mission of student learning and success. The graphic below illustrates how the Career Center's mission contributes to the Student Support Services' mission; how the Student Support Service's mission contributes to the Student Affairs' Area mission; and, finally, how the Student Affairs' Area mission contributes to the College mission. Each mission articulates how the Area, Program, or Department supports student learning and success in relation to its defined functions.

<b>College Mission</b>	<ul style="list-style-type: none"> <li>The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports and facilitates <b>student learning and success.</b></li> </ul>
<b>Student Affairs Area Mission</b>	<ul style="list-style-type: none"> <li>The mission of Student and Learning Services is to transform lives through a developmental and holistic approach that facilitates success through the enrollment process, promotes learning, engages, empowers, <b>and supports students in achieving their informed career and educational goals.</b></li> </ul>
<b>Student Support Services Mission (Program)</b>	<ul style="list-style-type: none"> <li>The mission of Student Support Services is to empower <b>students to develop informed choices</b> through comprehensive services and collaborative connections <b>to persist in their educational and career goals.</b></li> </ul>
<b>Career Center Mission (Department)</b>	<ul style="list-style-type: none"> <li>The mission of the Career Center is to empower and motivate students to discover a major and career path through a developmental approach that fosters self-growth and confidence, encourages <b>informed and considered decision-making</b>, facilitates attainment of meaningful work experience, and <b>supports completion of educational and career goals.</b></li> </ul>

Figure IIB-4: Student Affairs Mission Alignment Example

A similar process was used for the development of outcomes at the Area, Program, and Department levels. All departments perform annual outcomes assessment and document these assessments and the resultant improvements to student support services in program reviews that occur on a 4-year cycle. This process ensures that PCC offers quality student support services that fulfill PCC’s student learning and success-centered mission.

*Fall Student Survey*

Each Fall the Office of Institutional Effectiveness (OIE) administers an in-class survey to a random sample of students ([IIB-15: Fall Student Survey 2013](#)). This is regularly administered in the 5th week of a 16 week semester. The survey assesses student satisfaction with educational experiences and support services, among other topics. Students indicate satisfaction on a 4-point scale ranging from 1 (very dissatisfied) to 4 (very satisfied). Figure IIB-5 presents the mean score for each service.

Fall Student Survey 2011	Of those who used the service
	Mean Score
Admissions Office	2.94
Counseling Services	2.86
Extended Opportunity Programs and Services (EOPS)	3.16
Computer Learning Center (Labs in the D Building, First Floor)	3.28
LancerLink Online Resources	3.15
Online Registration Services	2.99
Records Office (Transcripts)	3.10
Registration Office (Add/Drop, Enrollment)	3.01
Scholarships and Financial Aid Office	3.00
Shatford Library (Overall)	3.52
Student Health Services	3.32

Figure IIB-5: Fall Student Survey 2013

The Fall Student Survey provides an overall snapshot of student satisfaction with services that Student Affairs staff use to pinpoint areas for further investigation. Mean results are examined longitudinally to measure the effects of improvements. When Counseling Department Staff observed that 21.9% of respondents in the 2011 Fall Student Survey who had utilized Counseling Services were dissatisfied, they initiated efforts to increase access and modes of delivery including Drop-In Counseling and a new Counseling appointment process ([IIB-1: New Counseling Appointment Process](#)). The Counseling appointment process was subsequently evaluated through a SWOT analysis performed by counselors and support staff ([IIB-2: New Counseling Appointment Process SWOT Analysis](#)).

<b>Satisfaction with Support Services</b>					
	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
<b>Average Response</b>	2.74	2.75	2.76	2.79	3.01
Shatford Library (Reference Desk)	2.80	2.80	2.81	2.83	2.81
Shatford Library (Overall)	2.64	2.65	2.61	2.64	2.66
Instructional Computing Center	2.54	2.54	2.55	2.61	2.62
Student Health Services	2.54	2.54	2.55	2.61	2.62
Learning Assistance Center	2.59	2.60	2.57	2.60	2.61
Online Admissions Application Process	2.61	2.59	2.66	2.61	2.58
Online Registration Services	2.67	2.43	2.67	2.62	2.58
Registration Office	2.58	2.60	2.58	2.57	2.55
Admissions Office	2.54	2.55	2.53	2.54	2.54
Records Office (Transcripts)	2.56	2.54	2.50	2.51	2.54
Student Business Services	2.51	2.50	2.50	2.53	2.54
Student Affairs Office	2.40	2.44	2.41	2.49	2.52
Bookstore	2.33	2.38	2.37	2.55	2.51
Scholarships & Financial Aid Office	2.47	2.42	2.48	2.51	2.47
Psychological Services	2.46	2.43	2.45	2.43	2.45
Transfer Center	2.42	2.46	2.42	2.42	2.43
Food Services	2.35	2.37	2.37	2.46	2.43
Testing Services/Assessment	2.44	2.41	2.40	2.41	2.43
EOP&S	2.48	2.38	2.45	2.43	2.42
Orientation	2.40	2.41	2.41	2.44	2.42
Safety Office (Police)	2.27	2.31	2.30	2.41	2.39
DSP&S	2.44	2.38	2.42	2.40	2.37
Career/Job Placement Center	2.40	2.36	2.38	2.36	2.36
Child Development Center	2.22	2.26	2.33	2.39	2.31
Counseling Services	2.36	2.34	2.30	2.32	2.27

Figure IIB-6: Mean Results of Satisfaction with Support Services 2006-2010

### *Educational Master Plan*

In the development of the EMP in 2009-2010, prodigious amounts of data were examined, including:

- Data culled from a variety of sources, including the U.S. Census, the California Department of Finance, the Southern California Association of Governments (SCAG), the California Community College Chancellor's Office, the California Department of Education, the California Employment Development Department, the Legislative Analyst's Office, the Los Angeles County Economic Development Corporation, the Postsecondary Education Commission, and reports generated by PCC. Also reviewed were additional information and reports, as they pertain to PCC, which have been gathered from local county, city and private organizations. (Note: In order to look at projected trends, data for Los Angeles County was also evaluated);
- Programs (degree and certificate) offered by the most common competitive educational providers. Research included identifying which programs PCC currently offers;
- Existing PCC plans, reports, and data elements;
- Current program needs and projected trends through an Educational Program/Discipline Planning
- Questionnaire completed by faculty, academic staff, and division deans; and
- Qualitative information gathered through a comprehensive series of forums and meetings conducted with community and business leaders, faculty, staff, and students ([IA-2: Educational Master Plan](#), page 2-2).

The analysis of this data led to the creation of the Strategic Direction document for Student Affairs that included planning items for departments to enhance the quality of student support services through improvements and strategic innovations ([IIB-3: EMP-Student Affairs Strategic Directions](#)). The Strategic Directions for Counseling Services generated in this process has served as a significant roadmap to innovation and improvement for the Counseling Department.

## Strategic Directions for Counseling Services

- Implement Mandatory Assessment and Orientation for all new students in order to increase the success of Basic Skills Students.
- Explore ways that students can connect with a counselor more easily.
- Enhance online counseling services.
- Implement a "Chat with Counselor" feature so students can Instant Message questions to a counselor.
- Place counselors in more key locations throughout the campus including all tutoring labs.
- Offer more group counseling for probation students and new students at hours that are convenient to them.
- Pair counseling with academic divisions to address student success in English, ESL, and Math.
- Explore ways to maximize student access to counseling services during their first month in College.

Figure IIB-7: Strategic Directions for Counseling Services from EMP

### *Counseling Department*

The Counseling Department supports students throughout their collegiate journey by providing:

- Group counseling sessions to new students in Fall, Spring, and Summer
- Workshops for students on academic probation
- Drop-In Counseling services to offer "just-in-time" help
- Traditional thirty minute appointments to 1) design educational plans with students, 2) assist with transfer to four year universities and completion of Career and Technical Education Certificates, and 3) facilitate use of the resources available to help students achieve success

Classroom instruction on topics such as Personal Awareness, Introduction to College, Career Planning, Study Skills, and Student Leadership is provided by the Counseling Department. In order to ensure more access to evening students, the department is open until 7 p.m. four days per week and maintains increased hours during the first two weeks of the term. In fulfillment of the evaluation-based planning item identified in the EMP Strategic Directions to "enhance online counseling services," the Counseling Department has implemented virtual counseling, available via e-mail at [counselingdesk@pasadena.edu](mailto:counselingdesk@pasadena.edu).

The Graduation Initiative is a Counseling Department program designed in response to student achievement outcomes for completion of degrees, certificates, and transfer ([IB-77: Observations 2012-2013](#)).

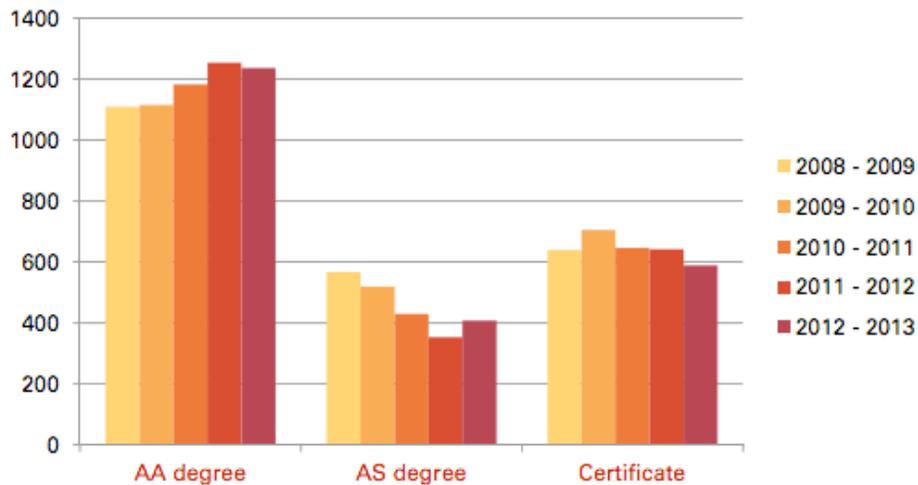


Figure IIB-8: Degrees and Certificates Awarded by Year

Students close to graduating can gain quick access to counseling support by e-mailing [complete@pasadena.edu](mailto:complete@pasadena.edu). A new web page was created with graduation information, a thorough set of Frequently Asked Questions, a web-based request form to verify eligibility for graduation, and other helpful resources ([IIB-4: Graduation Initiative Webpage](#)).

A 2009 collaboration between Assessment Services and Counseling resulted in the creation of an online interactive orientation video for new students. All new students are prompted to complete the seven-part video upon applying to the College.

To improve the breadth, accessibility, and quality of services, the Counseling Department is implementing DegreeWorks, an online academic advising, transfer articulation, degree audit, and educational planning system. DegreeWorks provides easy access to grade point average and number of units counted toward degree requirements, as well as to important Financial Aid eligibility information. This tool will be piloted by counselors in Spring 2015 and is targeted for student use in 2016 ([IIB-5: DegreeWorks Training Kickoff Meeting](#); [IIB-6: DegreeWorks Training Session Agenda](#)).

PCC's current student-to-counselor ratio on the California Community College Chancellor's Office webpage is 885 students for each counselor. This is not an unusual student to counselor ratio in the state of California. Nearby Mt. San Antonio College has a ratio of 1,708 students per counselor. Santa Monica College, however, has a ratio of 373 students per counselor. PCC has hired 10 counselors in the past six years, seven replacements and three growth positions. With additional financial support from the California Student Success and Support Program, nearly 25 new adjunct counselors have been hired in 2013-14.

### *Assessment Services*

The Assessment Services Office is responsible for providing placement testing for Chemistry, English, ESL and Math courses. The office's mission is to provide students information on where to begin course work at the College. The office tests over 11,000 students on campus annually and provides testing services off-campus at 12 Pasadena Area Community College District (PACCD) high schools each Spring semester. Over 900 students are tested at the high school sites. The Assessment Center is open until 6:30 p.m. Monday through Thursday and until 4:00 p.m. on Friday. To meet the needs of students, the staff provide walk-in assessment tests for Math and English and online appointment scheduling during peak periods. Assessment Services is also available at the CEC.

Special exam formats such as, Braille and large print are available for students who require a special test accommodation due to a disability. The Assessment Office and Disabled Student Programs and Services Office (DSP&S) work closely to assure that students are provided adequate services. The office also provides a Make-Up Exam Service for students who miss an exam due to illness or family emergency. Specialty tests such as the Meyers Briggs, Campbell, MMPI, and Millon are also available via Counselor referral.

To increase student success on assessment tests, a new workshop was created by the Learning Assistance Center (LAC) titled "Pre-Assessment Workshop Session" ([IIB-7: PAWS Website](#)). The Assessment Office coordinates with the LAC so that students participate in a PAWS workshop one week before placement testing in the high school occurs. A study is being conducted to assess the effectiveness of this enhancement to student support service quality.

The Assessment Office has enhanced the quality of assessment services through integrating multiple measures into computer-based exams. Questions were obtained from faculty in English, Math and English as a Second Language (ESL). Weights were then assigned to responses for each question. Upon completion of the tests, students are provided appointments for future mandatory group counseling sessions where placement results are provided.

To improve assessment and placement, faculty members from English, Math and ESL participated in a Faculty Inquiry Group along with the Basic Skills Coordinator and the Assessment Supervisor. The results of the year-long inquiry included:

- Reformatting questions on the Math test to place arithmetic questions first, followed by algebra questions
- Piloting a Directed Self Placement program for English courses
- Adding a written component to the ESL placement process

The Directed Self Placement program is a collaboration of English, Counseling, and Assessment Services. Upon completion of placement testing, students are provided an additional survey with detailed questions regarding their previous learning experiences. Students review their results with Counseling Services, and then choose traditional composition placement or Stretch composition (STACC) placement based on their preference, learning style, and educational goals. Data regarding this program is currently being reviewed to determine effectiveness in helping students move from basic skills to college level. Emerging data on the STACC program are promising. 55% of students who entered the STACC program in Fall 2012, passed College-level English in Spring 2013. 29% of non-STACC students who began the traditional developmental English course in Fall 2012 passed College-level English in Spring 2013.

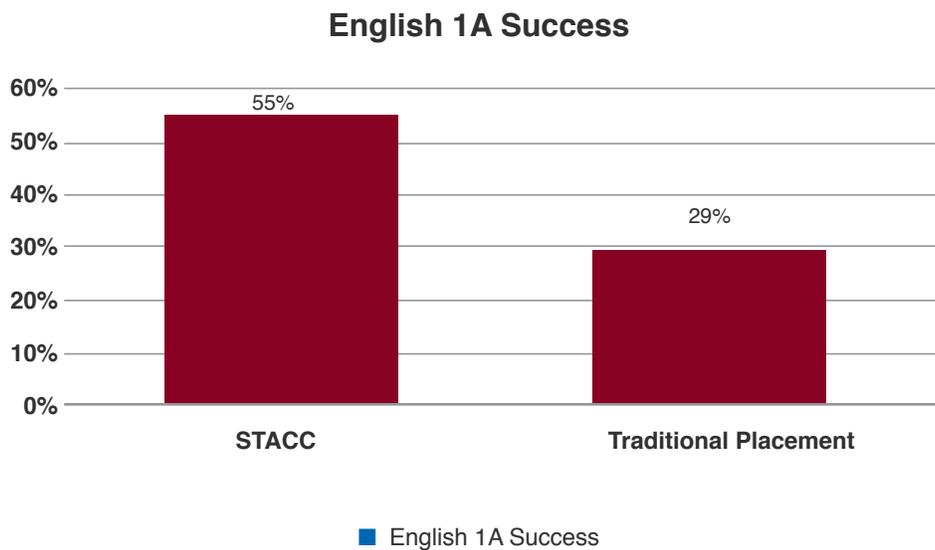


Figure IIB-9: Success in College-level English (STACC vs. Traditional)

### *Distance Education*

In order to meet the needs of online students, a new webpage was created ([IIB-8: Online Student Services Webpage](#)). Online students can access counseling and advising, and receive library reference support via live chat. “SmartThinking,” a new, 24-hour, online tutoring service is also available for students, and recent data indicate that students log in throughout the day, including during late night hours, to take advantage of this service ([IIB-9: SmartThinking Usage Data](#)).

<b>SmartThinking Usage May 2012 - September 2014</b>	
Hours Used	3974
Number of Sessions	6637
Number of Distinct Users	3019

Figure IIB-10: SmartThinking Usage Data

In 2013, “LancerPoint,” a new student information system was implemented, providing 24-hour access to a student portal for registration, financial aid information, student billing, and transcript data. Each student is provided a campus email account and online assistance to navigate LancerPoint. In 2011, the campus implemented a new Learning Management System, “Canvas.” This system provides easy access for both online and on-campus students to obtain homework information and communicate with instructors. The Distance Education Department works closely with the Student Affairs Area to ensure online student needs are met.

### *Admissions & Records*

The Admissions and Records Department (A&R) employs good practices to support student learning and ensure quality. A&R installed computers in the lobby in 2009 in order to provide access to students so that they could apply online and utilize the new student registration system. LancerPoint support staff are stationed at the front counter and in the lobby during peak periods. At off-site locations, LancerPoint support staff with multilingual skills are available to assist students in Spanish, Cantonese and English. The department provides forms for students to complete and online services including transcript requests.

During the implementation period of LancerPoint in Fall 2013, an issue occurred with the automated prerequisite checking process. A&R staff manually addressed these problems for Fall 2013, and the issue was resolved before the Spring term.

A&R is open until 7 p.m. four days a week in order to provide comprehensive services to students who attend during evening hours. Hours are extended during the first two weeks of the term. In order to ensure students obtain service via telephone, Google voice technology was implemented, so student voice mail messages are transcribed and a staff member quickly replies to messages. For faculty and staff, A&R publishes a document detailing the important dates for each term and the contact information and operational hours of student service departments.

### *Financial Aid*

The Financial Aid Department administers federal, institutional, state, and private funds. It awards financial assistance to eligible students, as defined by criteria established by the funding source, and educates and counsels students regarding financial matters. The Financial Aid Department consistently improves and enhances the quality of its services.

The Financial Aid Department provides Financial Aid Television videos to facilitate correct student completion of the Free Application for Federal Student Aid (FAFSA). In 2009, Financial Aid implemented a portal for students to verify financial aid status. Included on its webpage, is a fee calculator and consumer information, including a net price calculator and gainful employment information.

In 2012-2013, the California Dream Act was passed, and Financial Aid posted information for students who needed to apply for aid. In the same timeframe, the Financial Aid Department

collaborated with the PCC Foundation to implement a new electronic scholarship application, making it easier for students to apply for multiple scholarships utilizing one application ([IIB-10: General Scholarship Application Webpage](#)).

The Financial Aid Department sends timely communications to students, including notification of financial aid disqualification for exceeding the federal government financial aid timeframe and steps to appeal to reinstate aid. The Satisfactory Academic Progress standards are available online for students to stay abreast of how to remain eligible for aid. Financial Aid works with the Counseling Department to ensure students obtain academic guidance while petitioning for financial aid. In Fall 2013 the Financial Aid Office started a Book Advance Program, allowing students to purchase books with financial aid advances before the start of the semester.

In response to the 12.9% reported dissatisfaction with Financial Aid Services in the Fall 2011 Student Survey, the Financial Aid Department has taken steps to improve its services. Student Affairs hired a consultant to identify areas that needed improvement over a six-month period. Since then, the College has prioritized resources to ensure the improvement of financial aid services to students. Some of the steps taken to improve services include:

- Strata Information Group was hired to refine LancerPoint processes, including those for Financial Aid
- An Interim Financial Aid Director was hired who specializes in customer service
- A staff replacement hire was made
- In Fall 2014, a Financial Aid Help Center was implemented in collaboration with Counseling for the first two weeks of courses to help students obtain service
- An interdepartmental committee was created with Financial Aid, Admissions & Records and Counseling to address customer service issues
- Six Financial Aid staff members attended the National Financial Aid Update conference in order to stay informed about recent changes to federal financial aid regulations and implementing processes accordingly

#### *EOP&S, CARE, CalWORKs*

The Extended Opportunities Programs and Services (EOP&S) program, along with the Cooperative Agencies Resource for Education (CARE) program, provides services related to recruiting, admitting, supporting, and graduating students. Recruitment is conducted at local high schools, so students can learn about the benefits of participation and how to apply to the program. Classified staff and counselors conduct admission to the program. Counselors and tutors provide support services. Students in the program are provided with book vouchers, meal vouchers, survival kits, tutoring, counseling and gas cards. The EOP&S Office serves more than 700 students per year. Services include financial assistance in purchasing supplies for Cosmetology and Allied Health programs.

The CARE Program provides support services to students who are single parents from low socio-economic and academically underprepared backgrounds. Students receive counseling, tutoring, textbook vouchers, childcare vouchers, gas cards, meal vouchers, and school supplies. Currently, approximately 30 students are in the program.

The California Work Opportunity and Responsibility to Kids (CalWORKs) program provides services to assist students to become economically self-sufficient. Participants are utilizing public assistance programs to survive, and the program’s goal is to ease the transition from school to employment. Services include student work study programs, resume writing, interview coaching, placement services, academic and personal counseling, welfare rights workshops, and health and well-being seminars. Students also receive gas cards, meal vouchers, text book vouchers, transportation assistance and child care assistance as needed. A recent survey identified the needs of the students. Below are the results of one of the questions on the survey that was used to inform the Coordinator about types and formats of supplemental workshops for students (CalWORKs).

### What type of workshop format do you prefer?

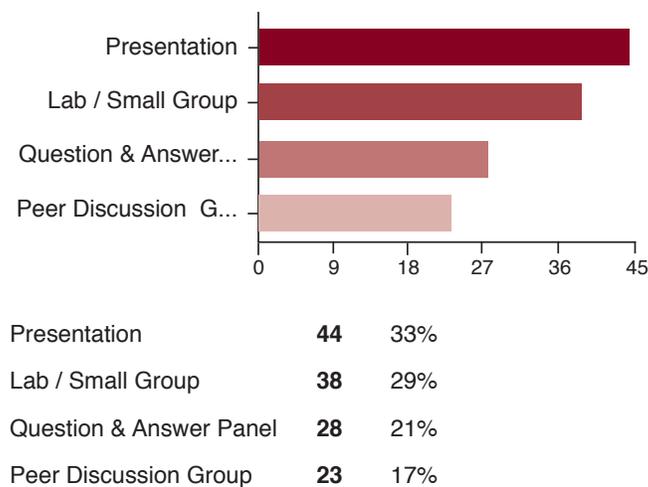


Figure IIB-11: CalWORKs Student Survey Question

According to the survey, students would like help with balancing school, family and work, as well as stress relief.

### What type of workshops are you interested in?

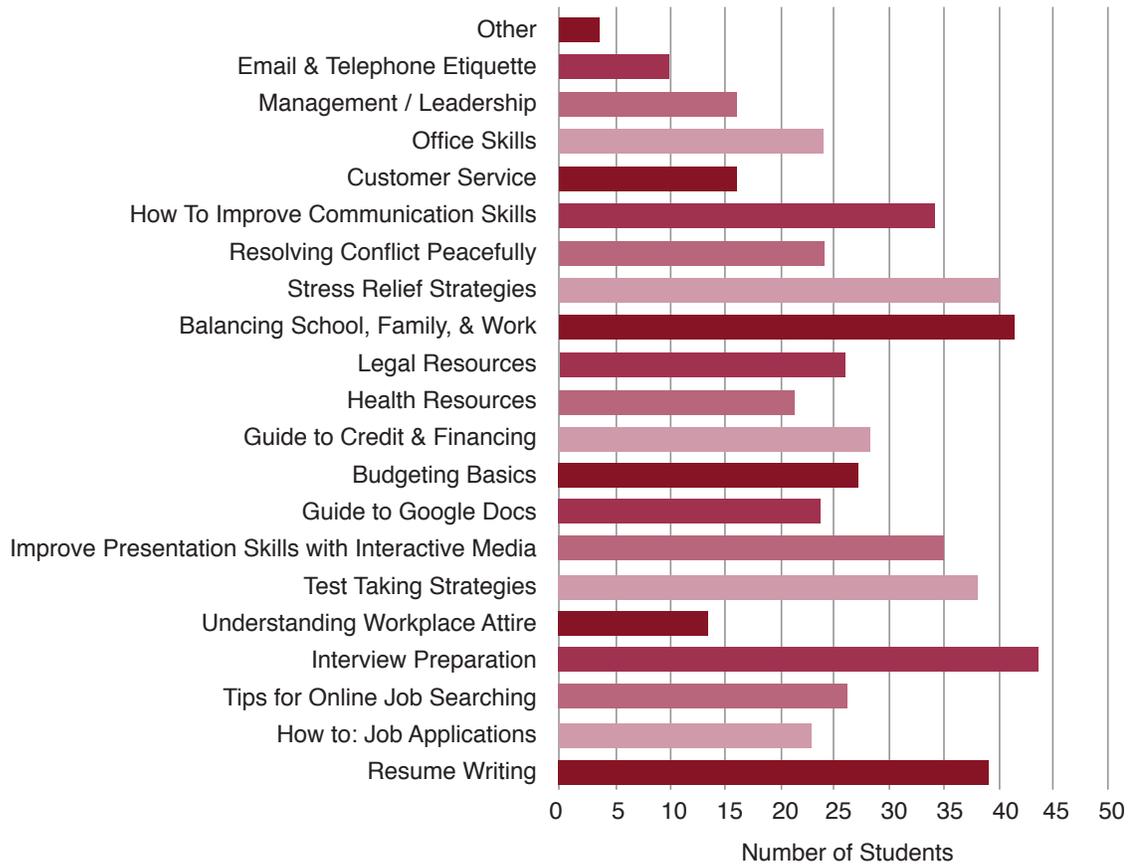


Figure IIB-12: CalWORKs Student Survey Question

#### DSP&S

The Disabled Student Programs & Services (DSP&S) Department provides comprehensive support services including alternative testing accommodations, adaptive technologies, alternate media, assessment of learning disabilities, specialized academic counseling, and sign language interpreting. The mission of the DSP&S is to create an environment where students with verified disabilities have full and equal access to the educational programs offered by the College. In 2010-2011 DSP&S served 984 students. DSP&S is one of three components of Special Services along with Psychological Services and the Student Health Services. The most requested and utilized service is test accommodations.

The DSP&S staff consists of one full-time counselor, two full-time Teacher-Specialists, one 40% Teacher-Specialist, one full-time Assistive Technology Specialist, two Lead Interpreters, one Program Advisor, one Intermediate Clerk and hourly support staff. The DSP&S staff employ a collaborative approach to serve students with disabilities, including but not limited to: physical, communication, learning, psychological, autism spectrum disorders, and acquired brain impairment.

Because of increased need, D208 was converted into a Test Center for specialized test accommodations. Almost 500 specialized proctored tests occurred in Spring 2014 in a much smaller area, and this new expansion addresses this need. The philosophy now of DSP&S is to train students one-on-one to use assistive technology so that they can go anywhere on campus to access the technology or take their personal devices and use anywhere on campus (rather than have a dedicated lab, D208). Another addition and change to DSP&S was the hiring of an Alternate Media Specialist who works to convert material for students.

Student satisfaction survey data is reviewed annually to inform the design of student services. Results from a recent survey indicated a strong appreciation for specialized one-on-one academic counseling, support for self-advocacy, and test accommodations.

### *Student-Sponsored Programs*

The Associated Students is the representative body for all PCC students. The Student Services Fund, a support program of the Associated Students, offers grant funding each year to programs throughout the College. The annually-available funding is nearly one million dollars. Any area of the College can submit proposals to support co-curricular projects for students.

A new project funded by the program is the Safe Zone Coalition. This group is composed of Faculty, Staff and Managers and provides professional development around the issues of Undocumented Students and Lesbian, Gay, Bisexual, Transgender, and Queer students. Safe Zones began in May 2011 and since then approximately 200 employees and students have participated in the eight-hour session to become trained allies. Individuals who complete the program are provided notifications to display at the entrance to their offices which identifies the persons as “safe” individuals with whom students can disclose information pertaining to residency status or sexual identity.

The Associated Students also supports the Veteran’s Resource Center (VRC). The VRC at PCC was ranked 2nd in the nation as being “Best for Vets” for two-year Colleges in 2014 ([IIB-11: Military Times Best for Vets 2014 2-year Colleges](#)). It offers a comprehensive student success program and works collaboratively with the GI Bill processing office, Admissions and Records, Financial Aid, Disabled Students Programs and Services, the Health Center, Counseling, various instructional departments, and city, county, state and federal veteran services agencies. The comprehensive services offered include academic, community, and wellness programs to facilitate and support veteran transition to civilian life and the College campus. Notable recent accomplishments of the VRC include:

- Hosting *Road Home 2.0*, a conference for California Colleges and universities to focus on a comprehensive approach to serving the unique needs of student veterans ([IIB-12: Veterans Road Home Brochure](#))
- Participating in the VetSuccess on Campus, one of only 30 sites in the Nation; as part of the program a VA Vocational Rehabilitation counselor works in the VRC two days a week

- Holding a Veterans Suicide Prevention Training for campus Counseling, Career Center, A&R, DSP&S, Police, Psychological Services, Financial Aid and Health Center ([IIB-13: Veteran Suicide Awareness Training](#))
- Training faculty and staff with the VET NET Ally Seminar which is designed to raise awareness about the unique diversity student veterans bring to College campuses ([IIB-14: Vet Net Ally Seminar](#))

PCC has more than 700 veterans attending classes. The Associated Students provides funding to support co-curricular experiences for veterans including experiential learning field trips, service learning experiences, and conference attendance at the National Student Veterans of America Conference. Annual outcomes assessment conducted by the VRC reflects that student veterans are achieving the staff's defined outcomes. In Spring 2013, VRC staff conducted a survey of students. 81 online surveys were completed ([i-77: Veterans Resource Center Review](#)). Examples of how multiple survey questions are used to assess outcomes is shown below.

Outcome	Survey Statement	Very Satisfied or Satisfied
A student veteran will be able to make informed educational decisions to achieve his or her goals.	The counselor helped me with an Educational Plan.	86%
	The counselor helped me understand what classes I need to meet my goal.	87%
A student will be able to identify and utilize resources that will assist in achieving his or her goals.	The Staff and Services at the VRC has helped me navigate the College system	77%
	The Staff and Services at the VRC has helped me become a better student.	68%
	Experiences and services you received during counseling: Referrals to PCC resources.	79%
	Experiences and services you received during counseling: Referrals to VA information/resources.	72%
A student will be able to feel personally acknowledged, valued, connected and more aware of his or her potential to achieve personal goals.	The Staff and Services at the VRC has helped me feel more connected to PCC.	78%
	My experiences transitioning from the Military to PCC was very easy or easy.	85%

Figure IIB-13: Veterans Resource Center Outcomes Assessment

The Student Health Fee funds the services provided in the Student Health Services, which provides services encompassing general care, vaccinations, dietician services, and referral services for vision, dental, and other more serious health issues. The faculty and staff in the Health Center provide classroom presentations, an annual health fair in the Quad, and special demonstrations in the Quad for Breast Cancer Awareness month, Veterans Wellness, and Smoking Cessation.

This year, the Health Center provided leadership in introducing a no-smoking policy on campus and PCC is now a smoke-free environment. The Student Health Services assesses satisfaction and other outcomes on an annual basis and documents this in program review ([i-75: Student Health Services Review](#)).

In your opinion, how helpful was your clinician during your recent visit in helping you identify specific health risks or behaviors that you could change which would promote better health for you?

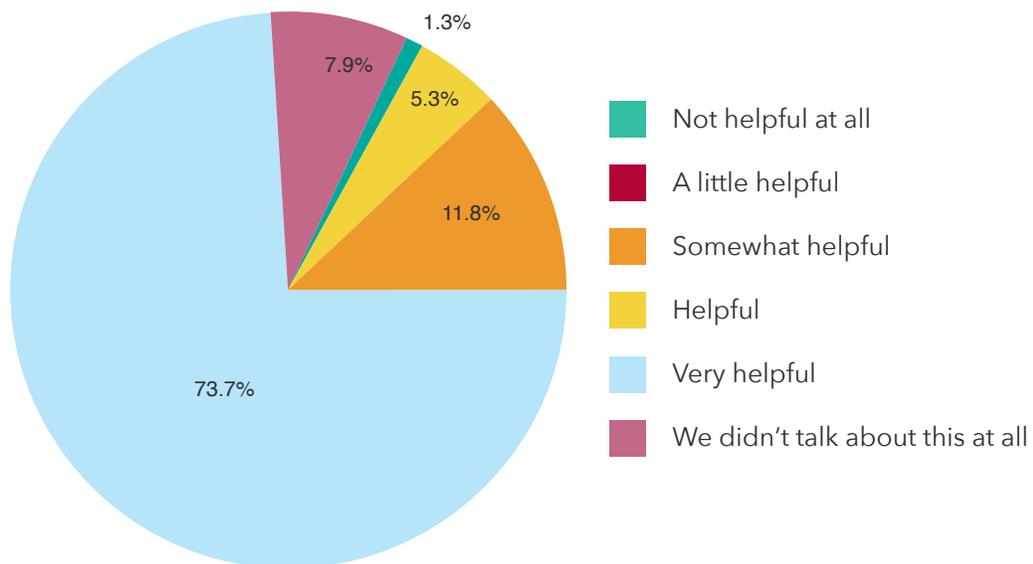


Figure IIB-14: Student Health Services Satisfaction Survey Question

Psychological Services is partially funded by the Student Health Fee and provides services to students enrolled in the credit and non-credit programs, including one-on-one psychological counseling, group workshops, and referral services. The Psychological Services Center currently houses two psychologists, one adjunct faculty member, and three interns. The center was recently approved to hire an additional psychologist.

In 2012 in response to national incidents involving College students and violent behavior, the Psychological Services Office partnered with the Student Affairs Office to create a Crisis Prevention and Response Team (C-PART). In 2010, Psychological Services implemented the use of a product called “Kognito,” an online tool for faculty members to learn how to identify signs of depression and suicide. Counselors participated in professional learning with this online tool, and the Wellness Project made it available to all teachers on campus. In 2011, Psychological Services also implemented the use of “E-Check Up To Go,” an online survey students can use

to explore issues related to alcohol and drug use. Psychological Services performs systematic evaluation and uses the results to inform improvement efforts ([i-74: Psychological Services Review](#)).

Both the Health Center and Psychological Services collaborated with the new PCC First Year Experience Pathways Program to provide new student orientations regarding how to maintain health and wellness, how to avoid sexually transmitted infections, and how to address issues such as stress, healthy eating and living choices.

## **Self-Evaluation**

PCC offers comprehensive student support services to meet the needs of its diverse student body. A holistic approach to student achievement directs a wide-breadth of innovation throughout Student Affairs. Quality of all student support services is assured through focused engagement with various means of assessment, including ongoing outcomes assessment and cyclic program review. These practices are consistently applied across all programs, at all locations, and in all delivery methods. The Student Affairs Area intentionally and thoughtfully contributes to the student success mission of the College.

Pasadena City College meets Standard IIB.1.

## **Actionable Improvement Plans**

None.

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

**a. General Information**

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources

- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

**b. Requirements**

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

**c. Major Policies Affecting Students**

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

**d. Locations or Publications Where Other Policies may be Found.**

**Descriptive Summary**

The College Catalog contains the official name, addresses, telephone numbers and website address ([IIA-48: 2014 College Catalog](#)). It includes a mission statement, general education outcomes, institutional core values, and descriptions of degrees, programs, courses, policies and procedures. The catalog contains the academic calendar, statement on academic freedom, information pertaining to available student financial aid, learning resources, and the names and degrees of administrators and faculty, as well as the names of members of the Governing Board.

In 2009, a committee that included counseling faculty and staff redesigned the College Catalog to ensure critical information was included as well as to reorganize the catalog data. The catalog is updated annually during the Fall semester. Therefore, courses and programs that were approved the previous Spring and Fall can be incorporated in the next catalog release. Catalog sections are sent to the respective departments for updating and then returned to the catalog editor for online publication in the summer.

The catalog contains information about admissions, student fees, and student financial obligations. Information pertaining to degrees, certificates, graduation and transfer are also available. Other policies available in the catalog include those addressing academic regulations, academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees.

Policies and procedures are publicly available on the PCC website. Departments list policies and procedures related to their specific functions on their unique webpages.

The catalog is available online in PDF format ([IIA-110: College Catalog Website](#)). As of 2011, the catalog was no longer printed for students to purchase in the bookstore. Hard copies are made for the Counseling Department, Instructional Schools, and Disabled Student Programs & Services. Hard copies are kept in the College archives. Its first page contains information on how students can access alternative formats (Braille, enlarged text, e-text, etc.) of the catalog.

## **Self-Evaluation**

PCC provides an online catalog and makes printed and alternative formats available with all required, precise, accurate and current information.

Pasadena City College meets Standard IIB.2.

## **Actionable Improvement Plans**

None.

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

## **Descriptive Summary**

PCC researches the learning support needs of its diverse student body. This research directly informs the services and programs that are offered to students. The Office of Institutional Effectiveness (OIE) conducts research, analyzes data, coordinates participation in outside research studies, prepares data for program review, and responds to specific data requests. Student support service departments use these data to design and improve services.

Each year the OIE produces the online publication *Observations*, a data compendium of demographic, enrollment, and student achievement information ([IIA-11: Observations Website](#); [IB-77: Observations 2012-13](#)). Data is provided in the following categories:

- Credit Students
- Distance Ed Students
- EOP&S Students
- Financial Aid Students
- Degrees & Certificates Awarded
- New Students
- DSP&S Students
- Success & Retention
- Sections, Seats, and Enrollments
- Non-Credit Students
- Pathway Students
- Veterans
- First-Time PCC Students

These data are used across the campus to inform the design of services. For example, the Learning Assistance Center, in response to data from *Observations* about Distance Education students' learning support needs, implemented 24/7 online tutoring. Unduplicated headcounts for Distance Education have been steadily increasing as seen below.

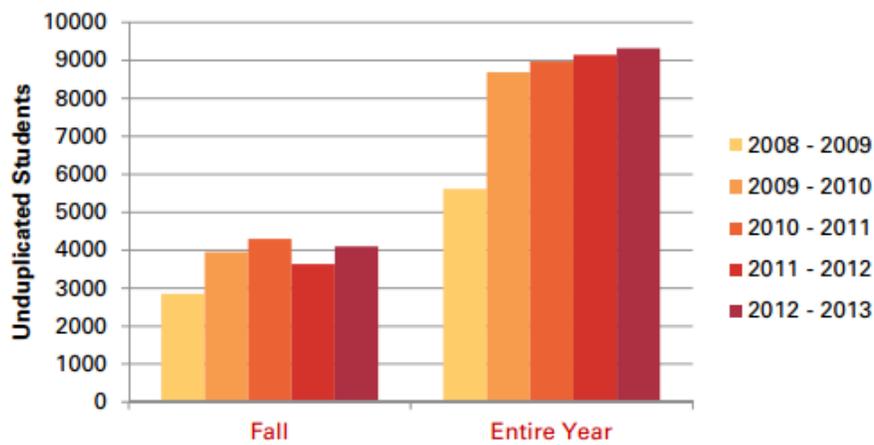


Figure IIB-15: Unduplicated Distance Education Student Headcount

The vast majority (89.4%) of Distance Education students have a prior education level of High School or the equivalent.

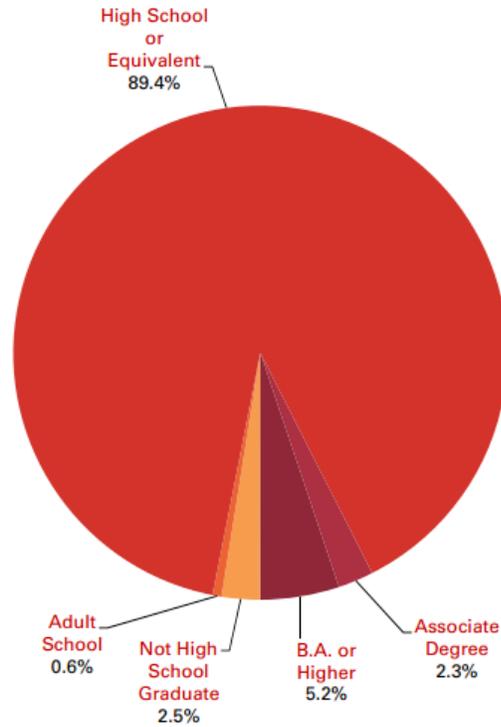


Figure IIB-16: Fall 2012 Distance Ed Students by Educational Level

Compared to traditional sections of the same courses, Distance Education sections in Fall 2012 had a 5.5 percentage point lower success rate, and a 3.0 percentage point lower retention rate. PCC's success rates are higher than the state average.

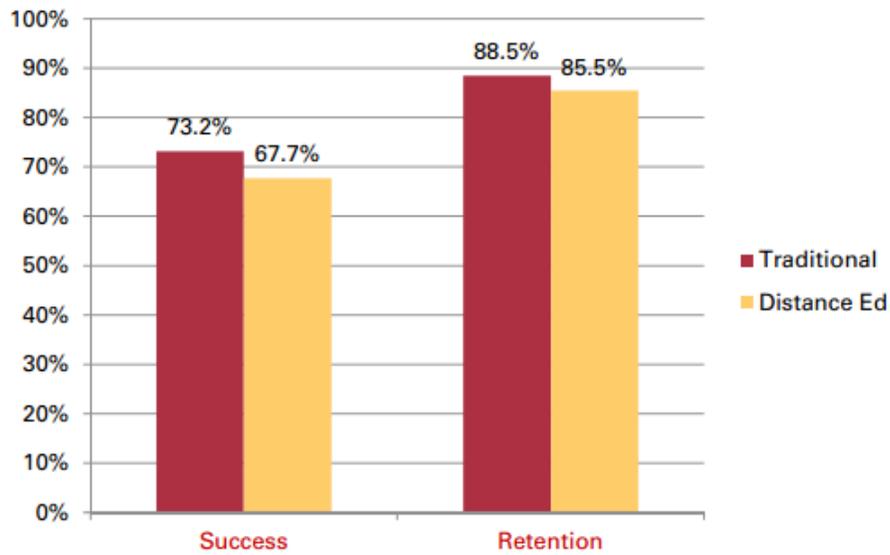


Figure IIB-17: Fall 2012 Success and Retention by Method of Instruction

Upon examination of these data, the Learning Assistance Center staff concluded that all Distance Education students, particularly the nearly 90% that are new to College, could benefit from 24 hour online tutoring, leading to the 2013 implementation of “SmartThinking,” ([IIB-16: SmartThinking Webpage](#)). Usage of this new service has been significant, and the Learning Assistance Center staff eagerly await updated Distance Education success and retention rates forthcoming in *Observations 2013-14*.

The OIE occasionally coordinates with outside agencies to participate in research studies, like the Community College Survey of Student Engagement (CCSSE). The CCSSE survey items are specifically designed to focus on the unique academic and non-academic experiences of community college students and provide institutions with invaluable data to benchmark their own performance against institutions of similar size and scope. PCC has participated in three administrations of CCSSE, in 2007, 2009, and 2012. OIE issued an analysis of these data that pointed out that PCC lagged behind benchmark colleges by 2+ points in the Support for Learners category for both full-time and part-time students ([IB-78: Research Findings-CCSSE](#)).

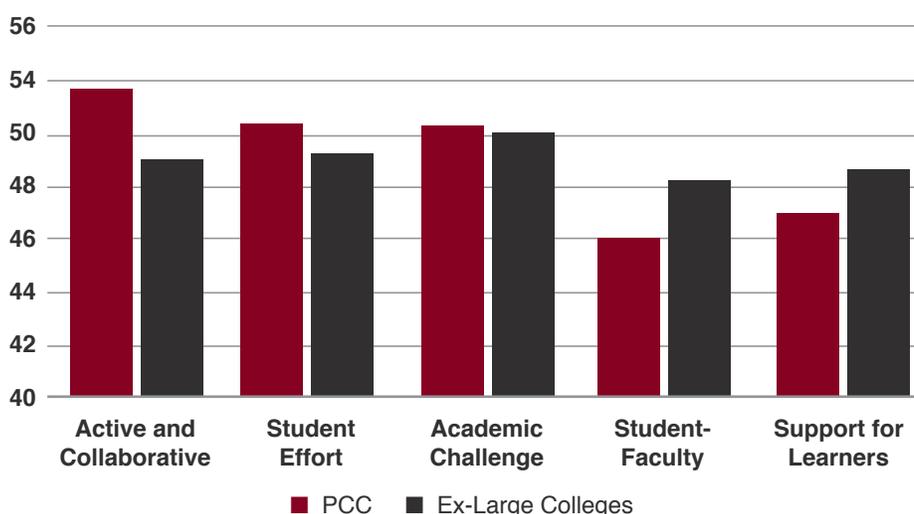


Figure IIB-18: PCC 2012 CCSSE Benchmarked Results

These data were shared with Student Affairs departments and mobilized staff members to design and implement many of the improvement efforts described in this Standard.

OIE issues Research Findings, a brief summary and analysis of recent research results ([IIB-18: Research Findings Webpage](#)). Diverse topics covered include analyses of the academic achievements of student athletes and Pasadena City College’s Student Success Scorecard data ([IIB-19: Student Athletes–Educational Outcomes](#); [IB-15: Student Success Scorecard Report-08/2013](#)). The Scorecard, developed by the California Community College Chancellor’s Office, consists of metrics that are designed to measure both intermediate progress and completion for students. With the Scorecard, the College analyzed data by student demographics (age, gender and ethnicity).

2012-13 Scorecard data revealed that only 24% of credit students who started below transfer level in Mathematics completed a college-level Math course. The results were 37% and 23% for English and ESL, respectively. In response to this jarring news, in 2013 two services were implemented to address students learning support needs. The Learning Assistance Center, Assessment Office, Pathways and Counseling Department collaborated to implement Pre-Assessment Workshop and Study sessions (PAWS) to help students prepare for assessment ([IIB-7: PAWS Website](#)). Students who take part in a PAWS workshop:

- Become familiar with Accuplacer, the digital assessment software
- Learn study strategies
- Take practice tests
- Receive a free online practice test license
- Gain access to Math and English tutoring

Additionally, the Math Department, the Learning Assistance Center, and Counseling Department collaborated on implementing Assessment and Learning in Knowledge Spaces (ALEKS) to assist students in Math classes. ALEKS uses adaptive questioning to quickly and accurately determine exactly what students know and don't know in a course. ALEKS then instructs the students on the topics they are most ready to learn. The impact of both PAWS and ALEKS will be assessed to measure the effects on student learning.

The OIE provides the High School Feeder Report and the Fall Student Survey to inform learning support needs ([IIB-20: High School Feeder 2012](#); [IIA-84: Fall Student Survey 2011](#)). The High School Feeder report details the following information for each high school with students at PCC:

- Demographic
- High School GPA
- PCC GPA
- Educational Goal
- Units Achieved
- Grade Distributions (Overall, Basic Skills, Transfer, English, ESL, and Math courses)

In addition to measuring satisfaction with support services, the Fall Student Survey solicits information on students' perceptions of PCC's impact on their abilities and quality of instruction, courses, and facilities, as well as information about student behaviors that contribute to success. All of this information is used to ensure that existing and newly-developed student support services align with students' learning support needs.

OIE annually updates data for instructional program review ([i-36: Success by Demographics Example](#); [i-39: Success, Retention, Enrollment, FTES and FTEF Data](#); [IIA-8: Completion](#)

[Data; IIA-9: Sections Offerings; i-35: Demographic Data Example; IIA-10: Success, Retention, Enrollment by Method of Delivery](#)). Faculty members review this data as a part of their programs' cyclic reviews and make recommendations for improvement that have included enhancements to student support services.

## Self-Evaluation

The OIE provides rich, meaningful data and analysis to campus constituents. Student Affairs staff use these data on student learning support needs to design and improve services.

Pasadena City College meets Standard IIB.3.

## Actionable Improvement Plans

None.

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

## Descriptive Summary

PCC provides appropriate, comprehensive, and reliable student support services at all locations. The main campus offers a full array of student services situated in the L, D, V, GM, and Campus Center buildings. PCC has two off-site locations, Rosemead and the Community Education Center (CEC). Student support services offered at the Rosemead location include: Advising, Counseling, Admissions, Registration, referrals to Disabled Students Programs & Services, Financial Aid, and tutoring ([IIB-21: CEC Student Services Webpage](#)). Off-site help desks for LancerPoint, a newly implemented administrative information system, were opened at the CEC to support students during the transition phase to this new technology. A site coordinator is available to address general student concerns.

A pilot of integrated student services is underway at the Rosemead site. Currently three counselors provide 17 hours per week of general assistance with Admissions, Registration, Advising, Counseling, and Financial Aid services. Student support services available at the CEC include Assessment Testing, Career Advising, Counseling, Tutoring, Admissions, Registration, and Disabled Students Programs & Services. A Dean and Associate Dean are available at the CEC to address general student concerns.

Support service delivery methods have been diversified to assure equitable access to high quality services. Online services have been substantially enhanced to meet the needs of students in all locations. 24-hour online tutoring, available to all students, began in 2013 (IIB-22: Online Tutoring Website). Online counseling is available via e-mail, and 24/7 online library reference services are available via the library website ([IIB-23: Online Counseling Webpage](#)). A webpage redesign team was convened to transform the online user interface for better service to students and the public. This project included the creation of a guided tour for new students ([IIB-24: New Students Start Here Webpage](#)). A new administrative information system, LancerPoint, was employed which included a student portal for business transactions, allowing students to complete transactions without coming to campus or waiting in lines ([IIB-25: LancerPoint Support Webpage](#)). A new learning management system, Canvas, was acquired for students, simplifying students' efforts to submit homework, retrieve syllabi, and communicate with faculty ([IIB-26: Canvas Student Support Webpage](#)).

In the past six years, the College has increased the availability of counseling services. During the first two weeks of the term, student support services move into the center of the campus, the Quad, to increase availability and visibility. Quick Question Counseling is offered at high traffic times in the Library and at various campus locations to increase student access to a counselor ([IIB-27: Courier Article-Quick Question Counseling](#)). As previously mentioned, e-mail access to a counselor is available.

### **Self-Evaluation**

PCC offers appropriate, comprehensive, reliable, and high quality student support services at the main campus, the CEC, and the Rosemead site. Moreover, online students have access to comparable services.

Pasadena City College meets Standard IIB.3a.

### **Actionable Improvement Plans**

None.

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

### **Descriptive Summary**

PCC provides a culturally rich landscape for students to explore intellectual, aesthetic, and personal development while they build strong foundations of civic and personal responsibility. PCC offers nearly 70 clubs and organizations in which students can participate, as well as a robust student life area of the College (IIB-28: PCC Clubs List). Through Associated Students, clubs, organizations, the Cross Cultural Center, and numerous campus activities, PCC offers students many opportunities to learn outside of the classroom.

Academic Support Club	PCC Computer Science
Access Technology	PCC Engineering Club
Alpha Gamma Sigma Honors Society	PCC Global
Astronomy Club	PCC Kickboxing Cardio Club
Biology Club	PCC Lancer Film Club
Black Student Alliance	PCC Paralegal Association
Build PCC	PCC Registered Nurses
Caduceus Club	PCC Veterans Club
Candela Salsa Club	PCC Yoga and Meditation
Chinese Scholars Association	Permias Pasadena
Circle K international	Phi Alpha Delta
Clave	Philosophy Club
Club Italia	Physics Club
Club of Dancers	Pi Club
College Buddhist Association	Positive Attitude Club
Critical Theory Club	Psychology Club
Economics Club	Puente
Enactus	Queer Alliance
Feminist Club	SHPE
Germania Culture Club	Students in Media and Broadcasting Association (S.I.M. B. A.)
Graphadena	Students Unlimited
Green Seeds	SWE
Hope	The Network

International Business Association	Tropa
InterVarsity Christian Fellowship	Ujima
M.E.C.H.A.	United Without Boundaries
M.E.S. (Making Exercise Simple)	USGBC PCC
Pathways Club	Vietnamese American Student Association
PCC Bible Study	West Coast Welders
PCC Chemistry Club	World Economics Club

*Figure IIB-19: Pasadena City College Clubs*

Students develop personal and civic responsibility through participation in leadership programs, like the Associated Students of Pasadena City College ([ASPCC; IIB-29: ASPCC Website](#)). The Executive Board is ASPCC’s main operating body. It is the responsibility of the Executive Board to manage the representation of students, provide oversight for events and operations of other bodies, and manage the ASPCC budget. It is comprised of the President, and ten Vice Presidents, as well as the Chief Justice, and the Student Trustee who sit in an advisory capacity. There are nine standing committees of the ASPCC on which any student can apply to serve:

- Academic Commission
- Finance Committee
- Student Services Committee
- Publicity Committee
- Cultural Diversity Committee
- Supreme Council
- Campus Activities Committee
- Lobby Committee
- Sustainability Committee

The College's General Education Outcomes and their associated competencies specifically address personal and civic responsibility and personal development.

General Education Outcome	Competency
GEO 4. Social Responsibility: Demonstrate sensitivity to and respect for others.	4.1 Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.
	4.2 Effective Citizenship: Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.
GEO 5. Personal Development: Demonstrate an understanding of practices that promote physical, psychological, and emotional well-being.	5.1 Awareness of Mind and Body: Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.
	5.2 Aesthetic Appreciation: Show an informed appreciation for artistic and individual expression.

*Figure IIB-20: GEOs and Competencies that align to Personal and Civic Responsibility and Personal Development*

GEO Assessment at PCC was formalized in the 2012-13 academic year. The Learning Assessment Committee oversees this process and has created a cycle of GEO assessment. Social Responsibility and Personal Development are currently scheduled to be assessed in 2015-16 and 2016-17, respectively.

First Year Pathways Programs at PCC intentionally include personal development into their curricula. Students enrolled in Pathways are guaranteed priority registration and provided with critical support in and out of the classroom. Growth has been explosive with an increase from 320 students to nearly 1900 (projected) in three years.

### Students in First Year Pathways

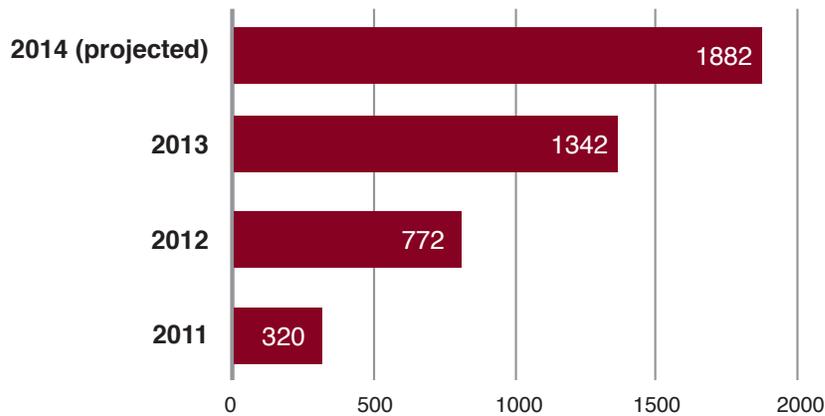


Figure IIB-21: First Year Pathways Student Count by Year

With nearly 40% of first year students enrolling in Pathways, this program touches many PCC students. All Pathways students take a Counseling Department course, College 1. This course purposely addresses personal development. One of the SLOs for College 1 is to “analyze external and internal motivating factors (hope, resilience, mindset) of successful College students.” A key component of Pathways is the out of class support that students receive from coaches. Each of the outcomes of coaching address personal development. The outcomes state that as a result of coaching, students will:

- Identify personal and educational goals
- Identify obstacles to academic success and use appropriate support services and resources to overcome those obstacles

Furthermore, many courses offered by the Counseling Department address personal development, like Counseling 012, Personal Growth and Development ([IIB-30: Counseling Courses Webpage](#)).

PCC offers numerous on-campus activities that support intellectual, aesthetic, and personal development. The table below is a sample of campus activities.

Activity	Description	Web Links
Jackie Robinson Lecture Series	Bring an array of prominent artists, scholars, musicians, performers, writers, and playwrights to the College community for a series of lectures and events	<ul style="list-style-type: none"> <li>· <a href="#">IIB-31: May 2011 Press Release</a></li> <li>· <a href="#">IIB-32: Feb 2012 Press Release</a></li> </ul>
Artist in Residence	Brings prominent artist on campus for weeklong stays to interact with students and the campus community	<ul style="list-style-type: none"> <li>· <a href="#">IIB-33: AIR Website</a></li> <li>· <a href="#">IIB-34: May 2010 Press Release</a></li> </ul>
Writer in Residence	Brings a local female author to campus to meet with creative writing classes, lead writing workshops, collaborate with faculty, and have a reading of her work	<ul style="list-style-type: none"> <li>· <a href="#">IIB-34: May 2013 Press Release</a></li> <li>· <a href="#">IIB-35: Sept 2013 Press Release</a></li> <li>· <a href="#">IIB-36: Oct 2012 Press Release</a></li> </ul>
School of Visual, Media, and Performing Arts Events	Presents an ongoing, packed showcase of gallery shows, theater productions, musical and dance performances, and artist/performer talks	<ul style="list-style-type: none"> <li>· <a href="#">IIB-37: Event Calendar</a></li> </ul>
Study Jam	Offers peer-led group study sessions that provides guided practice of key concepts and skills	<ul style="list-style-type: none"> <li>· <a href="#">IIB-38: Study Jam Website</a></li> </ul>
Mathematics Engineering Science Achievement (MESA)	Supports educationally disadvantaged community college students to excel in math, engineering and science so they can transfer to four-year institutions as majors in these fields	<ul style="list-style-type: none"> <li>· <a href="#">IIB-39: MESA Website</a></li> </ul>

Figure IIB-22: Ongoing Activities that support Intellectual, Aesthetic, and Personal Development

## Self-Evaluation

PCC provides an environment for students to learn and grow. This environment delivers opportunities for intellectual, aesthetic, and personal development, as well as encourages personal and civic responsibility.

Pasadena City College meets Standard IIB.3b.

## Actionable Improvement Plans

None.

### **IIB.3c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

#### **Descriptive Summary**

The mission of the Counseling Department is to support the College's mission by facilitating the attainment of lifelong learning skills and advancing students' personal, academic, and career goals to completion. The department promotes the self-awareness and self-reliance necessary for success. Over the past six years, counselors have been leaders in designing, maintaining and evaluating counseling programs to support student success. To prepare for this leadership role, they have engaged in ongoing professional development. The Counseling Department designs and maintains programs and services informed by data to ensure quality. Assessment of department outcomes provides actionable data and is documented in program review ([i-69: Counseling Services Review](#)).

Counselors engage in ongoing professional development and share resources to ensure the quality of counseling services. Counseling Department personnel frequently attend professional conferences. Upon return to campus, these staff members share notes and give presentations so that all counselors have access to needed information ([IIB-40: USC Conference 2011-Counseling](#); [IIB-41: UC Conference 2013-Counseling](#); [IIB-42: CSU Conference 2014-Counseling](#)). A shared drive on the intranet was created to distribute resources so that all counselors are equipped with up to date information pertaining to transfer admission requirements, along with policies and procedures impacting students ([IIB-43: Counseling Shared Drive](#)).

Periodic Counseling Department Retreats and weekly meetings ensure counselors are informed of recent legal and professional developments ([IIB-44: Counselor Meeting Agenda](#)). Topics covered include California Senate Bills 1440 (Transfer degrees) and 1456 (Student Success Act of 2012), and evolving Associate Degree requirements, Course Repeat regulations, and Repeatability regulations ([IIB-45: Counselor Retreat-SB1456](#)). In-service trainings are conducted as needed ([IIB-46: Counselor Training Schedule](#); [IIB-47: Counselors In-Service Training Agenda](#)).

A data-informed improvement instituted by the Counseling Department in 2009 was the redesign of group counseling sessions for new students ([IIB-48: Redesigned Group Counseling PowerPoint](#)). Data on student access to services was reviewed and a redesign effort was initiated to increase access. In the previous format, one counselor assisted 13 students. A more efficient model was devised that incorporated educational advisors, allowing more students to be served. Enhancements to group counseling have continued with the 2013 incorporation of the pedagogical best practice, Problem-Based Learning (PBL). Use of PBL in these sessions supports students' development of lifelong learning skills, as well as a deeper understanding of placement scores and the appropriate selection of courses and educational pathways. Pre and post

assessment are utilized to assess the effectiveness of the sessions ([IIB-49: Group Counseling Pre-assessment](#); [IIB-50: Group Counseling Post-assessment](#)). Survey data is currently being analyzed to inform the next iteration of the new student group counseling sessions.

In preparation for conducting program review, a committee of counselors and the Associate Vice President, Student Affairs, met over several weeks to craft a survey instrument to measure departmental SLOs. With the support of the OIE, the committee refined the questions and aligned them to outcomes. The survey was distributed via e-mail following individual counseling appointments. Aggregated results are in the table below ([i-69: Counseling Services Review](#)):

Outcomes	Results
SLO #1: A student will be able to make informed educational decisions to achieve his or her goals.	Between 72% and 90% of students strongly agreed or agreed with positive statements related to SLO #1.
SLO #2: A student will be able to identify and utilize resources that will assist in achieving his or her goals.	Between 79% and 92% of students strongly agreed or agreed with positive statements related to SLO #2.
SLO #3: A student will be able to feel personally acknowledged, valued, connected and more aware of his or her potential to achieve personal goals.	Between 77% and 93% of students strongly agreed or agreed with positive statements related to SLO #3.

*Figure IIB-23: Counseling Services Outcomes Assessment Results*

As a result of this assessment, a team of counselors have revised the Counseling Department appointment process and are currently conducting trainings and evaluations of the process in its pilot phase.

The Counseling Department has collaborated with Academic Affairs to offer a First Year Experience Program and robust extended new student orientations for participants. The Counseling Department co-authored the design of a new interdisciplinary student success course, “College 1”. Many instructional faculty from across the College have been trained to address non-academic factors in the classroom.

### **Self-Evaluation**

Counseling Department staff are well-prepared for their functions because they participate in ongoing professional development, weekly meetings, and retreats. Evaluation of department outcomes and other data inform improvement efforts and are documented in program review.

Pasadena City College meets Standard IIB.3c.

### Actionable Improvement Plans

None.

### IIB.3d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

#### Descriptive Summary

Diversity is a core value at PCC. It is so fundamental to the culture at PCC that it is incorporated into the Mission Statement, the Institutional Core Values, and the General Education Outcomes.

<b>Mission</b>	"At Pasadena City College we serve our students by . . . respecting them as individuals who may require diverse and flexible learning opportunities"
<b>Institutional Core Values</b>	An Appreciation for Diversity: We recognize that a diverse community of learners enriches our educational environment.
<b>General Education Outcomes</b>	Competency 4.1 Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.

*Figure IIB-24: Diversity Alignment (Mission, Core Values, GEOs)*

As a result of this deep commitment to diversity, PCC designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The mission of the Cross Cultural Center clearly defines its diversity-driven role at the College:

As part of the Office of Student Affairs the Cross Cultural Center of Pasadena City College seeks to create a community based on social justice. A community where all groups are fully able to participate equally regardless of race, ethnicity, national origin, socio-economic class, gender, sexual orientation, or religion. We are committed to: improving outreach to, and the retention and matriculation of those who have been marginalized in higher education. To do so, the Center will advocate for an inclusive campus climate, the empowerment of oppressed communities, and provide resources to help further the education of socially conscious students.

The Cross Cultural Center holds an annual retreat in the Spring semester for students, staff and faculty that focuses on issues of diversity and social justice. Taking advantage of Los Angeles' rich and diverse cultural communities, the Cross Cultural Center provides opportunities for the PCC community to attend various plays and exhibits which further the understanding of diverse perspectives. The Center invites authors, playwrights, performers, speakers and film directors to campus. On-campus workshops are provided by the Cross Cultural Center for students, faculty and staff regarding issues of social justice, diversity and conflict resolution. Additionally, the Cross Cultural Center organizes many activities for students, including an annual trip to Manzanar, the site of an internment camp for Japanese-Americans. The Cross Cultural Center also co-coordinates the Safe Zones Coalition. Safe Zones provides professional development for faculty, staff and student leaders to ensure undocumented, lesbian, gay, bisexual, transgender, and queer students know where to turn for help on campus ([IIB-51: Cross Cultural Center Website](#)).

PCC obtained a 2012 grant from the California Community College Chancellor's Office to operate a "Wellness Center." The center was located on the first level of the Student Services building to provide easy access for students, faculty and staff. One of the Wellness Center's two outcomes is to "increase their [students, faculty, and staff] knowledge of stigmas and discrimination against underserved/underrepresented student groups" ([IIB-52: Wellness Center Website](#)). The Wellness Center achieves this diversity outcome through Wellness fairs, faculty and staff trainings, Well Workers Week, and personal development workshops.

PCC's Cultural Diversity Initiative (CDI) organizes campus-wide discussions on culture, diversity, and equity and provides strategies to close the achievement gap. The CDI organizes the Jackie Robinson Lecture Series which attracts researchers, professors, and authors as guest speakers to the campus. The CDI hosts leading scholars, like Dr. Patricia Gandara from the University of California at Los Angeles, and this year hosted a film screening of "12 Years a Slave." Last year, the CDI organized an African American History Month celebration. Students, faculty, staff and community members participated in activities which brought the campus together to celebrate, discuss, and explore African American issues.

Activities hosted by programs and clubs enrich diversity on campus. For LGBTQ students, one of the largest events of the year is the "Big Gay Prom," a dance for students, faculty, and staff. This is an extremely well-attended and well-received event. In 2010-2011, the Veterans Resource Center (VRC) opened to provide comprehensive academic and counseling services to more than 800 student veterans. Student veterans report satisfaction with VRC's services. The VRC has hosted a conference on veterans' issues and has provided training for faculty and staff.

In 2009, "United Without Boundaries," a club for undocumented students, was created to provide a connection among faculty, undocumented students, and allies. The Ujima Program and Ujima Club are active on campus to provide a small learning community and activities related to African American culture and history. The Puente Project and Puente Club provide opportunities for Latino students to explore culture and history in courses and co-curricular activities.

Through the President's Advisory Committees, the College and diverse community groups collaborate. They include the President's Asian Pacific Islander Advisory Committee, President's African American Advisory Committee, President's Armenian American Advisory Committee, and the President's Latino Advisory Committee. These groups advise the President on various issues in the community and provide feedback to the College for campus-wide initiatives. These committees organize events to help students and apprise the community about College programs. Additionally, active staff organizations focus on diversity, including The Association of Black Employees, Association of Latino Employees, and the Asian Pacific Islander Employee Association. These groups host regular meetings, hold annual scholarship fundraisers, and award thousands of dollars in scholarships to support students.

Finally, the College diversity competency requirement for the associate degrees designates three units of course completion in either "Ethnic and Gender Studies" or "Global Studies." The inclusion of these competencies in its requirements for graduation reflects the College's commitment to the respect for, understanding, and appreciation of, diversity.

### **Self-Evaluation**

Diversity is a fundamental value of PCC. College personnel and students realize that value by creating a culturally rich, diverse, and safe environment for all students and employees.

Pasadena City College meets Standard IIB.3d.

### **Actionable Improvement Plans**

None.

### **IIB.3e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### **Descriptive Summary**

PCC, an open access institution, does not require a test as part of the admissions process.

Assessment Services conducts consequential validation studies every six years to determine whether students are appropriately being placed in their classes as required by the California Community Colleges Chancellor's Office (CCCCO). The CCCCCO also requires that students and instructors meet a 75% threshold regarding their satisfaction with course placement and an N=50. 75.0% of students must agree that they have been appropriately placed in their classes and 75% of instructors must also agree that students have been appropriately placed. If the study meets the Chancellor's Office standards, then no changes are needed. If the standards are not

met, then a cut-score study is conducted to determine the needed adjustment in cut score or exam instrument. The CCCCCO must approve any exam used ([Consequential Validity Studies: IIB-53: Chemistry CVS, IIB-54: English CVS, IIB-55: ESL CVS, IIB-56: Math General CVS and IIB-57: Math 3 CVS](#)).

For example in Fall 2008, Spring 2009, and Fall 2009, consequential validation studies were conducted for the ESL Department. Study results revealed that that a majority of students were satisfied with their ESL course placement. ESL 33B, ESL 33A and ESL 122 met the 75.0% threshold required by the Chancellor's Office and an N=50 was reached for each course. The ESL 422 course did not meet the 75.0% threshold; however, and an N=50 was reached. This finding indicates that the ESL cut-scores will need to be adjusted for the ESL 422 course. The survey results revealed instructors were not satisfied with student course placement. None of the four ESL courses met the 75% requirement by the Chancellor's Office and an N=50 was reached for each course. Instructors indicated that in each of the four ESL courses, the course was too difficult for students. This finding indicated that the cut-scores for all ESL classes need adjustment. A cut-score study was conducted and results revealed that cut-scores needed to be increased by five points for each ESL course. This change was implemented in summer 2010.

**Comparison of Student and Instructor Placement Satisfaction  
Chemistry, English, ESL, and Math Placed Students**

<b>Course</b>	<b>Student Satisfaction Rate &gt;75.0% and N=50</b>	<b>Instructor Satisfaction Rate &gt;75.0% and N=50</b>	<b>Years Conducted</b>	<b>Action Taken</b>
Chemistry 1A	YES - 77.2% N=92	YES - 81.4% N=70	Fall 2008 Spring 2009 Fall 2009	No change needed
English 1A	YES - 86.4% N=214	YES - 96.4% N=138	Fall 2008 Spring 2009 Fall 2009	No change needed
English 100	YES - 86.4% N=213	YES - 77.7% N=130		No change needed
English 400	YES - 81.3% N=203	YES - 90.2% N=174		No change needed
English 130	YES - 81.8% N=132	YES - 85.9% N=142		No change needed
ESL 33B	YES - 77.8% N=81	NO - 70.0% N=50	Fall 2008 Spring 2009 Fall 2009	Cut score increased by 5
ESL 33A	YES - 84.4% N=193	NO - 67.3% N=147		Cut score increased by 5
ESL 122	YES - 82.2% N=214	NO - 58.4% N=178		Cut score increased by 5
ESL 422	NO - 67.1% N=152	NO - 71.7% N=99		Cut score increased by 5
Math 3	YES - 79.8% N=87	YES - 76.2% N=77	Fall 2006 Spring 2007 Fall 2008	Cut score increased by 5
Math 125	YES - 84.5% N=136	NO - 63.1% N=77		Cut score increased by 5
Math 131	YES - 79.7% N=110	NO - 71.6% N=96		Cut score increased by 5
Math 15	YES - 94.1% N=16	YES - 100% N=16		No change needed
Stat 50	YES - 89.3% N=50	YES - 87.0% N=62		No change needed

Figure IIB-25: Consequential Validity Study Results for Chemistry, English, ESL, and Math

## Self-Evaluation

PCC requires no admissions exams. Placement exams are administered by Assessment Services which regularly conducts studies to ensure that students are being appropriately placed in their Chemistry, English, ESL and Math courses.

Pasadena City College meets Standard IIB.3e.

## Actionable Improvement Plans

None.

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

## Descriptive Summary

Board Policy 2415 directs the Superintendent/President to develop procedures for appropriate retention and destruction of all District records in compliance with California Title 5 ([IIB-58: Board Policy 2415: Records Retention & Destruction](#)). Board Policy 4010 and its associated Administrative Procedures establish the policy and procedures for release of student records, respectively ([IIB-59: Board Policy 4010: Student Records and Directory Information](#)). PCC publishes these policies and procedures on the College website and follows them to ensure that student records are maintained permanently, securely, and confidentially.

The Admissions & Records Department securely maintains student records in a student information system, microfilm/microfiche, a transcript scanning and imaging system, and in a vault in the basement of the Student Services building. Information Technology Services (ITS) maintains servers and firewalls to protect online student records.

The Admissions & Records Office publishes an excerpt of FERPA in the College Catalog, on the College website and as a bookmark to distribute to faculty, staff, students, and parents which describes the scope of FERPA ([IIB-60: A&R FERPA Webpage](#)).

## Self-Evaluation

Pasadena City College meets Standard IIB.3f.

## Actionable Improvement Plans

None.

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

### Descriptive Summary

Student Affairs Programs conduct program review on a four year cycle. Five programs are defined in the Student Affairs Area, each consisting of multiple departments. The programs were conceived with students' paths through the College in mind: Enrollment Services, Student Support Services, Learning Assistance, Engagement, and Exiting the College. All staff went through a training process and developed mission statements and outcomes that align from Department to Program to Area and to the College Mission.

To assess its outcomes, the Assessment Office developed a survey which was administered in person to students. The OIE assisted with designing the survey instrument in alignment to the department outcomes. The survey was administered in January 2014 to 157 students.

Outcome	Results	Improvements
Students who visit the Assessment Office website will report understanding the importance of the placement testing process.	Survey results revealed that 84.7% of students agreed that after visiting the Assessment website they understood the importance of the placement exams.	Results indicated that 15.3% of students reported not understanding the importance of the placement testing process after visiting the Assessment Services Office website. An Assessment Tutorial Video is under development to assist with increasing student awareness of the importance of the placement testing process.
Students will report understanding what exam they need to take after speaking with the Assessment Office front counter staff.	Survey results revealed that 84.7% of students agreed that after speaking with the Assessment front counter staff, they understood what exam they needed to take.	Results indicated that 15.3% of students reported not understanding what exam they needed to take after speaking with an Assessment Office front counter staff member. The Assessment Supervisor will provide additional staff training on the best practices for delivering information to students.
After visiting the Assessment Office students will report experiencing a welcoming environment.	Survey results revealed that 95.5% of students agreed they experienced a welcoming environment at the Assessment Office.	Results indicated that 4.5% of students reported not experiencing a welcoming environment at the Assessment Office. The Assessment Supervisor will provide additional staff training on providing effective customer service.

Figure IIB-26: Assessment Office Outcomes Assessment and Improvements

The above table shows the outcomes, results of the assessment, and the improvements that were instituted as a result. All of this is documented in the program review ([i-68: Assessment Services Review](#)). Below are other examples of reviews conducted at the department level that will be incorporated into the aggregate program reviews:

- Admissions & Records
- Assessment ([i-68: Assessment Services Review](#))
- Counseling ([i-69: Counseling Services Review](#))
- Disabled Students Programs & Services ([i-70: DSPS Review](#))
- Extended Opportunities Programs & Services
- Cooperative Agencies Resource for Education
- California Work Opportunity and Responsibility to Kids ([i-71: CalWORKs Review](#))
- Financial Aid
- International Student Center ([i-72: International Review](#))
- TRIO Programs ([i-73: TRIO Review](#))
- Psychological Services ([i-74: Psychological Services Review](#))
- Student Life
- Student Health Services ([i-75: Student Health Services Review](#))
- Learning Community Programs ([i-76: Athletic Zone Review](#))
- Veterans Services ([i-77: Veterans Resource Center Review](#))

## Self-Evaluation

Student support services at PCC are being evaluated as part of cyclic program review. The basis for these reviews is outcomes assessment, and they document improvements to support services made as a result of evaluation.

Pasadena City College meets Standard IIB.4.

The defined cycle for program review for Student Affairs is four years. This is a substantial amount of time in between documenting assessment activities. Also if staff members are struggling with assessment, this long gap in receiving feedback could lead to poor assessment practices being applied for years at a time. Therefore, Student Affairs staff need to develop a mechanism to document outcomes assessment annually. This process should include regular feedback for those conducting assessment.

## Actionable Improvement Plans

- To improve institutional effectiveness, Student Affairs will collaborate across campus to develop a process for annual documentation of student support services outcomes assessment that includes feedback and feeds into the College's planning and resource allocation processes.

## Evidence List for Standard IIB

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