

## Chapter 4



### Student Services: Redesigning the Structure

#### Primary Authors

Janet Fulks, Bakersfield College, Faculty

Marcy Alancraig, Cabrillo College, Faculty

Gary Williams, Crafton Hills College

With thanks for contributions from

National Association of Student Personnel Administrators (NASPA)

American College Personnel Association (ACPA)

#### **Pasadena City College**

Mary Ann Laun, Administrator

## Chapter 4



### Student Services: Redesigning the Structure

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

In "*Beyond the Open Door: Increasing Success in California Community Colleges*," Shulock and Moore cite the research that confirms the value of effective student support services. "Students who more frequently utilize student support services are better adjusted to college life, more likely to be committed to the goal of a college degree, and more likely to persist toward earning that degree (Grant-Vallone, Reid, Umalli, & Pohlert, 2004; Chaney, Muraskin, Cahalan, & Goodwin, 1998)."<sup>1</sup> Furthermore, they state, "Students themselves seem to confirm the importance of good support services since dissatisfaction with student services and counseling is often cited as a reason for leaving community college (Adelman 2005; Metzner 1989 as cited in Purnell & Blank 2004)."<sup>2</sup>

Despite the critical nature of the role that Student Services plays in supporting basic skills students, their contributions and efforts often occur in isolation from the instructional units of the campus. Historically, student services and academic affairs have been concurrent but separate functions on campus, which operate with differing and often conflicting ideas of what should be expected of

---

<sup>1</sup> Moore and Shulock *Beyond the Open Door: Increasing Success in California Community Colleges*, Institute for Higher Education Leadership and Policy, August 2007 pg 20

<sup>2</sup> Ibid pg 21

students. This “silo effect” is a common phenomenon on campus, where communication and coordination among departments is inadequate to meet the needs of students, or simply does not occur.

Eliminating the silos on campus that may exist between student services and instruction is a vitally important goal for creating the conditions that allow basic skills students to flourish. “Any institution that wishes to make student achievement, satisfaction, persistence and learning a priority must have competent student affairs professionals whose contributions complement the academic mission of the institution in ways that help students and the institution realize their goals.” (Whitt, E.J. 2005). Consequently, redesigning a new structure that places student affairs staff as “full partners in the educational enterprise” (Whitt, E.J. 2005) has become an important new priority for colleges that seek to create enriching educational opportunities for basic skills students and help them manage the various transitions they will face as they realize their academic and personal dreams.

## **Principles of Good Practice for Student Services**

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

“Today’s context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about increasing cost of higher educations and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.” (p. 1)

NASPA and ACPA worked collaboratively to develop a set of defining Principles for Good Practice in Student Affairs, as stated below. Chapter Three includes a longer explanation in the appendix with a website designed for self-assessment surveys at

<http://www.acpa.nche.edu/pgp/principle.htm>.

### **Good Practice in Student Affairs:**

- 1. Engages students in active learning.**
- 2. Helps students develop coherent values and ethical standards.**
- 3. Sets and communicates high expectations for student learning.**
- 4. Uses systematic inquiry to improve student and institutional performance.**
- 5. Uses resources effectively to achieve institutional missions and goals.**
- 6. Forges educational partnerships that advance student learning.**
- 7. Builds supportive and inclusive communities**

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

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

This document was developed to stimulate discussion and change in Student Support Services based upon assumptions about an educated person and the role of a learning-centered institution. They identified and discredited the dichotomy on many campuses between student services and instruction (referred to as “silos of practice” in California community colleges. See Chapter 6 for a more in-depth discussion of these silos)

The concepts of "learning," "personal development," and "student development" are inextricably intertwined and inseparable. Higher education traditionally has organized its activities into "academic affairs" (learning, curriculum, classrooms, cognitive development) and "student affairs" (co-curriculum, student activities, residential life, affective or personal development). However, this dichotomy has little relevance to post-college life, where the quality of one's job performance, family life, and community activities are all highly dependent on cognitive and affective skills. Indeed, it is difficult to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical behavior, self-understanding, teaching, mentoring) as either cognitive or affective.”<sup>3</sup>

What does a learning oriented Student Support Services look like on a campus? Imagine a new building, one in which Instruction and Student Support Services are housed together, rather than the previous model of various silos scattered across a campus. Perhaps the shift can be thought of as moving from a farm, with various outbuildings, into a modern high rise where everything a student needs is contained in one sleek structure. According to the ACPA, there are several characteristics that commonly provide evidence of a student-learning orientation and several good self-assessment questions (in bold) that can help student support service providers build this kind of new building



---

<sup>3</sup> The Student Learning Imperative: Implications for Student Affairs (1996) American College Personnel Association (ACPA) retrieved at <http://www.acpa.nche.edu/sli/sli.htm>

1. The first has to do with the mission or goal of the Student Support Services areas. Their goal should be to facilitate student learning and personal development. Student learning outcomes will exist for every unit or department within Student Services areas as they are in Instruction; in fact, SLOs are now required for both as part of the ACCJC 2002 Accreditation standards.
2. In addition, faculty and staff should know their particular role with relation to learning and personal development. For some, this is a large shift from the service mentality where things are done FOR students. Now each interaction should be viewed as a learning opportunity. For example, in this new high rise, you wouldn't show students where the courses are in the schedule; instead, you would teach them to read the schedule so they can do this on their own. Faculty and staff should ask themselves, **“How can student affairs professionals be more intentional about promoting student learning while continuing to provide needed services to students and the institution?”**<sup>4</sup>
3. The third characteristic is that resources are allocated and rewards accumulated as a result of contributions to student learning and personal development. The staff and faculty in this new building of student support services model the focus on learning and development that they expect from students. Adequate staffing and resources to support the student learning process are an important aspect of the program review process. Faculty and staff create learning opportunities within the student support service departments and seek out learning opportunities.
4. The fourth characteristic involves collaboration with other parts of the institution. Rather than individualized units with independent functions, student support services departments actively seek partnerships with other services and instructional components of the college. These partnerships enhance the student pathway through the institution and model the importance of working together to accomplish transformational change. “Student affairs professionals attempt to make "seamless" what are often perceived by students to be disjointed, unconnected experiences by bridging organizational boundaries and forging collaborative partnerships with faculty and others to enhance student learning. Examples of campus agencies that are potentially fruitful links include instructional design centers, academic enrichment programs, and faculty and staff development initiatives. Off-campus agencies (e.g., community service) and settings (e.g., work, church, museums) also offer rich opportunities for learning and students should be systematically encouraged to think about how their studies apply in those settings and vice versa.”<sup>5</sup> See Chapter Six for examples of many effective collaborations that are occurring at colleges across California and are resulting in positive success for basic skills students.
5. The fifth characteristic is that student support services professionals are very well-informed about the students at their college and can access important data from the institutional researcher. They have seen the data and understand the latest research on

---

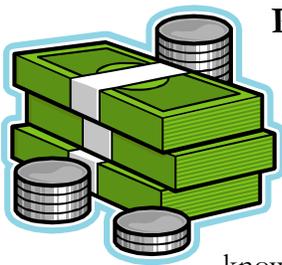
<sup>4</sup> The Student Learning Imperative: Implications for Student Affairs (1996) American College Personnel Association (ACPA) retrieved at <http://www.acpa.nche.edu/sli/sli.htm>

the various student populations that they serve. The student support services faculty and staff are current on policy changes and make it a habit to actively inform students about these changes and how they may impact learning.

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

**“Student affairs professionals must seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education.”<sup>6</sup>**

As we said at the opening of this chapter, Student Support Services are the first impression and first contact new students have at the institution. The policies and procedures in Student Support Services should be developed from good research and assessed regularly in order to stay learner-focused. The next section of this Chapter will describe promising practices in Financial Aid. More Promising Practices will be added to this chapter later.



### **Promising Practices in Financial Aid**

As a student, the first service that either opens or closes the door to higher education at a community college is most likely financial aid. What do you know about financial aid? Let's begin with a short quiz.

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

---

<sup>6</sup> The Student Learning Imperative: Implications for Student Affairs (1996) American College Personnel Association (ACPA) retrieved art <http://www.acpa.nche.edu/sli/sli.htm>

2. How many CCC students apply for financial aid?
  - A. less than 25%
  - B. approximately 35%
  - C. approximately 45%
  - D. approximately 55%
  - E. more than 75%
  
3. What are important aspects to financial aid?
  - A. Providing information about financial aid
  - B. Informing students about fee waiver options
  - C. College culture about financial aid
  - D. Staffing and Funding resources available to the financial aid office
  - E. A balance between providing information and assistance to student and meeting administrative demands
  
4. What percent of CCC student college expense is the result of fees?
  - A. 0%
  - B. 5%
  - C. 10%
  - D. 20%
  - E. 30%
  
5. Latina/o students represent the fastest growing population of community college students (averaging 27% of CCC students statewide but up to 85% at some individual colleges). Approximately what percent of Latina/o students and parents were unable to name even ONE source of financial aid funding?
  - A. 5% - 15%
  - B. 15% - 30%
  - C. 30% - 45%
  - D. 45% - 50%
  - E. 50% - 65%



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



Several recent research studies have provided excellent information on the pivotal role of financial aid.

Michael MacCullum from Long Beach City College examined the effect of financial aid processing policies on student enrollment, retention and success. Data from a comprehensive survey of the California community college financial aid offices provide insight into how policies and procedures affect enrollment, retention and success. Implications and strategies for action at the local and state level to improve student success and retention will be examined.

This study is available at <http://www.nasfaa.org/Annualpubs/Journal/Vol37N2/index37n2.html>

**The Institute for College Access & Success (TICAS)** strives to make college accessible and affordable for people for all students from all backgrounds. In a recent publication about California community college admissions and financial aid processes called *Green Lights and Red Tape: Improving Access to Financial Aid at California's Community Colleges*,<sup>7</sup> TICAS describes key strategies that need to be addressed in California community colleges to improve access, retention and success for our students. The report states:

“Accessing financial aid isn’t all about being eligible for it. Whether students can learn about aid, get help applying for it, and receive it when they need it all depends on the policies and practices of individual financial aid offices. A recent scan of the California community colleges found wide variations in financial aid practices and policies, and identified areas where student access to aid can be improved.”

The report also provides models of specific effective practices, many of which with no additional cost, which can affect success. It includes some examples of financial aid innovations that respond to strategic changes in financial aid, such as: At San Bernardino Valley College, during the hottest days of summer, the financial aid office provides free water bottles and cardboard fans that direct students to their location and office hours. Santa Barbara City College provides a brochure that gives explicit directions for financial aid. (see the brochure in the appendix) See the article at [http://www.ticas.org/files/pub/Green\\_Lights\\_Red\\_Tape.pdf](http://www.ticas.org/files/pub/Green_Lights_Red_Tape.pdf)



Important recommendations that should occur immediately in financial aid to contribute to increased student success.

1. Assess existing policies and procedures to identify barriers for students.
2. Dialogue with the Chancellor’s Office and other colleges about collaborating to communicate financial aid options and encourage student applications.
3. Assess student feedback on services and use these to improve existing policies.

---

<sup>7</sup> *Green Lights and Red Tape: Improving Access to Financial Aid at California's Community Colleges* (Dec 2007) The Institute of College Access and Success (TICAS) found at ([http://www.ticas.org/files/pub/Green\\_Lights\\_Red\\_Tape.pdf](http://www.ticas.org/files/pub/Green_Lights_Red_Tape.pdf) )

## Student Success and Library Usage

(Contributed by Mary Ann Luan Pasadena City College, Dean)

Pasadena City College Library had a simple research questions regarding library usage, success and retention rates for basic skills students And non-basic skills students.

The simple research method was:

Step 1: Collect the identification numbers of any students who checked anything out of the library last year (either media, books, periodicals or a computer) for the last 5 years. Checking something out from the library was an indicator of library usage.

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

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

These data are available at

<http://shatfordlibrary.pbwiki.com/Success+and+retention+data+for+Library+users>

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

Year	Non -Basic Skills Students		Basic Skills Students	
	Non-Library Users	Library Users	Non-Library Users	Library Users
02-03	63.59	74.78	59.49	68.81
03-04	63.31	74.96	61.36	67.64
04-05	62.55	73.76	57.04	68.00
05-06	62.53	73.06	54.54	65.99
06-07	60.76	73.00	52.82	66.27

**Table 2. Retention Rates of Basic Skills and Non-Basic Skills Students by Usage of Library Resources.**

Year	Non -Basic Skills Students		Basic Skills Students	
	Non-Library Users	Library Users	Non-Library Users	Library Users
02-03	80.63	87.67	83.24	88.80
03-04	80.56	87.31	83.83	88.94
04-05	80.29	87.04	80.65	88.35
05-06	80.17	86.49	80.48	88.48
06-07	79.39	86.70	79.93	88.41

Statistically there is a significant difference in both success and retention rates for students that use the library whether basic skills students or not. In some cases that success rate is 14% greater than those that never checked any resource out of the library.

Looking at this data, one could conclude that faculty should develop any means possible to connect students to the library early in their college career in order to enhance success and retention. There are however, many other questions to ask about other variables influencing these data. But it is an exciting beginning towards what may indicate or enhance student success.



## More Promising Practices Coming Soon!

Stay tuned for descriptions of promising practices in other Student Support Services areas.

### Innovation and Improvement Through Assessing Student Services SLOs

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

A Student Service outcome is like any other SLO (see Chapter 9 for a detailed description of course SLOs and assessment). An SLO describes the:

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

that students have attained by the end of a learning experience. The emphasis is on what students are able to **DO** as a result of the learning that has taken place, and the evidence that students have indeed acquired the desired knowledge, skills and abilities.

The assessment of Student learning outcomes varies with the specific outcome and the department that is doing the assessment. There is **no** one right way to do this, and colleges are developing various methods that meet their own unique needs. Here are some examples of Student Services SLOs and some ways that you might be able to assess them.

#### **El Camino College:**

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



The college could assess this outcome by gathering data on how many students register successfully on the web. This would be a direct, quantitative assessment.

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



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

### Counseling

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



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

Here are some other examples of Student Services SLOs. Use the box after each one to describe a possible way to assess it that might work at your college.

### **El Camino College - Financial Aid**

***Students using the online Financial Aid Orientation will use more online financial aid services***

### **Santiago Canyon College**

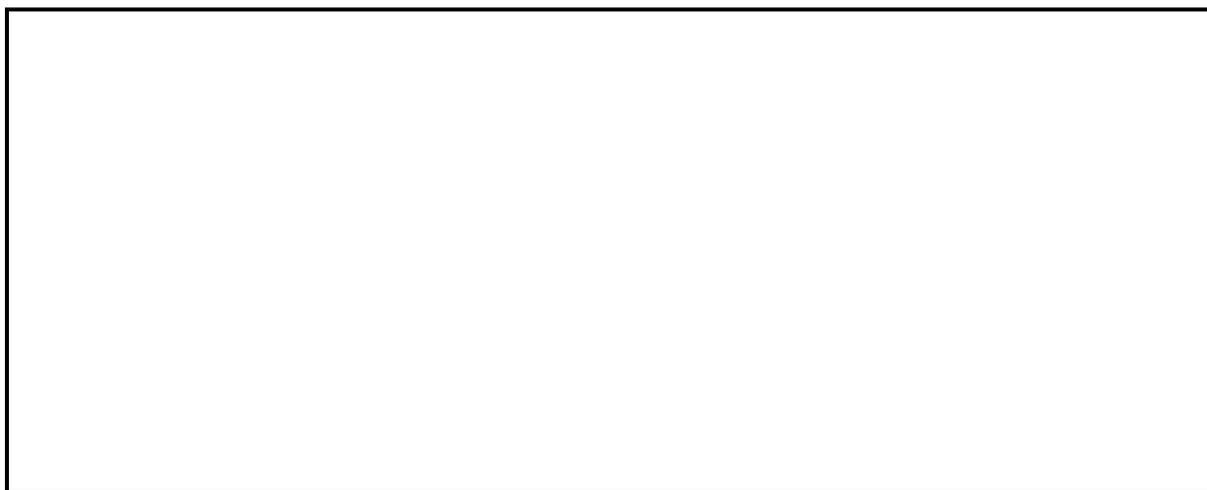
***After using Student Services at Santiago Canyon College Students will be able to acknowledge a personal problem, identify sources of assistance, and obtain assistance.***

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

Let's try working with a more complicated student service learning outcome in counseling. Research clearly shows that students who declare an educational goal are more likely to succeed than students who are undefined and undeclared. One school wrote a counseling outcome that recognizes this important fact.

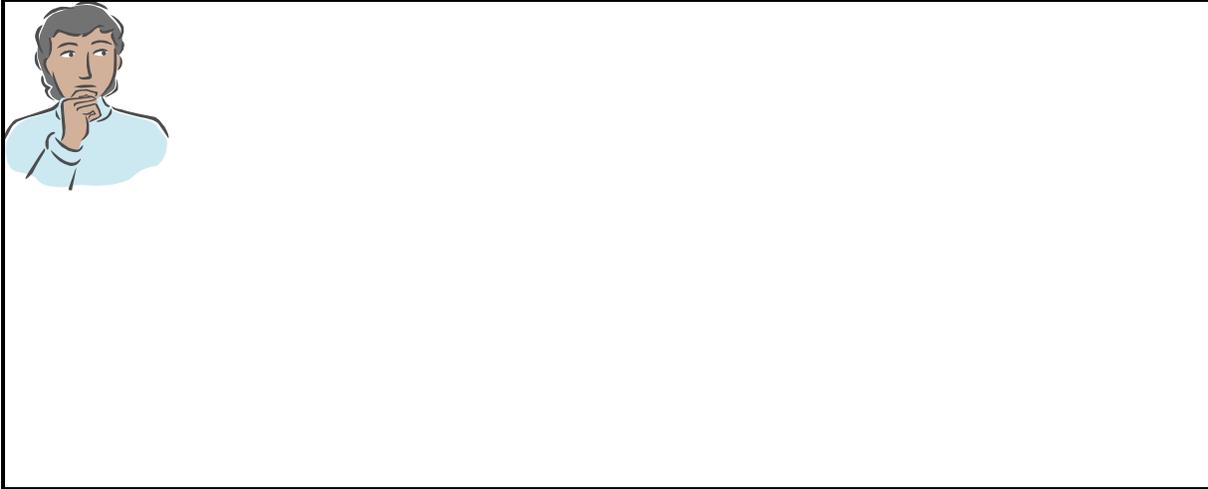
**Students will develop a plan that identifies coursework necessary to achieve their educational goal.**

What kind of assessment would measure this outcome? Remember that SLOs measure higher level thinking skills. When and where are the students using those skills to identify course work to achieve their educational goals? Jot down your thoughts here:



If you considered using student educational plans - good idea. This is similar to the course embedded assessment method that many faculty use to assess course SLOs (see Chapter 15). But think about the interactions between the student and the counselor when writing an Ed plan. Who does the work? California State University at Long Beach has data to show that students change their major an average of five times within the first two years. Students will not have counselors there to help them for each of these changes, so students must learn how to revise, rethink and recreate their Ed plan on their own.

Perhaps you might want to think about the steps in the counseling process. Where might you assess this outcome and what would give you the best information? Jot your thoughts in the space on the next page.



### **Assessing Entire Departments or Programs**

The appendix contains detailed example from Mesa College's DSPP Program. Note the organizational structure. The college's SLOs for the AA degree are listed first. Beside them, DSPP outcomes are articulated in another column, showing how they are mapped to the ones for the AA degree. Finally, the activities and assessments for each of the program SLOs are listed as well. Many of these assessments are direct and quantitative.

This kind of mapping is very effective for some schools. It clearly links the department with college wide goals, which may help faculty who don't appreciate the crucial work done in Student Services to get a clearer vision of its importance. Writing Program SLOs and developing assessments provides an ideal opportunity for **everyone** in the department to work together to articulate exactly how the department contributes to student learning

### **Closing the Loop**

There is one final step in writing and assessing Student Services SLOs. However your department or office decides to assess Student learning outcomes, the process is not complete until the results are shared and analyzed by your department. After that analysis, if needed, the department should make plans to improve services and increase student learning. Many schools are linking this final step in the assessment process with Program Review. Assessment results are used to justify budget requests, including the need for new staff, equipment or the expansion of programs. As stated in the Introduction to this handbook, this is a way that assessment can become your best friend.

## Appendix Chapter 4

### Student Services: Redesigning the Structure



**Appendix 1:** Quiz Answers

**Appendix 2:** Financial Aid Brochure SBCC

**Appendix 3:** Mesa DSPS SLOs

## Appendix 1

### Quiz answers

1. Nationwide, how many students community college students apply for financial aid?
  - A. less than 25%
  - B. approximately 35%
  - C. approximately 45%**
  - D. approximately 55%
  - E. more than 75%
2. How many CCC students apply for financial aid?
  - A. less than 25%
  - B. approximately 35%**
  - C. approximately 45%
  - D. approximately 55%
  - E. more than 75%
3. What are important aspects to financial aid?
  - A. Providing information about financial aid
  - B. Informing students about fee waiver options
  - C. College culture about financial aid
  - D. Staffing and Funding resources available to the financial aid office
  - E. A balance between providing information and assistance to student and meeting administrative demands**
4. What percent of CCC student college expense is the result of fees?
  - A. 0%
  - B. 5%**
  - C. 10%
  - D. 20%
  - E. 30%
5. Latina/o students represent the fastest growing population of community college students and represent an average of 27% of statewide CCC students (but up to 85% of some individual college student body). Approximately what percent of Latina/o students and parents were **unable** to name even ONE source of financial aid funding?
  - A. 5-15%
  - B. 15-30%
  - C. 30-45%
  - D. 45-50%**
  - E. 50-65%

## TERMS OF FINANCIAL AID OFFER

### IF I REDUCE MY UNITS, DO I GET LESS MONEY?

**YES** in most cases! If you drop to a lower enrollment classification, you can expect less money.

Review "Unit Requirement by Award Type," to determine the minimum enrollment level for your aid.

### Here's what could happen:

At first pay-out, a student is enrolled in:	Then drops to:	Effect on financial aid at second pay-out:
Full-time	3/4 time	Pell and Cal Grants reduced to 3/4 time for entire semester. Small mid-semester check. Remains eligible for all loans.
Full-time	1/2 time	Pell and Cal Grants reduced to 1/2 time for entire semester. No mid-semester check. Remains eligible for all loans.
Full-time	<1/2 time	Pell and Cal Grants are overpaid. No mid-semester check. May have a Pell Grant overpayment. No longer eligible for Loans, Student or PLUS.
Full-time	Withdraws from all classes	No mid-semester check. <b>Not eligible for any aid programs.</b> May be "Return of Title IV Funds" candidate. May owe money back, disqualified from financial aid until any money owed is paid back and will have to appeal for continued financial aid.
3/4 time	1/2 time	Pell and Cal Grants reduced to 1/2 time for entire semester. Very small mid-semester check. Remains eligible for all loans.
3/4 time	<1/2 time	No longer eligible for Cal Grants and no mid-semester Cal Grant check. Students with "0" EPC's may remain Pell Grant eligible but will not receive a mid-semester check and may have incurred a Pell Grant overpayment. Not eligible for any loan programs.

### WATCH FOR THESE IMPORTANT FINANCIAL AID DEADLINES

**Last day to add classes and be paid for them:**

Fall 2007 - October 26, 2007  
Spring 2008 - March 21, 2008

**Last day to apply for student / parent loans for 2007-2008:**  
April 30, 2008

**Last day to apply for a BOG/W refund:**  
Fall 2007 - May 16, 2008  
Spring 2008 - May 16, 2008

**Satisfactory academic progress appeal's due:**  
Fall 2007 - December 4, 2007  
Spring 2008 - May 7, 2008

**Deadline for SBCC to receive processed FAFSA:**  
Fall 2007 Only Student:  
December 14, 2007

Fall 2007/Spring 2008 Student:  
April 22, 2008

Spring 2008 Only Student:  
April 22, 2008

**Deadline for SBCC to receive documents requested:**  
From applying -  
Fall 2007 - May 2, 2008  
Spring 2008 - May 2, 2008

### Financial Aid Self-Service is now available on Pipeline.

For Self-Service access:

1. Log into Pipeline at <http://pipeline.sbccc.edu>
2. Go to the "Registration and Student Records" Channel
3. Select "Financial Aid" to view menu options, including:
  - Financial Aid Status
  - Eligibility
  - Award
  - General Financial Aid

### SBCC Financial Aid Office

Student Services Building, Room 55-210  
751 Cliff Drive  
Santa Barbara, CA 93109  
(805) 730-5157, [www.sbccc.edu/financialaid](http://www.sbccc.edu/financialaid)

Financial Aid Office Hours  
Monday - Thursday: 8:00 am to 6:45 p.m.  
Friday: 8:00 am to 4:15 p.m.



## TERMS OF FINANCIAL AID OFFER



[www.sbccc.edu/financialaid](http://www.sbccc.edu/financialaid) • (805) 730-5157

## TERMS OF FINANCIAL AID OFFER

The "Terms of Financial Aid Offer" will help you understand and manage your financial aid. Please read this brochure carefully to educate yourself about your responsibilities and to understand how the SBCC Financial Aid office can help you. Read SBCC's Financial Aid Policies & Procedures online at [www.sbccc.edu/financialaid](http://www.sbccc.edu/financialaid) for more information.

### WHAT DO I HAVE TO DO TO GET FINANCIAL AID?

Students become eligible for financial aid when meet all of the following requirements:

1. File a FAFSA
2. Complete their financial aid file
3. Meet SBCC's Satisfactory Academic Progress Policy
4. Receive an Award Letter
5. Enroll in classes
6. Stay enrolled in classes!

### HOW DO I GET MY MONEY?

- Financial aid is paid to you by check through the mail.
- Financial aid checks are always mailed.
- Your check is mailed to the most recent address you have on file with the Office of Admissions & Records.  
*Hint: Keep your address current!*
- Most students receive two financial aid checks per semester—one at the beginning of the semester and one mid-semester. See chart below for established dates.
- After the dates listed below, checks are mailed once a week throughout each semester.

### Mailing Dates for 2007-2008 Financial Aid Checks

Fall 2007	Spring 2008	Summer 2008
August 24, 2007 (50%)	January 25, 2008 (50%)	To Be Determined
November 2, 2007 (50%)	April 4, 2008 (50%)	

### WHAT ARE THE ENROLLMENT CLASSIFICATIONS AT SBCC?

For payment of financial aid, the following enrollment levels are applied to all programs and all students:

- Full-time students carry 12 or more units
- 3/4-time students carry 9 to 11-1/2 units
- 1/2-student carry 6 to 8-1/2 units
- < 1/2-time student carry less than 6 units

## TERMS OF FINANCIAL AID OFFER

### IF I ADD CLASSES, DO I GET PAID FOR THEM?

**YES!** If you increase your enrollment classification, e.g., go from half-time to three-quarter time, you will receive money for some types of aid.

#### Pell Grant:

- Eligibility increases as a student adds classes.
- After first payout, additional Pell Grant checks are mailed if enrollment classification increases, up to a maximum of 12 units.
- After 12 units, or full time, there is no more increase in the grant.

**Cal Grant:** Similar to Pell Grant, increases up to a limit of 12 units, with additional funds mailed as units are added.

Other aid may increase depending on the unit level requirements. Once the appropriate unit enrollment is reached, the student becomes eligible for that award type. *Example:* A student is originally enrolled in 7 units. By the last day of the semester to add classes, the student has increased enrollment to 12 units (full-time), so he may now be paid his scholarship which has a full-time enrollment requirement.

### I CAN ONLY TAKE ONE CLASS, WILL I GET ANY MONEY?

**MAYBE!** The Pell Grant award is negatively affected by less-than-half-time enrollment.

A student enrolled in 5 units may be eligible for Pell Grant if he or she has a "J" EFC (Expected Family Contribution). In most cases, students enrolled in less than 6 units will either lose their Pell Grant, or the amount will be drastically reduced.

**Our Recommendation:** If you are eligible for a Pell Grant and plan to enroll in, or reduce your enrollment to less than half-time (below 6 units), contact your Financial Aid Advisor to discuss what will happen to your financial aid.



### WHAT KINDS OF AID CAN I GET AT SBCC?

Your *Financial Aid Award Letter* may list any combination of the following types of aid. If aid is added during the semester, you'll receive a new award letter.

Award Type	Award Description
<b>Pell Grant Funds</b>	Grants that are awarded based on need to those working on their first undergraduate degree.
<b>Supplemental Educational Opportunity Grant</b>	Grants that are awarded to students who qualify for Pell Grants. Funds are limited and are awarded on a first come basis until exhausted.
<b>Federal Work Study</b>	Eligibility for student employment for a certain number of hours. Funds and job are limited so not everyone receives this award.
<b>Board Of Governor's Fee Waiver</b>	This is a waiver of the enrollment fee (transportation fee in some cases) for qualifying California residents. If you are awarded a waiver after you have registered and paid, you are eligible for a refund.
<b>Cal Grant B Funds or Cal Grant C Funds</b>	Grants that are awarded by the California Student Aid Commission based on need and academic achievement to those working on their first undergraduate degree.
<b>Educational Opportunity Grant</b>	Grants that are awarded by the EOPS Office to qualifying students.
<b>Scholarships</b>	The SBCC Campus or Off Campus Agencies can award scholarships.
<b>Subsidized or Unsubsidized FFELP Loans</b>	Loans that require repayment by the student. To apply please request a loan packet from the Financial Aid Office.
<b>Parent Loan for Undergraduate Students</b>	Loans that require repayment by the parent. To apply please request a loan packet from the Financial Aid Office.

### DO I GET MORE MONEY IF I CARRY MORE UNITS?

**As a rule, YES!**

- Enrolling in 12 or more units ensures eligibility for the maximum aid available (see chart below).
- Enrolling in less than 12 units may cause your awards to be reduced, or you may lose eligibility for them. *Example:* Scholarships often contain full-time enrollment requirements.
- An enrollment status of less than half-time is not tolerated by most forms of aid. Review the following minimum enrollment requirements.

Award Type Requirement	Unit Requirement by award type Minimum Enrollment
Federal Work Study	6 units
Educational Opportunity Grant	12 units
Scholarships	6 units unless otherwise specified
Cal Grant B Funds or Cal Grant C Funds	6 units
Subsidized or Unsubsidized FFELP Loans	6 units
Parent Loan for Undergraduate Students	6 units

### I HAVE TO WITHDRAW FROM ALL MY CLASSES, WILL I OWE MONEY BACK?

**MAYBE!** There are two possible consequences for students who withdraw from all classes **AFTER** receiving financial aid:

1. Students may owe money back to SBCC for Pell Grant overpayment. Unpaid debts to SBCC mean registration can be blocked and a hold is placed on the student's transcript requests.
2. Students will be disqualified from further financial aid and will have to Appeal to continue receiving financial aid.

**Our recommendation:** Find out what applies to you by speaking to your Financial Aid Advisor **BEFORE** withdrawing from all of a semester's classes.

### WHAT DO MY GRADES HAVE TO DO WITH MY FINANCIAL AID?

- To remain eligible for financial aid, students are expected to stay in good academic standing.
- Students who do not meet the minimum academic standards may be placed on probation or disqualification.

*Disqualified students are not eligible for financial aid.*

- Financial aid students must meet the following academic standards, as defined by SBCC's Satisfactory Academic Progress Policy (SAPP):
  - ↳ Students must maintain a minimum 2.00 GPA each semester; and,
  - ↳ Students must complete a minimum unit requirement each semester, e.g., full-time status students must complete a minimum of 10 units per semester.
- SBCC's SAPP was adopted by the Board of Trustees and the complete policy is enclosed with all award letters and can be read online at [www.sbcc.edu/financialaid](http://www.sbcc.edu/financialaid).

*BOGW and scholarships are exempt from SAPP.*

### IF I FAIL ALL OF MY CLASSES, WHAT HAPPENS TO MY FINANCIAL AID?

Students are disqualified from receiving financial aid if they fail, withdraw from, or receive grades of NC (No Credit) or IP (In Progress) for all of their classes in one semester.

If this occurs, you'll be notified of your disqualification status and an Appeal for reinstatement of your financial aid can be made. If your Appeal is approved, you will receive an award letter and will be issued the financial aid for which you are eligible. If your Appeal is denied, you will not receive any financial aid. If denied, you can request that the EOPS/ Financial Aid Advisory Committee review the denial status.





Appendix 3: Mesa College DSPS SLOs

Student Learning Outcomes

SLO – Associate Degree	SLO FOR DSPS	DSPS ACTIVITY	EVALUATION/ASSESSMENT
<p><b>Critical Thinking</b> Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions</p>	<p>Identifies educational barriers and functional limitations that are unique to him/her as a result of his/her disability. Develops a Student Ed Contract w/counselor &amp; understands how to use it to achieve educational goals</p>	<p>Completes DSPS on-line orientation Attends initial intake appt. with DSPS counselor</p>	<p># of New students completing DSPS application for services process #of students completing educational limitation form with counselor # of students enrolling on priority registration date</p>
<p><b>Communication</b> Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication</p>	<p>Discusses his/her educational limitations and appropriate accommodations with the instructor. Utilizes “self-advocacy” skills to speak with instructors</p>	<p>Meets with counselor to discuss options for communicating with instructors Initiates initial communication with instructor Meets with instructor to discuss accommodation needs</p>	<p># of contacts made by counselors to instructors at student request (campus liaison) # of contacts made by counselors to instructors at student request (campus liaison)</p>
<p><b>Self-Awareness &amp; Interpersonal Skills</b> (Personal Dev/Social Inter) Ability to analyze one’s own actions, to see the perspective of other persons, and to work effectively with others in groups</p>	<p>Identifies appropriate accommodation options with assistance of DSPS counselor</p>	<p>Utilizes academic accommodations effectively in a specific environment</p>	<p>#of DSPS services utilized by students # of problems with service utilization</p>

<b>SLO – Associate Degree</b>	SLO FOR DSPS	DSPS ACTIVITY	EVALUATION/ASSESSMENT
<p><b>Personal Action &amp; Civic Responsibility</b> (Responsibility/Initiative)</p> <p>Ability to understand one’s role in society, take responsibility for one’s own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy</p>	<p>Requests appropriate academic accommodations in a timely manner.</p>	<p>Makes and attends appointments to meet with counselor.</p> <p>Meets deadlines to schedule classes using priority registration.</p>	<p># of students enrolling on priority registration date</p>
<p><b>Global Awareness</b></p> <p>Ability to articulate similarities and contrasts among cultures and times, demonstrating knowledge of and sensitivity to cultural pluralist values and awareness of global issues</p>	<p>Participates in diverse activities, DSPS programs and can access campus resources</p>	<p>Participates in college-wide activities and services</p>	<p>DSPS student distributed widely in all college classes</p> <p>DSPS student referral to Student Services</p> <p>DSPS student participation in Scholarship, graduation, and student clubs</p>
<p><b>Technological Awareness</b></p> <p>Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation</p>	<p>Ability to apply and adapt technology and access options</p>	<p>Enrolls in classes utilizing computers and requesting appropriate software and hardware accommodations</p>	<p># of students enrolling in DSPS 21 classes</p> <p>#of students requesting alternative media</p> <p>#of liaisons with campus-wide computer labs and classes</p>