Shasta College

Student Services Council Meeting
January 3, 2018 • 9:00 AM
Room 2314

MINUTES

Committee Members Present					
X	Stacey Bartlett		Sandra Hamilton Slane		Kevin O'Rorke
X	Sharon Brisolara		Sue Huizinga	X	Sara Phillips - Guest
	Tina Duenas	X	Tim Johnston		
X	Nadia Elwood	X	Becky McCall		

CALL TO ORDER

The meeting was called to order by Tim Johnston at 9:00 am.

1. Approval of Minutes
   It was moved by Nadia Elwood and seconded by Sharon Brisolara to approve the Student Services Council December 20, 2017 minutes. All in favor to approve the minutes with revisions. Stacey Bartlett abstained.

2. Information Items
   a. Technology priority list - Handout
   b. Instructional Council Agenda – Handout
   c. Integrated Plan
   d. Enrollment Management Plan

3. BP/AP Updates – No Updates

4. Website redesign project - Susan Saephanh rescheduled for next meeting
   Council suggestions and questions regarding topic:
   Suggestions:
   • Develop a conceptual consensus regarding Student Services redesign perspective.
   • Define priorities.
   • Consider a Guided Pathways model.
   • Confirm information is up-to-date and consistent.
   • Clear naming conventions and revision dates.
   Questions:
   • Is it an overhaul or a shell design?
   • Is it going to be student focused?

5. Student Services Council Membership Proposal – 1 Representative from Extended Education
   Review of Student Services Council bylaws in consideration of including an extended ed representative.
   The idea will be proposed to Andy. The Student Services Council Bylaws will be forwarded to everyone for review. If there are any other revisions those will also be presented to College Council.

6. AB 705 – Math Assessment update
   • The college has been using Multiple Measure Assessment for a while now. The Math Dept. is proposing an update to the prerequisites. The Math Dept will review if these standards give students a better chance of completing a transfer level math course within their first year as required by AB705.
   • The Council discussed the possibility of using an assessment such as the Personal Report of Communication Comprehension to assess communication soft skills. For example, a student with good communication skills, but high public speaking anxiety would be guided to a Public Speaking course vs. a student with weaker communication skills and moderate public speaking anxiety would be guided to a small group communications course.

- The Council will continue a conversation regarding the merge of PACE and general assessment services in Room 2215.

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7. Outreach / Marketing Plan – Growth 2018-2019
    - New Applicant Contact Plan draft. Inquiring regarding initial impressions. Concept question, do we want to devote resources to contacting applicants and walking them through the process? Thoughts on following up the initial congratulations and welcome emails with a snail mail packet and a phone call.
    - "25 +1" student retention contact program, emails, newsletters, telephone calls, birthday postcards, and congratulations letter to all students on the dean's list. A contact database called Goldmine is a popular one to consider.
    - Consider pulling together a cohort/focus group of students who are initially contacted to learn more about what worked and what didn't.
    - Recruiter position might be needed.
    - +1 idea – In addition to Dean's List, consider sending congratulations to those persisting and achieving certificates and degrees.

8. Workgroups
    a. Student Comments – Jan 24
       Becky and Tina will be reporting.
    b. Texting Protocol – Jan 24

9. Area Updates
   FAID
    - Running SAP – Satisfactory Academic Standards.
    - First disbursement will take place next Friday, January 12th.

10. Other/Announcements
    - Any information regarding Guided Pathways statewide?
        - The Office of Instruction has scheduled two workshops to discuss GP. .
        - Chancellor's email indicated that all colleges have expressed their intention to engage.
    - Suggestion to include FYE on a future agenda.

Meeting Adjourned: 11:00 am

Parking Lot:
- IFS reports
- Student Services Satisfaction Survey
- AB 19 - College Promise
- AB 705 - Assessment
- Guided Pathways: https://www.caguidedpathways.org/resources/
- Shasta Summit

NEXT MEETING

The next meeting is scheduled for Wednesday, January 24th, 2018 from 9:00 am – 11:00 am in Room 2314.
Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services

Technology Project Priority Matrix
Draft_9.26.17

Work Order Ticket ID	Priority	Project	Contact	Description	Status / Next Steps	Target Completion Date
	1	Hobsons Starfish	James/Tim/Michelle	Automated Student Ed Plans and Early Alert		Early Alert- End of Fall-17 Auto Ed Plan-Initial by Feb 18; larger roll-out - - End of Summer-18
	2	Regroup	James/Cindy	Communication Management (Text, Email, Call)	9.26.17- Pilots have completed testing, ready for expanding. Next steps- Student Services Council Meeting to discuss best practices, who will have access, and standards. (Peter/James/Cindy should be invited to the next possible meeting) 12.12.17-Tina is working on standards for texting. Pending approval.	End of Fall-17
	3	Transcript Revision Project	James/Tim/Becky/Matt	Update transcripts to reflect the laundry list of items including but not limited to: posting transfer credit/BACC Degree	9.26.17-James and Tim talked last week	End of Spring-18
	4	Probation Programming	James/Tim	Programming to return students to good standing/sit-out 2+ semesters automatically	9.26.17-James: targeting next semester	End of Spring-18
	5	Financial Aid Self Service	Jeff/Becky	Increase access for students to view their FA information within MyShasta, new look and feel	9.26.17-Jeff will reach out to Becky 12.12.17- Working through some programming on CMC codes, making progress.	End of Spring-18

	6	Campus Logic	James/Tim/Becky	Communication Management/Paperless Workflow/Electronic Docs for FA	9.26.17- Draft proposal going to Cabinet in 2-3 weeks 12.12.17- Cabinet approved. Working on implementation. On target for full implementation goal.	March-2018
	7	Annual Registration	James/Tim	Students required to re-apply/verify student information annually?		Fall-2019
	8	A&R Scanning Transcripts	James/Cindy/Tim/Rochelle	Scanning Transcripts into Docuware-paperless workflow	9.26.17-Clarification on where to scan new transcripts (Docuware or T-Drive) is needed. A workflow may need to be added to move all T-Drive trans into Docuware. Cindy will look into this and schedule a meeting once ready.	Started-? Complete Target Date-?
	9	SSSP Data Element Integration / Reporting	James/Tim	SSSP Data – Audit Prep / review Datamart Summary Report / Element pathway / Data review		
	10	EOPS Benefit Programming	James/Sandra/Becky	Release categorical awards directly to students regardless of debt owed.		
	11	Automate DND process	James/Tim	Automatically take of DND once debt has been paid.		
	12	DubLabs "App" (Financial Aid)	James/Peter/Becky	Add FA portion into App		
	13	Procedures / Data Manuals	James/Tim/Becky	Create Colleague user manuals for students	9.26.17- A&R SSF's are working on creating a	End of Summer-18

				service areas (A&R/FA/etc..)	front line user manual. Will forward to James once complete for review. 12.12.17- Making progress. A&R is complete, now working on FA.	
	14	MyShasta – Dean's List	James/Tim	Add Dean's List notification within MyShasta		
	15	High school e-Tran through Naviance	James/Tim	Receive High School trans electronically through Naviance		
	16	AIM	James/Sandra	?		
	17	EOPS Electronic Application	James/Sandra	EOPS electronic application through MyShasta		
	18	Access Database	James/Sandra	Access database for student cohorts (equity, EOPS, CalWORKS)		
	19	Delinquent Debt Hold (PERC)	James/Tim/Becky/Sandra	Need to re-assess programming and adjust to fit current processing/student needs.		
40786	20	Common Assessment Set-Up	James/Tim	State Common Assessment Initiative	Hold pending CCCCO	

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

1. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
   - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
   - Closing achievement gaps for disproportionately impacted groups.
   - Improving success rates in degree attainment, certificate attainment, and transfer.
   - Improved identification of and support for students at-risk for academic or progress probation.
   - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
   - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

   Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

   Complete the table on the next page. Add rows as needed to list all five goals.

Goal: Integrate planning from key student service programs (Student Success and Support Program, Access and Equity and Basic Skills Initiative) to:

- Maximize resources for student success
- Create sustainable change in policy and practice
- Improve coordination of research, assessment, and professional development
- Leverage internal and external funding and partnerships
- Reduce duplication of services
- Align with Shasta College's mission and integrated planning process (Educational Master Plan, Strategic Plan and area plans)
- Integrate with the Chancellor's *Vision for Success* goals and *Guided Pathways* initiative.

Goal 1 First-Year Persistence

Increase by two percent the number of Fall first-time (full- and part-time) students returning the following Fall semester. The measure combines the most recent three years and is separately measured each Fall. Those who complete a certificate or degree within the first year are also counted as "persisting". If a student skips the Spring term, we would still count them toward persistence if they register the following Fall.

1.1 Student Success and Support Program

1.1.1　Update a "student intake" plan that includes a review of the messages associated with the various points of contact in the admissions cycle and an update of enrollment literature to reflect different messaging needs of diverse potential student audiences. (Enrollment Management Plan 1.1.3, Chancellor's *Vision for Success* Goal 5, Guided Pathways-Structured Onboarding Process)

1.1.2　Develop a "microsite" to serve as the "front end" of the College website to streamline the enrollment process for new and returning students. (Enrollment Management Plan 1.2.1, Strategic Plan 2.2.b, Guided Pathways-Structured Onboarding Process)

1.1.3　Continue the implementation of technology-enabled student support services including a *Common Assessment* (when available), a mobile "app", an automated student education planning solution, and an enhanced document imaging/automated workflow process solution. (Enrollment Management Plan 1.2.2, Strategic Plan 2.1.a, Guided Pathways-Structured Onboarding Process, Academic Maps)

1.1.4　Continue to evaluate the effectiveness of the implementation of the Multiple Measure Assessment Project (MMAP). (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6)

1.1.5　Pilot Hobsons Starfish early alert software. (Enrollment Management Plan 2.1.3, Strategic Plan 2.2, Chancellor's *Vision for Success* goals 5 and 6, Guided Pathways-Early Alert Systems)

1.1.6   Develop and publish scheduling patterns for certificates and degrees that designate courses that are only offered in the Fall, those only offered in the Spring, and those that are offered during both Fall and Spring. (Enrollment Management Plan 2.1.4, Strategic Plan 1.2.d, Chancellor's *Vision for Success* Goal 3, Guided Pathways-Academic Maps)

1.2 **Access and Equity**

1.2.1   Increase professional learning opportunities and training on equity mindedness and cultural responsiveness. (EQ B 1 &2, B 2.1)

1.2.2   Support a part-time Outreach Counselor for students and prospective students with disabilities and other outreach populations. (EQ A 4, Chancellor's *Vision for Success* Goal 1)

1.2.3   Support the *Edge* learning assistance program for athletes. (EQ D.4, Chancellor's *Vision for Success* Goal 1, 2)

1.2.4   Create a data warehouse and support access. (Enrollment Management Plan 4.1.1, Chancellor's *Vision for Success* Goal 5, 6)

1.2.5   Conduct research and evaluation on campus climate and students' sense of belonging including a readministration of the *Community College Survey of Student Engagement* (CCSSE). (EQ A 2, Chancellor's *Vision for Success* Goal 5, 6)

1.2.6   Develop an Enrollment Management real-time "data dashboard" to promote routine discussion and use of granular data to detect bottlenecks and inform improvements. (Enrollment Management Plan, 4.1.2, Chancellor's *Vision for Success* Goal 1, 3)

1.2.7   Enhance student success through involvement in civic and community engagement opportunities as measured by the number of students involved, faculty adding civic and community engagement opportunities to their courses, higher student persistence and raised scores on the student engagement survey. (Strategic Plan, 3.1.d, Chancellor's *Vision for Success* Goal 1, 5, 6)

1.2.8   Support the development of an expanded Veterans Center. (EQ B 2.4.1, Chancellor's *Vision for Success* Goal 1)

1.2.9   Expand opportunities to connect equity populations to a developing First Year Experience (FYE) program through student ambassadors who will also support students and connect them with resources. (EQ B.2.3, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Structured Onboarding Process)

1.2.10 Expand Math Camp summer bridge activities. (EQ C.4, Guided Pathways-Academic Maps)

1.3 Basic Skills Initiative

1.3.1 Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Structured Onboarding Process)

1.3.2 Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, Guided Pathways-Academic Maps)

1.3.3 Fully implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 1, 3, 5, 6)

1.3.4 Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured Onboarding Process)

1.3.5 Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support and co-curricular activities)

Goal 2: Three-Year Completion Rate

Increase by two percent the number of Fall first-time, full-time students earning a certificate, diploma, or are transfer-prepared within three years. "Transfer Prepared" is defined as a student who has successfully completed 60 UC/CSU transferable units with a GPA >= 2.0 and/or transferred to a four-year institution. The institution-set standard for degrees is 600. The institution-set standard for certificates is 125. The cohort consists of first-time students at Shasta College with a minimum of 6 units earned who attempted any math or English course in the first three years.

2.1 Student Success and Support Program

2.1.1   Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan, 3.1.3, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

2.1.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

2.1.3   Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Academic Maps; Proactive Academic Counseling)

2.1.4   Implement best practices such as first-year experience learning communities to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured onboarding processes)

2.1.5   Increase the number of students who annually attain Associate Degree for Transfer (ADT) degrees through promotional efforts. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

2.1.6   Implement innovative technology-enabled services to improve access to existing on-line student support. (Strategic Plan, 2.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

2.2 Access and Equity

2.2.1   Promote and connect students to campus and community resources, especially those needed by equity populations, to college staff and faculty, Student Senate and clubs, and Student Success Facilitators/Ambassadors, community liaisons, and high school counselors. (EQ B 2.5, D.5, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

2.2.2   Identify and promote Associate Degrees for Transfer. (EQ E 1, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Academic Maps)

2.2.3   Expand transfer activities and promote transfer offerings of particular interest to equity populations and disproportionally impacted populations. (EQ E 2, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Proactive Academic Counseling)

2.2.4 Contact students close to completion, especially from targeted populations, to assess need for additional information or support. (EQ E 4, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Proactive Academic Counseling)

2.2.5 Expand identification and connection of equity populations to resources and support programs, especially those focused on transfer including Puente, TRiO and UMOJA. (EQ B 2.5, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Instructional Support)

2.2.6 Provide and increase access to cultural, training, and other events that promote student engagement and sense of belonging. (EQ B 2.2, Chancellor's *Vision for Success* Goal 5, 6, Guided Pathways-Co-curricular activities)

2.2.7 Increase student access to textbooks through greater coordination/consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor's *Vision for Success* Goal 1)

2.3 Basic Skills Initiative

2.3.1 Streamline and strengthen pathways to degrees and certificates and report to College Council. (Strategic Plan, 1.2, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Academic Maps)

2.3.2 Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor's *Vision for Success* Goal 1, 4, Guided Pathways-Proactive academic and career advising)

2.3.3 Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

2.3.4 Expand activities that support and expand access to supplemental instruction, additional screenings, *Math My Way*, *Path2Stats*, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

Goal 3: Undergraduate Credentials Awarded per 100 FTE Undergraduate Students

Increase by one percent the number of undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent students. Calculation: (undergraduate credentials awarded annually / credit hour generated annual undergraduate enrollment)*100. Credit hour generated annual undergraduate enrollment is equivalent to credit FTES.

3.1 Student Success and Support Program

3.1.1   Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan 3.1.3, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

3.1.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

3.1.3   Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Academic Maps, Proactive Academic Counseling)

3.1.4   Increase the number of students who annually attain an Associate Degree for Transfer (ADT) degrees. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

3.1.5   Implement innovative technology-enabled services to improve access to existing on-line student support. (Strategic Plan, 2.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

3.1.6   Implement technology innovations such as an enhanced mobile "app" and a redesigned website to improve access. (Strategic Plan, 2.2.b, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured Onboarding Process)

3.2 Access and Equity

3.2.1   Continue to support the First Year Experience program through outreach to equity populations. Continue to support *MathMyWay* pathways and the *Edge* student-athlete support program. Promote and connect students to campus and community resources and increase knowledge about campus support services. (EQ B 2.5, D.5, B 8, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

3.2.2   Develop and expand supportive programs for students of color including UMOJA and other transfer oriented programs such as Puente. (EQ D 7, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

3.2.3   Expand student success and academic planning workshops in extended education sites online and on-site; promote the integration of Student Success Workshops into classes that have traditionally had high "D", "F" and "W" rates. (EQ D 4, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

3.2.4   Provide Supplemental Instructional (SI) assistance and support, particularly targeting gateway classes key to program and certificate completion, ensuring that SI leaders are trained in equity-minded practices, pedagogy and cultural responsiveness. (EQ D 3, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

3.3 Basic Skills Initiative

3.3.1   Streamline and strengthen pathways to degrees and certificates and report to College Council. (Strategic Plan, 1.2.d, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Academic Maps)

3.3.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment. (Enrollment Management Plan 3.1.2, BSSOT, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Academic Maps)

3.3.3   Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor's *Vision for Success* Goal 1, 4, 5, 6, Guided Pathways-Proactive Academic and Career Advising; Academic Maps)

3.3.4   Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways – Instructional Support)

3.3.5   Enhance activities that support and expand access to supplemental instruction, additional screenings, *MathMyWay*, *Path2Stats*, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

3.3.6   Continue to monitor progress through the use of the Basic Skills Tracker. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Early Alert; Instructional Support)

Goal 4: Course Success

Increase by one percent the number of students who complete credit enrollments with a grade (SX04) of A, B, C, or P. The institution set standard for successful student course completion is 70%. This is calculated independently each semester.

4.1 Student Success and Support Program

4.1.1   Continue to support the *First Year Experience* program to connect new students with student success resources. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Structured Onboarding Process; Instructional Support)

4.1.2   Evaluate follow-up services to students on academic and/or progress probation. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Instructional Support; Proactive Academic Counseling)

4.1.3   Evaluate multiple measures placement criteria and math self-placement protocols to better ensure proper course placement. (Chancellor's *Vision for Success* Goal 3, 5, 6)

4.1.4   Implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.1.5   Promote the use of the Hobsons Starfish early alert system. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6 Guided Pathways – Early Alert Systems)

4.2 Access and Equity

4.2.1   Provide professional development training through and complimentary to the college's current Professional Development offerings on evidenced based pedagogical practices, equity mindedness and equity shaped practices for faculty, classified staff, administrators and community representatives. (EQ B.2, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.2.2   Expand and diversify Student Development course offerings and methods of delivery, engaging counselors and Student Development instructors in developing guidelines for successful placement in particular Student Development courses and the role of such courses; training Student Development instructors in equity-minded pedagogical practices; offering a basic Introduction to College course (e.g. STU 101) for high-need, basic skills students. (EQ B.4,

(Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Structured Onboarding Process)

4.2.3   Increase student access to textbooks through greater coordination, consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.2.4   Support Hobson Starfish through Student Ambassadors and others and promote use of early alert systems including calling students on probation, close to completion, and in need of support. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Early Alert Systems)

4.2.5   Increase access to campus and community financial and support resources by connecting students with CalFresh and community food resources, MediCal enrollment, subsidizing childcare options, implementing a Food Pantry, starting a Meal Voucher program and initiating the Housing and Food Insecurity Task Force. (D.5, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.3 Basic Skills Initiative

4.3.1   Increase participation in collaborative efforts (e.g. North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 6, Guided Pathways – Structured Onboarding Process)

4.3.2   Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

4.3.3   Fully implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.3.4   Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6 , Guided Pathways – Structured Onboarding Process; Instructional Support)

4.3.5   Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general

education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.3.6   Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

Goal 5: Improved throughput

Progressively increase the percentage of full-time students who successfully complete a college-level English or mathematics course, or both, with a sequence of three or fewer courses after enrollment.

5.1 Student Success and Support Program

5.1.1   Continue to support the First Year Experience program to connect new students with student success resources. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

5.1.2   Evaluate follow-up services to students on academic and/or progress probation. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support)

5.1.3   Evaluate multiple measures placement criteria and math self-placement protocols to better ensure proper course placement. (Chancellor's *Vision for Success* Goal 3, 5, 6)

5.1.4   Implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

5.1.5   Promote the use of the Hobsons Starfish early alert system. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Early Alert)

5.1.6   Support the implementation of the Hobsons Starfish automated student education planning software. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps; Proactive Academic Counseling)

5.2 Access and Equity

5.2.1   Expand *MathMyWay* and *Path2Stats* program offerings. (EQ C.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

5.2.2   In conjunction with the Basic Skills Initiative and the Vice-President of Instruction, create a Shasta College specific model of English acceleration that

addresses our specific pattern of disproportionate impact. (EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.2.3   Expand Supplemental Instruction for use in Basic Algebra (Math 101), Intermediate Algebra (Math 102), and additional math and English; provide training to faculty, staff, student tutors and Student Success Facilitators in equity-mindedness and the needs of equity populations experiencing disproportionate impact. (EQ C.3, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.2.4   Expand Summer Math Camp to include Math 101 (2 levels below transfer) and Math 102 level students (1 level below), increase the number of students served, strengthening training and understanding of the needs of our target equity populations, and enriching materials available. (EQ C.4, (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.2.5   Institute follow-up calls to students after receiving intervention services or academic probation notification. (EQ C.5, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support; Early Alert)

5.2.6   Pilot making PACE screenings available in Basic Skills and College Success classes. (EQ C.6, Chancellor's *Vision for Success* Goal 3, 5, 6)

5.3 Basic Skill Initiative

5.3.1   Increase participation in collaborative efforts (e.g. North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 6)

5.3.2   Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.3.3   Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways – Structured Onboarding Processes; Instructional Support)

5.3.4   Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support)

5.3.5   Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results. (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

Enrollment Management Plan
Spring 2018 Initiatives

<div align="center">

Enrollment Management Goal 1: "Seek"

</div>

Develop a comprehensive marketing plan linked to the Educational Master Plan and other strategic planning efforts that strives to:
- *enhance diversity to reflect the students served throughout our district;*
- *promote Shasta College as a first choice transfer institution;*
- *respond to changing economic needs of the region.*

Strategy: Develop a comprehensive marketing plan that seeks to promote the Shasta College mission with an emphasis on transfer, basic skills, Career Technical Education (CTE) and Career Enhancement.

1.1.1 Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness as measured by local high school graduates' college going rates, remediation rates and Shasta College's transfer rates to four-year institutions. (directed, focused, nurtured, Strategic Plan 3.1.b)

Responsible Administrator: Assistant Superintendent / Vice President of Student Services
Target Completion Date: Spring 2018

1.1.2 Create and implement a "student intake" plan that includes a review of the messages associated with the various points of contact in the admissions cycle and an update of enrollment literature to reflect different messaging needs of diverse potential student audiences.

Responsible Administrator: Marketing Director / Assoc. VP Student Services/Dean of Enrollment Services / Assoc. Dean of Access and Equity
Target Completion Date: Spring 2017

Strategy: **Improve access to student services through a variety of innovative practices.**

1.2.1 Implement top priority technology-enabled student support services including a common assessment, a mobile "app", an automated student education planning solution, an online new student, noncredit orientation, an integrated BOGFW application process, a financial aid "self-service" process, an enhanced document imaging/ automated workflow process solution, and the creation of additional internet hot spots (directed, focused, connected, Strategic Plan 2.1.a)

Responsible Administrator: Director of Information Technology / Director of Marketing / Assoc. VP Student Services/Dean of Enrollment Services
Target Completion Date: Spring 2018

Strategy: Enhance the successful transition from developmental/pre-college to college.

1.3.1   Implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Strategic Plan 1.1.a)

Responsible Administrator: Dean SLAM, Associate Dean of Student Learning Enrollment Services
Target Completion Date: Spring 2018

Enrollment Management Goal 2: "Keep"

The Shasta-Tehama-Trinity Joint Community College District will develop responsive strategies to support student persistence and retention.

Strategy: Develop initiatives to enhance student persistence.

2.1.1   Develop strategies to ensure a course completion rate of 70% and a fall to spring persistence rate of 70%.

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

2.1.2   Expand mentor program for part-time faculty that includes training on culturally responsive instruction with at least 50% participation. (directed, focused, nurtured, engaged, connected)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

2.1.3   Develop and publish scheduling patterns for certificates and degrees that designate courses that are only offered in the fall, those only offered in the spring, and those that are offered during both fall and spring. (directed, focused, nurtured, Strategic Plan 1.2.d)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

2.1.4   Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (directed, focused, nurtured, engaged, connected, Strategic Plan 1.2.a)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

Enrollment Management Goal 3: Complete

The Shasta-Tehama-Trinity Joint Community College District will utilize research based methods to promote persistence and the completion of degrees, certificates, and/or "transfer-readiness".

Strategy: Increase the number of students attaining degrees and certificates each academic year. (Rate is defined as the unduplicated number of scorecard eligible students who complete divided by the total unduplicated number of scorecard eligible students.)

Activities:

3.1.1   Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees by 3% per year through promotional efforts that include success stories of transfer students, especially those from disproportionately impacted groups. (directed, focused, Strategic Plan 1.3.a)

   Responsible Administrator: Assoc. VP Student Services/Dean of Enrollment Services
   Target Completion Date: Spring 2018

3.1.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment so that at least 600 students per year transfer. (directed, focused, Strategic Plan 1.3.b)

   Responsible Administrator: Assistant Superintendent / Vice President of Instruction
   Target Completion Date: Spring 2018

3.1.3   Increase the number of students in the ACE and BOLD programs by 5% per year. (directed, focused, connected)

   Responsible Administrator: Assistant Superintendent / Vice President of Instruction
   Target Completion Date: Spring 2018

Enrollment Management Goal 4: Culture of Inquiry

Goal 4: "Promote a Culture of Inquiry"
The Shasta-Tehama-Trinity Joint Community College District will continue to develop a culture of inquiry which will inform improvement efforts.

Strategy: Expand the collection, analysis, and dissemination of enrollment management information.

Activities:

4.1.1   Create a data warehouse and support access.

Responsible Administrator: Assistant Superintendent / V.P. of Administrative Services
Target Completion Date: ~~Fall 2017~~ Spring 2018

4.1.2   Develop an Enrollment Management real-time "data dashboard" to promote routine discussion and use of granular data to detect bottlenecks and inform improvements. (directed, focused)

Responsible Administrator: Assistant Superintendent / V.P. of Administrative Services
Target Completion Date: ~~Fall 2017~~ Spring 2018

New Applicant Contact Plan

- IFS report to include: high school name, grade in school, date of birth, split out address, etc.

- Investigate CRM

Converting applicants to registration: General Applicant 6-week Initial Contact Plan

Day 1		Student applies to the college.
Week 1	Immediately	Email "Congratulations" letter
	Within 24 hours	Email Send "Welcome" letter
	Within 3 days	Mail Welcome Packet (incl. letter from AVP/Dean, Steps to Enrollment, contact info)
	Within 7 days	Make a telephone call to applicant.
Week 2		Send an "Orientation – Easy as 1,2,3" postcard.
Week 3		Send a "Shasta College Counseling - info / call to action" postcard.
Week 4		Send a "Who to Contact about Your Major" postcard.
Week 5		Send a "Registration Basics" postcard.
Week 6		Make another phone call to applicant.
Week 7		Roll into "25 +1" student retention contact program.

"25 +1" student retention contact program

12	Emails to include reminders about financial aid application period, registration for each term, benefits of 15+ units, highlighting a particular student support service, explaining the benefits of no "W", comprehensive ed plan appts., highlighting an event/ newsworthy item, service directory, student success workshop calendar, benefits of Shasta College, etc.
10	Email Shasta College newsletter (1 per month) outlining student success tips, transfer tips, events / program highlights
2	Telephone calls (1 per semester) to inquire how everything is going.
1	Birthday postcard.
+1	Congratulations letter to all students on the dean's list and all who have successfully completed 15 or more units, etc.

December 2017

Converting applicants to registration: Concurrent / Dual Enrollment
(Check with Damaris on this.)

Student applies to the college.

Extract students from 6-week initial contact program.

Day 1   Student registers for a concurrent / dual enrollment course

Semester 1 (Fall)

Week 1   Mail Welcome Letter to student. (Work with Damaris.)

Mail Welcome Letter to Faculty member. (Work with Damaris to reinforce support for the faculty.

Week 3   Mail "College Success Tips" letter.

Week 7   Mail Invitation to a "Financial Aid Workshop" (or some other value-added program).

Week 13   Mail Holiday Greeting postcard

Semester 2 (Spring)

Week 1   Mail Welcome/ Welcome Back Letter to student. (Work with Damaris.)

Mail Welcome / Welcome Back Letter to Faculty member. (Work with Damaris to reinforce support for the faculty.

Week 4   Mail Invitation to a "Transfer Success" Workshop (or some other value-added program).

Week 13   Mail "Tips for a Successful Summer"

December 2017