



Student Services Council Meeting  
 February 7, 2018 • 9:00 AM  
 Room 2314

### MINUTES

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

#### CALL TO ORDER

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

#### Approval of Minutes

It was moved by Becky McCall and seconded by Stacey Bartlett to approve the Student Services Council January 3, 2017 minutes. All in favor to approve the minutes. Sandra and Tina abstained.

It was moved by Sandra Hamilton-Slane and seconded by Stacey Bartlett to approve the Student Services Council January 24, 2017 minutes. All in favor to approve the minutes.

#### Information Items

- a) Technology priority list
  - b) Integrated Plan –Work Group Meeting Monthly to consider
  - c) Enrollment Management Plan – Spring 2018
  - d) Instructional Council Update  
 Periodic updates from Stacey Bartlett. Shared that last meeting was focused on initiatives. Members covered their top priorities. Four new deans were part of the process.
  - e) Budget Process
  - f) Hobsons Starfish / Shasta Summit – Progress Report (Michelle Fairchild)
1. Student Services Satisfaction Survey / Student Concerns (Sara P.)
    - a) Review SAO / SSLO outcomes
    - b) Review text analysis themes
    - c) Review action items in response to data analysis

It was reported that the qualitative analysis of student comments were overwhelmingly positive and that students indicated that services and interactions were helpful. A few themes for improvement included reducing wait times and receiving consistent information (Admissions and Records and Financial Aid) and more consistent direction from the Counseling Center. As we continue along the cycle of improvement the plan is to take a look at concrete steps we can take to address the themes for improvement.

- Admissions and FAID – Admissions and FAID Facilitators are continuing cross training efforts. Foresee continual improvements with students being provided consistent information. Staff are also creating Procedure Manuals for the dept. Trainings are also being planned and scheduled with staff. Stacey Bartlett will be presenting a Customer Service Training for A&R and FAID staff, as well as a Telephone Etiquette training in February. A consultant visited from Sac State regarding the One Stop arrangement and will be writing recommendations for Shasta College.

- Fall registration was clunky as cross training had just begun. Spring registration was improved. Better line management was employed and staff began to utilize tablets to triage the line and identify students who could handle parking permits at the Business office window, or get assistance at the Student Success Center.
- Campus Logic when launched will streamline the Financial Aid process. It will be all electronic once launched, so there may be more hands on assistance required in the Student Success Center for students.
- Consistency with counseling. Continuing the twice a month meetings. Counselors are taking leads for one meeting a month to train and cover information for all the counselors.
- Plan to complete a broad survey in the fall, which doesn't preclude other surveys being completed by other areas in between and ongoing.

## 2. Texting Protocol (Second Reading)

Approval to move forward by Stacey Bartlett and seconded by Becky McCall. It was suggested to identify and promote the use of Regroup by its rebranded name of Shasta Connect as it moves forward for review by other committees and councils.

## 3. Student Services Council – Bylaw Revision

### a) Membership

- Chair – Assoc. VP of Student Services/Dean of Enrollment Services
- Dean of Student Services
- Associate Dean of Student Services
- Associate Dean of the Office of Equity and inclusion
- Director of TRiO
- Director of Student Life and Title IX Investigator
- Program Coordinator – CalWORKs
- Representative from Instruction
- Representative from Extended Education

### Non-Voting Members

- Representative from Research
- Representative from IT

Question regarding including a Representative from Academic Senate. Response was that there is regular participation from Student Services in Academic Senate, and the Senate is satisfied with the current Student Services Council membership.

Need a lead Student Services staff person at the Tehama campus, and there isn't one right now.

### b) Scope and Function – no changes

### c) Working Principles

- Added We focus on student success and We create synergy between Student Services and Instruction and Administrative Services

### d) Meetings – no changes

### e) Member responsibilities – no changes

### f) How Arrives at Recommendations

#### a) Question do we need to define what we take votes on?

b) Most items are passed by consensus, but matters of significant policy will require a vote.

c) Items subject to a vote will be noted on the agenda.

d) The motion will need a simple majority of the quorum to pass.

### g) Council bylaws – change Bylaws will be reviewed

### h) Formal vs. informal ways of proceeding

4. Flex Day – Hold Over
5. Student Comment Form (Second Consideration) – Hold Over
6. Area Updates
7. Other/Announcement

Meeting Adjourned: 11:00 am

**Parking Lot:**

- One Stop Consulting - Guide Question Development
- WTC Assessment
- IFS reports
- AB 19 - College Promise
- AB 705 - Assessment
- Guided Pathways:  
<https://www.caguidedpathways.org/resources/>
- First Year Experience
- Assessment Center
- Applicant Progress IFS – accessing programs of interest
- Student Senate and food support
- Consolidated categorical programs
- BP/AP Updates
  - AP 5020 Non-Resident Tuition
  - AP 5055 Enrollment Priorities
  - BP/AP 4230 Grading Symbols
  - AP Course Repetition
- CCCApply – Common Application
  - a. Add Global Education opportunities, clubs & organizations and UMOJA and access data for “Housing Information”
  - b. Ask if students would like TRIO Student Support Services information and somewhere ask if they participated in TRIO in high school.

**NEXT MEETING**

The next meeting is scheduled for Wednesday, February 21, 2018 from 9:00 am – 11:00 am in Room 2314.  
Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services

Technology Project Priority Matrix  
Draft\_12.12.17

Work Order Ticket ID	Priority	Project	Contact	Description	Status / Next Steps	Target Completion Date
	1a	Hobsons Starfish	James/Tim/Michelle	Early Alert; test automated Student Ed Plan		Early Alert- Spring 2018 Auto Ed Plan-Initial by Feb 18;
	1b	Colleague Self-Serve ed planning	James/Tim/Michelle	test automated Student Ed Plan		
	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.	Jan. 24, 2018
	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		End of Spring-18
	4	Probation Programming	James/Tim	Programming to return students to good standing/sit-out 2+ semesters automatically		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	12.12.17- Working through some programming on CMC codes, making progress.	End of Spring-18

Technology Project Priority Matrix  
Draft\_12.12.17

6	Campus Logic	James/Tim/Becky	Communication Management/Paperless Workflow/Electronic Docs for FA	12.12.17- Cabinet approved. Working on implementation. On target for full implementation goal.	March-2018 Need brand/icon
7	Automate Payment Plan	James/ Tim	Implement NelNet third party payment plan provider	Map workflow scenarios	March 2018
8	Annual Registration	James/Tim	Students able to schedule fall/spring & verify student information annually		Fall-2019
9	A&R Scanning Transcripts	James/Cindy/Tim/Rochelle	Scanning Transcripts into Docuware- paperless workflow	Updated file cabinet configuration; enhanced process.	Fall - 2019
10	SSSP Data Element Integration / Reporting	James/Tim	SSSP Data – Audit Prep / review Datamart Summary Report / Element pathway / Data review		
11	EOPS Benefit Programming	James/Sandra/Becky	Release categorical awards directly to students regardless of debt owed.		
12	Automate DND process	James/Tim	Automatically take of DND once debt has been paid.		
13	DubLabs “App” (Financial Aid)	James/Peter/Becky	Add FA portion into App		
14	Procedures / Data Manuals	James/Tim/Becky	Create Colleague user manuals for students service areas (A&R/FA/etc..)	12.12.17- Making progress. A&R is complete, now working on FA.	End of Summer-18
15	MyShasta – Dean’s List	James/Tim	Add Dean’s List notification within MyShasta		

Technology Project Priority Matrix  
Draft\_12.12.17

16	High school electronic transcripts	James/Tim	Receive / Send High School transcripts electronically		
17	AIM (Accessibility Information Management)	James/Sandra	?	Received code from Butte; need course import to go live by S18	Spring - 18
18	EOPS Electronic Application	James/Sandra	EOPS electronic application through MyShasta	Has been loaded into MyShasta; in final steps	Spring - 18
19	Access Database	James/Sandra	Access database for student cohorts (equity, EOPS, CalWORKS)	Update on rest of data elements.	
20	CCCApply data elements	James/Tim	Integrate into Colleague - incl. MMAP self-reported data guide	Investigate method(s) to automate data extract	
21	MM Source Codes	James/Toni/Tim	Add HS GPA MMAP and change HST HS Other pre-req source codes	Discuss with Toni D. re. research impact	
22	Delinquent Debt Hold (PERC)	James/Tim/Becky/Sandra	Need to re-assess programming and adjust to fit current processing/student needs.		
23	College Promise	James/ Becky / Tim	Implement College Promise grant.	Waiting for patch from Colleague; funding from state	
24	Last Date of Attendance	James/ Becky / Tim	Add functionality to Colleague grading	Schedule separate conversation re. viability	
25	Degree Audit / Transcript Evaluation Training	James		Training to be scheduled	Spring - 18



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### 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.**



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

**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)





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 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)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 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  $\geq 2.0$  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



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and 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 disproportionately impacted populations. (EQ E 2, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Proactive Academic Counseling)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 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)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### **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)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 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)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 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,



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

(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





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 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**

**Enrollment Management Goal 1: “Seek”**

*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

**Shasta - Tehama - Trinity Joint Community College District  
Tentative Budget Development Calendar 2018-2019 \***

<b>January 26</b>	Distribute staffing worksheets to administrators
<b>February 6</b>	Administrators turn staffing worksheets back in to Comptroller
<b>February 8</b>	Administrators to receive budgeting instructions
<b>February 8 &amp; 9</b>	New Administrator and refresher training session on Colleague budget module
<b>February 22</b>	Administrators submit budgets to appropriate VP or Pres.
<b>March 10</b>	Vice President's and President to have completed reviews with administrators <i>notify Comptroller when divisions are completed</i>
<b>April 4</b>	First review of Tentative budget by Budget Committee
<b>April 10</b>	First review of Tentative budget by Cabinet
<b>April 18</b>	Second review of Tentative budget by Budget Committee
<b>May 2</b>	Budget Committee makes recommendation to College Council on Tentative Budget
<b>May 15</b>	Summer School budget printout to Divisions
<b>May 15</b>	College Council makes recommendation to President on Tentative Budget
<b>June 13</b>	Tentative budget presented to Board of Trustees
<b>September 12</b>	Final budget presented to Board of Trustees

\* pending approval at February Board of Trustees meeting

Note: Depending on the Governor's May revise of the state budget revisions may be made during the month of May before the tentative budget goes to the Board for approval.



<b>Student Services: Service Area Outcomes</b>		
<b>Area</b>	<b>SAO</b>	<b>Student Survey Result</b>
Admissions & Records (n=372)	At least 90% of all students, staff and faculty will be satisfied with operations in the Admissions and Records department	<b>92.2%</b> of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Admissions and Records office"
Career Services/ Student Employment (n=10)	At least 90% of all students, staff and faculty will be satisfied with operations in the Career Services/ Student Employment	<b>90.9%</b> of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Career Services/ Student Employment office"
Financial Aid (n=220)	At least 90% of all students, staff and faculty will report satisfaction with the level of service they receive from the Financial Aid office	<b>91.8%</b> of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Financial Aid office"
Student Success Center (n= 174)	At least 90% of all students, staff and faculty will report satisfaction with the level of service they receive from the Student Success Center	<b>94.8%</b> of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Student Success Center"
Enrollment Services Office (n=77)	At least 90% of all students, staff and faculty will report satisfaction with the level of service they receive from the Enrollment Services Office	<b>100%</b> of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Enrollment Services Office"
Transfer Center (n=31)	Students utilizing the Transfer Center will report that they were satisfied with the services that they received	<b>87%</b> of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Transfer Center"
Transfer Center (n=31)	As a result of participating in transfer services and activities, students will report an increased awareness of the transfer requirements and processes	<b>90.3%</b> of respondents 'strongly agreed' or 'agreed' with the statement: "As a result of participating in transfer services and activities, I have an increased awareness of transfer requirements and processes"



**Shasta College**

**Student Services  
Council**

**Bylaws  
2016**

## **Student Services Council Membership**

Twelve (12) Voting Members:

- Chair – Vice President of Student Services
- Dean of Enrollment Services
- Associate Dean of Student Services
- Associate Dean of Access and Equity
- Director of Admissions and Records
- Director of Educational Talent Search/Student Support Services
- Director of Financial Aid
- Director of Gateway to College
- Director of Marketing and Outreach
- Director of Student Life
- Director of Upward Bound
- Program Coordinator of CalWORKs
- Representative from Instruction

***Membership will be reviewed annually and may be adjusted as needed.***

### **I. Scope and Function of Student Services Council:**

- Prioritize Annual Area Plans for Student Services
- Recommend student support strategies to enhance student access, equity, success, retention, persistence and goal attainment.
- Deliver reports and make recommendations to College Council.
- Jurisdiction shall cover all matters related to student services including policy guidance on student service related matters.
- Scope and function will be reviewed annually and updated as necessary.

### **II. Student Services Council Working Principles:**

- Stay on track
- No one person dominates conversation
- Everyone has a voice
- All opinions are respected and valued
- Recognize that you will not agree with all committee decisions
- Ensure that all actions taken are clearly understood by all members
- Always assume positive intent

### **III. Meetings:**

- Meeting times will be scheduled for two Wednesdays of each month.

- Meetings will be scheduled by the Chair, with additional meetings scheduled as necessary.
- Agendas and minutes will be published and made widely available on the Student Services website.

#### **IV. Member Responsibilities:**

- Members will be responsible for providing area updates to the Council. These updates will ensure students and community input is incorporated.
- All members will be responsible for making regular reports to their constituency groups.
- Any member unable to attend a meeting should notify the Chair prior to missing the meeting, and send an alternate as requested.

#### **V. How Student Services Council Arrives at Recommendations:**

- A quorum of the voting membership of the Committee must be present to take formal action on any item. A quorum will be defined as a simple majority.
- When an agenda item is introduced for action, the committee will attempt to reach general agreement about a course of action. If agreement is not possible, the committee will decide by taking a vote. The motion will need a simple majority of the quorum to pass.

#### **VI. Student Services Council Bylaws:**

- Bylaws will be evaluated as determined necessary by Student Services Council.
- A two-thirds majority of the voting membership may amend a bylaw.
- A two-thirds majority of the voting members present may suspend a bylaw for the purpose of a single meeting.



## ReGroup "Shasta Connect" Communication Guidelines

### What is ReGroup/"Shasta Connect"?

ReGroup, internally branded as "Shasta Connect" is a mass email/text/voice call communication tool used to reach target and automated groups based on major, campus, or other factors. Shasta Connect particularly addresses official, announcement-only email, text and voice communication to Shasta College students, faculty and staff. Shasta Connect is managed by Shasta College IT; however, tracking and permissions for mass (all-student) notifications are primarily filtered through the Office of Student Life so as not to inundate students with multiple requests in a short period of time. Department or program specific messages will be monitored and approved by each Director or Dean over that area and will be addressed on the following page.

### How to Utilize Shasta Connect for Mass (All-Student) Communications

Please use the guidelines for email, text and voice call marketing below when completing the Shasta Connect Request Form. This request form enables Shasta Connect users to apply for permission to have a single mass message sent to all currently enrolled students at Shasta College. Shasta College limits the amount of emails/texts sent to students to ensure users are able to manage their inboxes. Messages must be relevant, timely, and important.

To send an all-student email message, you must first get approval from your department dean who will forward to the Director of Student Life for final review and consent.

*NOTE: You must submit this request 10 days or more in advance of when you want your email, text or voice call sent to all students.*

### How to Utilize Shasta Connect for Department Specific Communications

- Department deans have final approval authority. Deans may grant permission to department chairs to communicate information that pertains to their area of study.
- Student Services deans and directors also may use targeted student email for communications that relate to their area.
- All others must obtain permission from the Director of Student Life.

### Appropriate Forms of Communication

Please be advised that a request for a targeted electronic communication must comprise information deemed as official college business and meet one of the following criteria:

- Campus-wide *critical* notification
- Important campus deadline or other time-sensitive information for students
- Important changes in student services
- Announcement of official policies or changes in policies
- Announcement identifying student involvement opportunities/events (these may be limited dependent upon the number and frequency of requests).



The "Shasta Connect Request Form" will be posted here when available.

If you would like to view other methods for reaching out to the Shasta College community, please view the [Marketing and Public Relations](#) website.

#### **Other Important Considerations:**

Student survey requests must have prior approval from the Office of Research/Institutional Effectiveness and should be posted in an opt-in format through the MyShasta portal only. Student surveys will not be permissible through Shasta Connect. Please contact [research@shastacollege.edu](mailto:research@shastacollege.edu) for survey approval.

If an administrator sends too many emails or doesn't adhere to best practices and tips provided in the Shasta Connect Communication Guidelines, they may be subject to having their access revoked.

#### **Best Practices**

- Students, faculty and staff should use professional standards when communicating via Shasta Connect. Don't send anything you wouldn't say publicly.
- Keep messages simple and direct.
- Text messages should be limited to 144 characters (including spaces) whenever possible.
- Use plain text – don't include HTML or formatted content. Note: Many email programs turn images off by default and not all users can see attachments.
- If your message isn't relevant for all students, make sure you identify a targeted group.
- Check your spelling and grammar.
- Make sure your information is accurate.
- Test any hotlinks you include.
- You will have the option to "preview" emails and text messages in Shasta Connect prior to sending. Please use this option every time. Some characters do not appear in text the way they are written on your computer screen.
- Think about your subject line. It must be relevant and directly identify what the end reader will be viewing within the body of the email.
- Do not use Shasta Connect for solicitation, promotion of political viewpoints, or to share information that is not directly related to Shasta College business.
- Referring students to a non-Shasta College website may be interpreted as SPAM and should be very limited.
- Your department dean can track your message's open rate and other metrics using Shasta Connect software.

#### **Notes about SPAM**

Spam is unsolicited email. By sending email to only those who have requested to receive it, you are following accepted permission-based email guidelines. There are exceptions, of course, including transactional emails (e.g. a sales receipt, shipping notice, etc.) and office email.



All legitimate email marketing providers follow the provisions of the federal CAN-SPAM Act. Many supplement the act with their own rules in their terms of service. The combination of law and terms of service place a high bar for what qualifies as SPAM. If you are not sure if your content qualifies as SPAM, error on the side of caution.

Reputable email marketing providers have strong anti-spam policies. For example, before uploading an email list on Constant Contact, the service makes you answer "yes" to each of the following statements:

- My list is consent based- All contacts have given me or my business their prior consent to receive email communications (listservs, RAVE, or other opt-in email notification services).
- My list is NOT a third party list – My list has not been purchased, rented, appended, or given to me from any third party source.
- My list does NOT contain role addresses or distribution lists – e.g. email addresses that may be received by more than one individual: sales@, support@, users@, list@, etc.
- My list does NOT contain email addresses captured in my address book without prior consent. Including but not limited to: user group addresses, transactional addresses or auto-response addresses.

Any addresses uploaded that do not follow these four statements may violate the CAN-SPAM Act and should not be sent.

Here are some additional guidelines to consider:

- Make sure that the people on your list have explicitly consented to receive emails from you for the purposes of marketing or communicating to them. Do not copy/paste addresses you find on the web.
- Make sure your lists are current. Incorrect email addresses cause a lot of undeliverable bounce-backs which influence your deliverable rates, etc.