

RESPONSE TO CONCERNS FROM THE 1997 HLC VISIT

Although the college has articulated a concern for diversity in its strategic plan, the team did not discern any evidence of significant commitment to diversity on the campus.

Scottsdale Community College recognizes that diversity encompasses much more than race or ethnicity, and the College strives to focus on inclusion in order to create a welcoming environment for students and employees. In 1994, the Chancellor of the Maricopa County Community College District appointed a district-wide committee to advance diversity within the District by addressing issues of diversity for students, staff, and curriculum. In conjunction with the District initiative, Scottsdale Community College supports an active Diversity Committee whose goal is “to facilitate, coordinate, and support college activities and projects that promote diversity, multiculturalism, and inclusion” (*Diversity Action Plan 2005–2008* 11). In an open letter in 2003, Chancellor Rufus Glasper stated: “Diversity within the Maricopa Community Colleges involves creating an environment that demonstrates equity and mutual respect of each person. We are each charged with the responsibility of providing an organizational climate where students and employees feel that they are welcome and an integral part of our community. Our success depends upon us learning from each other and working together to achieve the vision and mission of this organization.”

As a part of its commitment to diversity, the College has adopted a statement of commitment that declares: “...Scottsdale Community College is committed to promoting an educational mission in which our students and the world in which they live are made stronger through diversity...Our goals are to recognize and validate diverse racial, ethnic and religious points of view as well as diverse perspectives regarding physical and mental abilities, sexual orientation, age, and countless other experiences and identities that make each of us unique, but nonetheless interconnected” (*Diversity Action Plan 2005–2008* 8). The committee goes on to define diversity: “...in the broadest possible manner, going beyond visible traits and/or characteristics. The Committee looks at all ways in which people may differ from one another, but in so doing, emphasizes the importance of inclusiveness and examining similarities as well as differences” (*Diversity Action Plan 2005–2008* 10). The Diversity Committee focuses on four general areas to support and promote diversity at SCC: curriculum, student enrollment, employment, and campus climate.

Curriculum

The Diversity Committee assists faculty in integrating diversity issues and perspectives into their classes as well as in developing new diversity-based curriculum. A major component of this aspect of the committee’s work focuses on the promotion of the MCCCCD Diversity Infusion Program, which is spearheaded by Dr. Bonnie Gray, an SCC faculty member. This program offers an intensive experience for faculty as they infuse diversity into their classes, and it maintains a Diversity Helpline with suggestions and resources for adding diversity to courses and for dealing with diversity issues in the classroom. The program offers a special library collection, housed at the SCC Library, and a website, www.maricopa.edu/diversityinfusion/. The Diversity Infusion Program also provides student internships, a mentoring program for faculty, and an annual

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diversity book fair. In addition, the International Education Committee is currently presenting and phasing in a “Globalizing the Curriculum” plan which will allow faculty to globalize their curricula through training, implementation, and assessment.

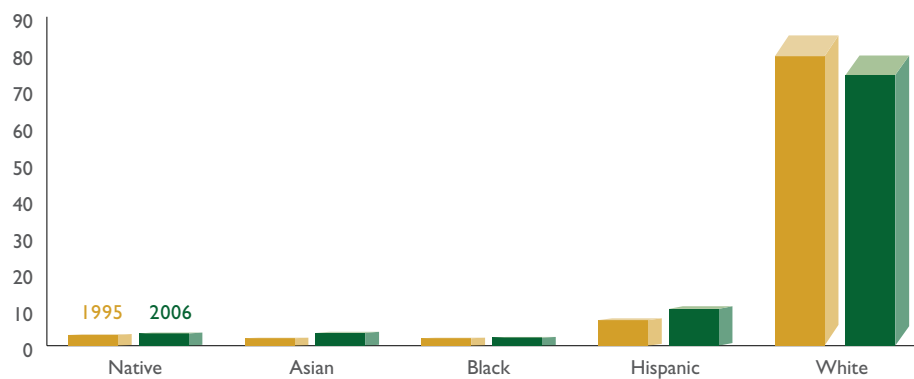
Student Enrollment

SCC recognizes that the student population reflects the diversity of the surrounding community, and the College provides an array of student support services to accommodate diverse student interests and needs. Among the specific actions undertaken are recruiting in area high schools, specifically targeting ethnically diverse students; community service projects to link SCC with ESL and first-generation students; targeted recruiting efforts to increase the international student population; participation in community-based activities to enhance the College’s visibility; and marketing/public relations activities to promote awareness in the community of diversity programs and initiatives at SCC. These activities are contributing to the growth of diversity at SCC; for example, the percentage of Hispanic students grew from 7.3% in Spring 2001 to 10.6% in Spring 2006.

Employment

As part of the Maricopa County Community College District, Scottsdale Community College works in conjunction with the District in making every effort to recruit and retain a quality, diverse workforce. The College’s Marketing and Public Relations office helps to develop strategies to inform qualified candidates of employment opportunities, and the College provides and promotes opportunities for professional growth through diversity-oriented events and activities. The College has expanded its recruitment efforts to include a preference for bilingual Spanish speakers in hiring and to advertise in targeted publications such as *Indian Country Today*. As the chart below indicates, the College’s employees are more ethnically diverse in 2006 than in 1995:

Figure 2.1: Ethnic Diversity of SCC Employees 1995–2006 by Percentage



Campus Climate

The MCCCDC defines diversity as “the environment created within Maricopa that demonstrates equity and mutual respect” (Board Policy “Manner of Governing”). The District has embraced diversity as a value of the institution, stating that “we celebrate the diversity of our communities and pledge to promote and recognize the strengths as reflected in our employees and students. We believe no one is



more important than another, each is important in a unique way, and we depend on each other to accomplish our mission.”

In keeping with the District values statements and initiatives related to diversity, SCC works to maintain a campus environment that fosters respect and appreciation for the diverse people who work and study at the College by minimizing barriers, empowering people, and treating everyone in an equitable and respectful manner. To further these goals, the College conducts ongoing assessments of employees and students with regard to their perceptions of the campus climate as related to diversity. A variety of methods have been used, including surveys and focus groups of students and employees. In the most recent series of focus groups, most participants agreed that the atmosphere at SCC is respectful of diversity, that an atmosphere of equity exists on campus, and that they have been treated fairly with respect to issues that make them diverse. The College is committed to continuing its efforts to promote and enhance a climate of respect and inclusion of all people. (*Diversity Action Plan 2005–2008* and surveys are available in the Resource Room.)

In addition to the Diversity Committee, the College demonstrates its commitment to diversity in numerous ways. For example, Student Support Services provides a variety of assistance to students with diverse needs: the Disability Resources office offers tutoring, interpreters, and adaptive equipment; the College supports a strong English as a Second Language program with courses offered at several locations in the community as well as on campus; in addition, significant portions of the General Catalog and Student Handbook are presented in Spanish as well as in English to serve the College’s large number of Spanish-speaking constituents. The College’s International Education Program provides specific admission, visa, and academic advising services dedicated to international students’ needs. The College also supports a variety of programs for senior adults, including health and wellness activities, lecture series, and courses geared specifically for seniors, as well as numerous clubs and activities for diverse students. (A list of clubs and activities is available in the Resource Room.)

The International Education Program sponsors a number of co-curricular activities, including study-abroad programs, international fellowships and travel for faculty, intercultural communication training for employees, cultural awareness activities, and International Community Club projects that facilitate the internationalization of the College and curriculum. The College sponsors numerous faculty-led education abroad programs each year in countries including Australia, New Zealand, Italy, France, and Mexico. In addition, the College supports faculty and staff in travel for international fellowship and professional development. Significantly, SCC has identified Cultural Awareness as one of its four general education student learning outcomes. Assessment of Cultural Awareness is discussed in Criterion Three, and diversity efforts are discussed further in Criterion Two.

2 There does not appear to be a regular practice of effective, data-driven program review of either occupational or transfer programs.

Occupational program directors conduct annual program reviews using a faculty-designed instrument. This review includes a five-year enrollment analysis, summary of advisory committee recommendations and actions taken, a summary statement

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of results of student learning outcomes assessment, a Strengths/Weaknesses/ Opportunities/Threats (SWOT) analysis for planning purposes, and projected goals and objectives for the upcoming year. The program review process has contributed to a number of changes in occupational programming at SCC since 2001. For example, programs in Gaming, Speech Language Pathology Assistant, Public Relations, and Electrical Line Worker have been eliminated or transferred to other colleges, the Nursing program has expanded, and the Small Business Management program has been transferred to the Business Institute. Examples of recent program reviews are available in the Resource Room.

Each semester, the Vice President of Academic Affairs and division chairs receive the 45th-Day FTSE Report, which provides a great deal of information, including a five-year history of enrollment within each academic area of the College. Other regular reports include the Highpoint Report containing data on FTSE by division and department after the first week of classes, and the Staffing Report, which provides data on staffing requirements. The Staffing Committee uses this information, as well as other data, in deciding which staffing requests it should endorse.

3 There does not appear to be a formal process in place to evaluate community education programming.

The Continuing Education Department conducts evaluations of all classes the first time they are offered and at least once a year thereafter using the Noncredit Student Evaluation form with responses based on a seven-point Likert scale. Evaluations are reviewed and summarized by the Director of Continuing Education and reported to the Dean of Instruction. Instructors are informed of the results for their classes and employ interventions derived from the assessment process. Examples of interventions based on assessment in noncredit classes include modifying educational scopes and learning goals, altering pedagogical strategies, and increasing or decreasing the number of class meetings. Examples of Noncredit Student Evaluation Forms are available in the Resource Room.

4 A comprehensive database to provide consistent and accurate information for institutional decision-making does not exist. This is especially evident in student services, where data are available, yet their usefulness for the improvement of services is not documented.

Since the last HLC visit, the College has made great strides in the development and distribution of institutional data. The College provides a broad range of general and specific information to users of its Institutional Research Database, ranging from environmental scanning data to retention and completion data for specific courses. The College has access to the District's Institutional Research Data Warehouse with comprehensive data on students, classes, and degrees. Two other databases the College uses extensively are the Decision Support System, which allows faculty, staff, and administrators to access data directly, and the ASSIST data warehouse, which allows the College to track SCC transfer students at the three state universities. ASSIST is discussed further in Criterion Three. The District is also in the process of implementing a new Student Information System to expand access to enrollment information for improved decision-making. The College expects to deploy the new system in Fall 2007. Information about SIS is available in the Resource Room and online at www.scottsdalecc.edu/nss.



In the Student Services area, the annual report format has been changed to document program modifications made on the basis of information gathered. User surveys throughout Student Services have also resulted in establishing annual goals and resulting improvements in services to students. Annual Student Services reports are available in the Resource Room.

5 Students do not have an effective communication forum to express their views.

SCC students may express their opinions by means of letters, emails, or telephone calls to any employee of the College. In addition, the Student Leadership Forum provides a number of meetings and forums for the exchange of views, including annual meetings with a District representative to discuss tuition and fees; visits to Governing Board meetings twice a year; and meetings with the President and Vice Presidents on a regular basis. Students also serve on College committees as appropriate, including the Commencement Committee and the Bookstore Advisory Committee.

In addition, *The Campus News*, the College's student newspaper, provides all students with a venue in which they may express their views on issues ranging from local concerns to national and international issues. In recent years, student editorials have addressed topics ranging from the 2004 Presidential election to the state of the College's Honors program to the cost of textbooks. Students are encouraged to submit letters to the editor, and approximately 95% of those letters are published. In addition, the editor frequently responds to concerns voiced in these letters, and often follow-up articles offer further response. Copies of *The Campus News* are available in the Resource Room.

The Campus News will further expand students' ability to express their views by initiating web-based publication in the near future. Readers will be able to post responses to articles, submit letters to the editor electronically, post announcements for College clubs and activities, and create group calendars for organizations. This interactive website is expected to be functional by the time of the HLC team visit.

6 The previous team's expressed concern about funding for library acquisitions remains. Allocations for books and both print and electronic serials have not kept pace with needs and inflation.

The College's response to the 1997 Team Report contains the following statements:

The funding for the Library at Scottsdale Community College has come from a variety of sources. Salaries for professional and support staff have been funded from the General Fund. Within this fund is an allocation for expendables, subscriptions, repairs, and other discretionary funds of approximately \$36,000. Additional funds have been allocated from College capital of \$70,000. These were supplemented by District Library allocations for DRA upgrades of approximately \$40,000. IAC InfoTrac software subscription costs are approximately \$160,000 across the District which includes SCC. When the previous District bond monies expired, the College added

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a \$3.00 per credit hour technology-course fee for selected courses that used technology in the curriculum. One half of the money (approximately \$70,000) was allocated to the Library. This provided for purchase of equipment and electronic subscriptions for the InfoLab. The technology fee was discontinued when the 1994 bond of \$384,000,000 was passed.

In summary, the allocation of funds to the Library has followed inflation along with supplemental funds to meet the needs of emerging technology. The problem of subscription costs exceeding normal inflationary increases is a given, but must not be considered in isolation. The issue is the allocation for hard-paper Library acquisitions balanced against the student ability to access Library holdings on a global scale through electronic media. Also included is the issue of the need to duplicate expensive subscriptions to journals with the availability of approximately two dozen library systems within a reasonable distance of SCC.

Finally, the issue of a 20% reduction in circulation is balanced with a very heavy increase in paper copies of journal articles produced from electronic search and retrieval methods. SCC will continue to address the needs of the Library and values a state-of-the-art facility that addresses the needs of the students and the community.

Since the last HLC team visit, the library's purchasing budget has increased by 43%, not including recent specific increases of nearly \$20,000 for subscriptions and electronic resources. The administration has also approved new professional positions in the library in the past two years. In 1996–1997, the library employed three professional librarians in faculty positions; in 2006–2007, six full-time and one half-time active retiree faculty are assigned to the library, and the library employs three professional staff members. In total, operational support for the library has increased 129% since 1996–1997.

When viewed as an isolated entity, it might appear that the SCC library has received lower funding than other MCCCDC libraries and American Library Association standards. On a per-FTSE basis in 2002, SCC's expenditures for books, serial back files, and electronic materials was 85% of MCCCDC's average expenditures and 82% of the national average. The per-FTSE expenditure for periodical subscriptions is even lower, with SCC spending 78% of the MCCCDC average and 42% of the national average. (Source: National Center for Education Statistics, 2002 data.)

Nevertheless, these figures must be viewed within the context of the Maricopa Community College District, which provides access to library materials for all students across the District through subscription databases and an efficient interlibrary loan program, so that students have access to approximately 500,000 titles. Since the upgrade to the Dynix library system, completed in Fall 2004, students can create accounts and order materials from other District colleges through the online catalog. Delivery time is about two to three working days. In addition, the SCC Library has access to over 30,000 titles of electronic books (e-books) through ebrary and NetLibrary. All student computer stations are equipped with e-book reader software, and the books are also available online to valid users.



SCC students have access to a wide variety of online databases and reference materials. Some of these resources are paid from College funds (for a total of \$25,000), and some are paid from District funds (for a total of \$505,000). The District funds pay for databases, e-books, and reference materials to which all MCCCDC students have access. While the District-supported databases offer general materials for all students across the system, many of the SCC databases are specific to courses offered by the College (e.g., LexisNexis for the Administration of Justice Studies classes). A complete list of databases is available in the Resource Room.

7 The lack of adequate institutional research seriously interferes with effective assessment of student learning and in supplying evidence necessary to determine whether the college is achieving its objectives.

The Maricopa County Community College District maintains an Institutional Effectiveness office that both initiates and coordinates the gathering and interpretation of data for the organization. Scottsdale Community College supports the participation of the SCC Institutional Research Director in the district-wide Institutional Research Council.

The SCC Office of Institutional Research, Planning, and Development (IR), established in 1999, maintains a large collection of data and reports on its website and regularly disseminates data to administrators, division chairs, department chairs, and program coordinators in the form of several reports, including:

- High Point Reports
- 45th Day Reports
- Year End Reports
- Staffing Reports
- Attrition Rates and Grade Distribution Reports

In addition, the IR Office responds to the data needs of administration, faculty, and staff. In 2005–2006, the office responded to over 200 requests, many of which required querying the Institutional Data Warehouse, an MCCCDC relational database with information on students, courses, and grades. The IR Office is the only entity on campus with access to this database.

The IR Office also plays an integral role in assessment at SCC. For example, the IR office coordinates faculty course evaluations, developing policies and procedures for conducting course evaluations as well as processing, analyzing, and disseminating evaluation results. A significant feature of the evaluation reports is the inclusion of comparative data by discipline and by college, as well as a five-year comparison of the individual faculty member's own evaluations. (Examples of the course evaluation instrument are available in the Resource Room.) The IR Director and the Research Analyst also consult with faculty regarding research design, methodology, and data analysis for classroom research projects and other types of faculty-initiated assessment of student learning.

The IR Office also conducts various surveys to determine student satisfaction, goal attainment, and future plans, including a Graduate Survey conducted annually and a biennial Occupational Student Survey. Surveys are also conducted on an "as needed" basis to investigate important college-wide questions. For example, in

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2005–2006 the IR office conducted a survey designed to measure the effectiveness of new marketing techniques and a needs assessment survey to determine the level of interest of Fountain Hills residents in taking SCC courses in their community.

In addition, the IR Office also oversees SCC’s participation in several national data collection projects, including the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory (SSI), and the National Community College Benchmark Project (NCCBP). Reports of these surveys and examples of the College’s regular reports and surveys are available in the Resource Room. The IR website is available at www.scottsdalecc.edu/research.

8 Although SCC is carrying out extensive assessment of student learning at the course level, there is inadequate assessment of learning at the program level and above. There are no significant aggregate results or mechanisms for curricular changes based on assessment.

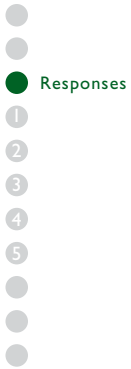
The attendance patterns of students at SCC create a significant challenge for faculty and administration in their efforts to assess student learning outcomes. The majority of SCC students are not enrolled full-time (minimum 12 hours per semester) in pursuit of a certificate or an associate’s degree. Approximately 70% of SCC students attend part-time, averaging 8 credit hours per semester. In addition, many of SCC’s students “swirl,” a term used to describe students who enroll at multiple colleges concurrently or consecutively and/or who attend college sporadically. The “swirling student” phenomenon results in low course loading, low persistence from one semester to the next, even lower persistence from one year to the next, and/or sporadic enrollment patterns including lapses in enrollment. This phenomenon is caused by a variety of factors including transfers to and from universities, a financial need to alternate enrollment periods with periods of work, and the simple desire to complete a small number of specific classes for personal interest or to fulfill a specific purpose. The “swirling student” presents difficulties for institutional-level assessment, particularly in identifying and tracking a representative and consistent cohort over the course of their educational pursuits at SCC. These conditions shape the context of student learning outcomes assessment at the institutional level at SCC in both the academic and the student affairs areas.

SCC Assessment History

The faculty designs and manages virtually all aspects of assessment at SCC, which has evolved in three distinct periods since initial efforts in 1996, leading to the current level of work:

1996–2001

In this early “developmental period,” student learning outcomes assessment at SCC was primarily characterized by isolated course/classroom-level assessment. In this exploratory period, faculty and staff developed the first assessment plans and sought applications that were efficient, meaningful, and relevant to their specific classes and programs. Reporting was sporadic and inconsistent; levels



of both participation and accountability were low; and efforts at the program and institutional levels were minimal. A Student Learning Outcomes Assessment Committee (SLOAC) comprised mainly of department chairs and program directors formed at the outset of this period, and a large number of General Education outcomes were initially identified. Faculty received minimal guidance and feedback from administration.

2001–2003

During this “embedment period,” faculty analyzed the strengths and weaknesses of their prior efforts and clarified their understanding of best practices. Assessment became firmly established within individual academic and occupational programs, evidenced by expansion from course/classroom-level assessment to program-level assessment. A consistent reporting format (the Plan-Do-Check-Act cycle) and formal reporting hierarchy were established, and the SLOAC formally defined its membership, by-laws, and roles. Goals for General Education assessment at the institutional level were formally identified, and the list of outcomes was reduced to a manageable number. After the hiring of a new Dean of Instruction (now titled Vice President of Academic Affairs) during the 2000–2001 academic year, administration offered increased guidance and feedback.

2003–present

In this “comprehensive period,” assessment policies and activities have become fully integrated into instruction college-wide. All four of the identified General Education outcomes are assessed at the institutional level; program- and course/classroom-level assessment has become firmly established in the Plan-Do-Check-Act (PDCA) cycle as described in Criterion Three; many faculty members conduct assessment projects as part of their own evaluation process; and planning and reporting take place on an annual basis. Assessment at SCC is characterized by widespread participation across all disciplines, and a broad range of multiple measures is employed to fit the various specific needs of individual disciplines and programs. As described in Criterion Three, the Student Affairs departments at SCC have also adopted the principles and practices of student learning outcomes assessment.

Assessment of General Education Student Learning Outcomes

Scottsdale Community College has undertaken college-wide assessment efforts in four major areas: Written Communication, Information Literacy, Cultural Awareness, and Critical Thinking. In each of these areas, a subcommittee has developed assessment plans and methodologies for institutional assessment. These assessment efforts acknowledge the fact that SCC is essentially a one-year college for the vast majority of its students. In particular, the Written Communication committee has adopted an “institutional portfolio” assessment model that uses artifacts produced by students as a regular part of their class work, and the Critical Thinking committee embeds its testing in normal classroom activities. Criterion Three contains a detailed discussion of the assessment of the four General Education learning outcomes.

In summary, current assessment practices at SCC include activities at course/classroom, program, and institutional levels, include multiple measures, and include

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internal, external, direct, and indirect assessment components. As described in Criterion Three, the Plan-Do-Check-Act cycle provides a mechanism for implementing curricular change on the basis of assessment results. At all levels, faculty are implementing interventions based on the results of assessment efforts. Most importantly, the level of involvement and the sophistication of learning outcomes assessment at SCC continue to grow through ongoing efforts of faculty, administration, and staff. Further discussion of student learning outcomes assessment may be found in Criterion Three.

9 While the college has made recent improvements in strategic planning, especially with divisional plans and initiatives, the institution lacks a comprehensive strategic plan.

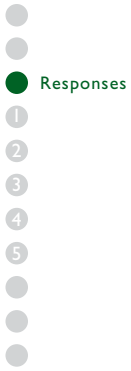
In 1998, SCC created the Strategic Planning Committee with the objective of revising the College mission statement, values statement, and strategic issues and goals. Under the leadership of the Associate Dean of Instruction (now titled Dean of Instruction), the committee has developed several generations of a strategic plan that remains consistent with the plan generated by the MCCCDC. The College's current strategic plan, *Strategic Directions and Priorities 2005–2008*, contains six major goals, each managed by a goal champion, and each goal is further divided into specific objectives to be accomplished. The six major goals are:

Table 2.1: SCC Strategic Plan

	Goal	Goal Description
1	Maximize Access	SCC will maximize stakeholder access to the Maricopa Colleges' facilities, programs, and services.
2	Create Dynamic Learning Environments	SCC will promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies, and quality teaching and learning.
3	Maximize Collaboration	SCC will enhance internal collaboration and increase external partnerships.
4	Develop Resources for Growth	SCC will identify and pursue new and existing revenue while promoting cost effectiveness.
5	Recruit and Retain a Quality and Diverse Workforce	SCC will recruit, develop, and retain a quality diverse workforce.
6	Develop a Strong Identity	SCC will develop a strong identity that reflects its role in and value to the community.

Specific objectives and a list of goal champions are available in the Resource Room and at www.scottsdalecc.edu/about_scc/strategic_plan.html.

The College's Operational Plan is then developed through a process driven by the Strategic Plan: each department, division, and program contributes to the development of the overall plan. While the strategic planning process is still



relatively new at SCC, it has greatly improved since the last HLC visit. Strategic Planning at SCC is discussed in detail in Criterion Two.

10 Academic advising for students is a problem for both faculty and students. The current plan for the faculty to have released time should be viewed by the entire college as only a first step in planning for a faculty advising process.

Since the last HLC team visit, the Advisement Center has undergone profound changes. Of particular significance is the shift in leadership from a faculty member on one year's reassigned time to a professional Coordinator of Advisement, a Management/Administrative/Technical (MAT) position. The 1997 Team Report expressed concern regarding the "high turnover of coordinators, five in ten years" (34). Since 1997, however, the Advisement Coordinator position has stabilized. The previous coordinator served for approximately six years, and the current coordinator has held the position since the fall of 2003.

In addition, the Advisement Center employs four full-time academic advisors and a small number of active retirees to supplement the faculty staffing. In 2005–2006, the full-time advisors handled approximately 61% of all visits, faculty handled 26%, and early retirees handled 11%. The faculty advisors, including several division and department chairs, provide a great range of expertise in their areas, and the full-time advisors provide consistency and can perform additional services such as group advising sessions and classroom visits that faculty may not have time to do. This model also allows the Advisement Center to adjust staffing levels according to demand, so that SCC has much shorter wait times during peak registration than other colleges in the District. Thus, while the College has remained committed to its basic model of faculty advisement of students and provides reassigned time for faculty to fulfill this responsibility, it has modified the plan to provide greater stability and continuity to the Advisement Center.

The 1997 report recommends that the College should "adopt a plan on how to obtain feedback from students about their experience with the [Advisement] Center" (34). The Advisement Center conducts periodic student satisfaction surveys and responds to student concerns by adjusting its processes as needed. Noel Levitz surveys (available in the Resource Room) show that student satisfaction with advisement increased significantly from 1998 to 2004. Specific changes in response to student satisfaction surveys include a remodeling of the center to enhance privacy and to permit storage of more materials in an orderly fashion. The Advisement Center instituted appointments in 2004 as a response to students' dissatisfaction with wait times. The advisors also undergo more consistent training, nine hours each semester, to improve the overall quality of advising.

Another recommendation of the 1997 Team Report was "that the college review its orientation program to include a section on course selection." The Advisement Center has made persuading students to attend the new student orientation sessions a top priority for the last two years. The Center has also provided "University Transfer 101" sessions during the fall and spring semesters to show students how to navigate transfer requirements and plan appropriate courses of study. Evaluations of these sessions have been excellent, as detailed in the Annual Report.

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The Advisement Center has adopted AdvisorTrac software to maintain advisement records and to contact students. This aids in consistency and accuracy as well as facilitating proactive advising techniques. For example, advisors track all students majoring in their disciplines, and call students to set advisement appointments and encourage them to register early.

The Advisement Center has also increased its collaboration with the Counseling Department and the Career Center to assist undecided students. Advisors have increased cross-training and plan to pilot a joint “My Major Discovery” program for undecided students who have completed more than 35 credits. The Center is also collaborating with Counseling and the Honors Program to help students develop Educational Plans as a part of their course assignments. The Advisement Center Year-End Reports, which are available in the Resource Room, detail assessment results and the effectiveness of the many changes that have been made.

Scottsdale Community College concludes that it has adequately responded to the concerns expressed by the 1997 HLC visiting team.

