



Student Services Council Meeting  
February 8, 2017 • 9:00 AM  
Room 2314

**MINUTES**

<b>Committee Members Present</b>					
	Kehinde Adesina	X	Sandra Hamilton Slane	X	Leann Williams
X	Stacey Bartlett	X	Tim Johnston		
X	Sharon Brisolara	X	Becky McCall	X	Jenna Barry Highfield - Guest
X	Tina Duenas		Kevin O'Rorke	X	Kate Mahar - Guest
	Nadia Elwood		Sheree Whaley	X	Roberta Kelley - Guest

CALL TO ORDER

The meeting was called to order by Tim at 9:04 a.m.

1. Approval of Minutes

It was moved by Sandra and seconded by Becky to approve the Student Services Council January 25, 2017 minutes with minor changes. The motion passed unanimously.

2. Adult Learning Focused Institution (ALFI) Discussion – Kate Mahar and Jenna Barry Highfield

Background: Kate, Jenna and Roberta all work in Research. Another research analyst will be starting soon. Toni Duquette will have more time to work with James on another project. Jenna shared that it is helpful to the work they are completing to understanding the context of what they are doing, and added that it is great to connect and get feedback from staff and have more knowledge regarding where the data initiates.

a) Adult Learning Focused Institution (ALFI) Assessment Toll Reports evaluates how well institutions serve adult learners. Some initial questions need to be addressed:

- What do we classify as an adult?
- What are some of our expectations as we look at adult learners.

Some initial responses could be:

- Someone who is 25 or older, has children.
- Approximately 9400 students that meet that definition.

b) Institutional Self-Assessment Survey (ISAS) (Attachment)

Principles of Effectiveness for Serving Adult Learners -see list on form. Kate explained how they looked at these principles and how students were impacted. ISAS was sent out in November and received back in December and they had an 18% return rate. Kate pointed out

some particular demographics for Employment, English Primary Language, and Gender. She noted that there are 65% more females on campus and that the survey response was 77.28% female and 22.52% male. She next pointed out the responses for the question "Primary challenge you have for completing your courses." Kate shared that this provides information on student success and more of the reasons why student do not return to Shasta College and complete their studies. The Research Dept. would like to dig deeper and explore how to target certain populations, as well as ways to increase the sampling of student responses. One additional note was regarding student feedback about instead of only accepting transcripts as previous educational background, to also include competencies that one could gain through other life experiences, for example military service.

Committee Comments/Questions:

- There are different forms of assessment, with some that are cumbersome and some that are nimble. Mentioned the importance of having information for making decisions.
- Wants to ensure there is a clear pathway for students.
- Example of a study that showed that what students think is important and what employers think is important does match up was mentioned and how having data could assist with reconciling such discrepancies.

c) Strategic Planning Overview Adult Learning Inventory - Strengths and Challenges (Attachment)

d) Kate stated that the next step is for ALFI to come out. Kate shared that they have so much information contained in ALFI, Multiple Measures, the Climate Survey, and CAEL and the question is how to share it most effectively, so that the results are known, the great work being done is recognized and changes that need to be made can be implemented.

- Stacey suggested to leave out the abbreviations in order for faculty to contextualize it. She also suggested asking faculty to participate in order to make it meaningful for them.

3. Budget Timeline / Process

Staffing worksheets to be confirmed with Jill. Refresher training for budget on 9<sup>th</sup> and 10<sup>th</sup> in the Board Room. In a couple of weeks need to have submissions of budgets to appropriate Vice President or President. Sandra noted the importance of justifying changes. Tim added that most are presumptive rollovers, and that changes need to be substantiated.

4. STU Class / FSA follow-up discussion

Sandra shared that the STU course conversation with Frank and Theresa Doyle was positive and open. The dialogue allowed for a sharing of concerns and reaffirmed partnership goals. During the conversation Sandra shared with Frank and Theresa some of the outcomes in Tableau regarding STU courses, and specifically that only 62% of students in the STU 1 class were successful. She let them know that there are also high attrition rate for the STU classes. In regards to instructors for the courses, Frank and Theresa wanted to maintain scheduling freedom in assigning instructors to cover STU courses. They were, however, very open to new course development and new curriculum suggestions. In the past there has been primarily one person leading the STU course program. Sandra felt encouraged that the conversation may lead to including contributions from more staff, as well as more quality control. She also thought that there was an openness to including some additional people on the search and hiring committees, and this could have a positive influence on the program.

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Committee Comments/Questions:

- Statement that some students have been told or have the impression that STU courses are easy and aren't prepared for them.
- The STU program offers a great opportunity for students to get the skills they need.
- EOPS is also allowed to offer classes and Sandra was taking into consideration of offering an EOPS course.
- Sandra had not seen a search posted yet for the STU program.
- Sandra questioned if the STU classes should continue to be listed as lecture courses. Stacey responded that listing a course as lecture does not exclude participation. Rather it has more to do with how the class is scheduled. She added, that if one adds a lab component it increases the hours that must be scheduled.
- Tim questions if anyone owns it, and Sandra responded she would look into TracDat.

5. Identifying Homeless Students – draft process (Attachments)

Becky led an ad hoc group which included Sandra, Sharon, Nadia, Leann and Becky. A Homeless Youth Certification Administrative Procedure was created, as well as the 16-17 Homeless Youth Certification Request form. Students complete the form and submit it to the Financial Aid Dept. Becky will then review and certify. Certification will primarily take place in Financial Aid, and Admissions and Records will maintain the list of certified homeless students. Becky put in a request to IT to create a new cohort in Colleague. She will be able to enter the start date and the end date (which is 6 years from the start date) for a certified homeless student.

It was noted that the Homeless Youth Certification Administrative Procedure section included legislative verbiage which stated "A student under 25 years of age, who has been verified at any time during the 24 months immediately preceding the receipt of his or her application of readmission by a postsecondary institution..." It was mentioned that since Shasta College does not require students to reapply annually, due to issues in the past with duplications of student identification numbers, that this may need to be looked at further.

It was also suggested to remove the date from the top of the form and include a revision date in the footnote. Becky stated she would send out a revised version for review and then the final form. It was determined that the form should be available in multiple locations on the college web site including, Admissions and Records, Financial Aid, and Access and Equity. It was also suggested to share the final form with counselors, faculty, A&R staff, Student Services staff, secretaries, Campus Safety, and Extended Ed sites. Decision made that once the form is published and available online to send an email to all campus.

Stacey suggested that they may want to create an AP. Sandra asked Tim if they should embed it in the Enrollment AP, and Tim responded that it was mentioned briefly. Tim suggested double checking with Joe to see if he has a preference. Sharon added that if there is a separate AP more things could be identified.

In regards to services provided to homeless students Sandra had checked on showers and found that Mike Mari and George Estrada had already been working on it. Tim planned to follow up with Mike and George.

The Homeless Student Certification process will move forward to College Council, and eventually to the Board.

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## 6. Student Concerns

Student Concern and Comment forms have varied from department to department on campus. Will and members of Instructional staff have been reviewing these forms and are developing a common form for use campus wide. It was asked if the new Maxient program would be utilized as part of that process and Tina responded that an agreement was made to not have Maxient overlap with the other campus Comment/Tracking form.

Comments/Questions regarding form:

- Sharon stated she would want to see included on the form a section in which a student would be able to share why they may have chosen not to bring up an ongoing concern before. She added that if a student is not comfortable going to the instructor or the dean, yet feels they need to bring up the situation/concern, she wants to ensure the students has an option to exclude the sharing of their comment to particular individuals, and that they are clearly aware of who will be included and involved.
- Sandra would also like to see the inclusion of language that tells the student they will be contacted prior to any action taking place. This could be the first step in a pre-grievance process, in hopes that the situation will not escalate to a grievance, and can be resolved.
- Stacey suggested to put the option to offer a Compliment first on the form. Additionally, she also suggested changing it from Concern/Complaint to Comment/Situation.
- Becky noted the tracking form is geared towards complaints and would like to include compliments, because we want to track those as well.
- Tina will provide feedback to Will on the form. She would like to have the Student Senate and some student workers review. She noted that there was some high level language used on the form ie – “submit it to the respective administrative office.” She planned to suggest they use more student friendly terms. Tina also suggested some small corrections being include such as at the top which states “Students should allow 10 business days to receive a written response to their comment through the email or telephone number provided.”
- Tina also shared how during Title IV meetings she always asks student what they want to achieve from the meeting and provides them documentation of formal retaliation information.
- Jenna shared that in Research she has a qualitative data program which could be helpful for tracking. Jenna stated she would review the possibilities and bring back her thoughts to the next meeting.
- Sandra asked if someone could write out the goal of the form and clearly describe what we are trying to accomplish, as well as clarify what is the point of this process, as there are other programs at play as well such as BIRT, or the Maxient tracking program being used? She shared that consistency is helpful and she has a folder and tries to go back and check to see if the students are satisfied with the outcome.
- It was stated that the Deans would be the keepers of the tracking log.

Tim stated they could carry the topic over to the next meeting and he would share feedback with Will. They would also look at the method of tracking and how it is aggregated.

## 7. CCCApply – paper application (Attachment)

The Committee did not discuss.

## 8. A2MEND Partnership

The Committee did not discuss.

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9. Student Lingo

The Committee did not discuss.

10. Concurrent Enrollment Fees

The Committee did not discuss.

11. Updates

- a) Sharon shared some handouts on upcoming events and mentioned that a new series of Courageous Conversations would be announced soon.
- b) Sandra shared that Kehinde has submitted his retirement paperwork and is working on some special projects in the interim.
- c) Tina shared that Maxient was going live on February 9<sup>th</sup> and links will be on the website. An email was also expected to come from Jessie in Campus Safety.

**NEXT MEETING**

The next meeting is scheduled for Wednesday, February 22, 2017 at 9:00 a.m. in room 2314.

Recorded by:

Michelle Fairchild  
Administrative Secretary  
Enrollment Services

**Shasta-Tehama-Trinity  
Joint Community College District**

**TECHNOLOGY PLAN  
2017 – 2022**

**DRAFT**

## **Technology Master Plan Mission**

The Technology Master Plan (TMP) will support the values and goals established by the Educational Master Plan. It will provide a roadmap by which Shasta College Information Services & Technology Support can efficiently and effectively implement and promote technology systems. These systems will enhance instructional delivery, student learning, and support systems to enable the District to perform its mission and achieve strategic objectives.

## **Introduction**

Shasta College has experienced significant technological changes in its instructional and operational environments and these changes have fundamentally enhanced our ability to affect student success. Through technology we are building greater awareness of educational opportunities and providing greater access to educational resources for our students, faculty, staff and community members. Technology is changing the way we reach our students both inside and outside the classroom and has the potential to change the way we communicate, make decisions, and conduct our business as a California Community College.

The Information Systems and Technology Support Department (I.T.) supports the district's mission through its two components. Information Systems manages e-mail services, user accounts, MyShasta and Colleague, phone/voice mail, network/Internet, document storage and web services. Technology Support is responsible for the staff help desk, classroom and lab support, office technology devices, video conferencing/ITV support and AV for public events. The district's online presence via Canvas is supported by the Educational Technology staff within the Library Services and Educational Technology Division and works closely with I.T. to ensure access and availability of the online educational environment.

Shasta College has identified technology and its uses as central to the success of its students and employees. In order to maintain its competitive edge, Shasta College I.T. must support a robust, reliable infrastructure for the effective and efficient delivery of information, instruction, training, and all technology-based services. Technology has become an essential component in the operations of the college from the delivery of a distance education curriculum, to direct classroom support, to the college's business processes. Information itself is a strategic organizational asset and must be carefully managed and protected. Success at using information technology requires not just a one-time investment but constant updating of hardware, software, methods, and support models. Life-cycle replacement funding should be built into planning at every level of investment in information technology (including instructional labs, personal computers, multimedia, departmental and institutional servers, applications, network hardware and software).

## **Guiding Principles**

- All goals and activities contained in the TMP were developed to directly support the educational goals of the College, as articulated in the Strategic Plan, Educational Master Plan, and Facilities Master Plan.
- The TMP is one of the District's key strategic plans and plays a critical role in the success of the Strategic Plan, Educational Master Plan, Facilities Master Plan, and ultimately the College Mission.
- As the detailed design and planning phases are implemented through the TMP, the Shasta College I.T. department will identify technology issues and initiatives to be incorporated into relevant plans.
- A significant number of demands for technology-related support will compete for limited funding. Consequently, the use of resources allocated to technology will be driven by needs, which are identified and prioritized in this plan as the first step of a selection process involving appropriate campus committees and decision-makers.

## **Technology Planning Goals and Activities**

### **1. Annually develop strategic initiatives in support of the district's planning process.**

*Strategy: Identify patterns in resource requests and help develop institutional strategies for technology deployment*

Activities:

1. Work with students, faculty, staff, departments, and participatory committees to develop initiatives based on the needs of the District.
2. Annually survey students, faculty, and staff to gain an insight as to their satisfaction with current technology and to identify gaps in technology needs.
3. Host focus groups to determine satisfaction with technology and to determine technological needs.
4. Implement the ECAR student and faculty technology survey on a three-year cycle in collaboration with Institutional Effectiveness.

### **2. Develop and implement college-wide technology procedures and standards in collaboration with stakeholders.**

*Strategy: Improve efficiency and standardize procedures*

Activities:

1. Review, update, and document current established procedures.
2. In conjunction with the Business Office, review, update and publish technology purchasing procedures.
3. Review, update and publish standards for technology infrastructure including data center technologies, cabling infrastructure, wireless infrastructure, classroom technologies, and office technologies.
4. Develop and document security procedures and standards for data, access, and physical infrastructure.

### **3. Support instruction and student learning through technology.**

*Strategy: Develop and support a robust device agnostic and comprehensive WiFi network*

Activities:



1. Assess needs and expectations through the use of surveys and focus groups
2. Plan wireless coverage area according to needs
3. Evaluate, select, and purchase WiFi solution and hardware to fit institutional need
4. Create a secure environment for use by faculty, staff, students and guests
5. Create WiFi usage policies and procedures
6. Provide training materials for the safe and secure use of the district WiFi solution

*Strategy: Work with Instruction to plan classroom technology needs*

Activities:

1. Articulate minimum technology standards for classrooms
2. Support the design of classrooms for the 21st Century by developing a classroom technology plan to meet different instructional approaches
  - Direct instruction (didactic)
  - Whole group collaboration, inquiry-based learning.
  - Small group collaboration, cooperative learning
  - Laboratory/kinesthetic learning
  - Computer Labs
3. Develop experimental classrooms (in collaboration with the Office of Instruction) to test new technology for wide scale adoption

*Strategy: Evaluate the technology used to provide live, face-to-face lecture to distant locations within the district.*

Activities:

1. Work with the Distance Education Committee to assess current technologies, and when possible and prudent, make adjustments to design where needs are unmet.
2. Develop a plan to update extended education classroom facilities.
3. Support institutional initiatives to extend this service into area high schools and to support regions outside of the district.

**4. Support student services through technology by collaborating and continuing to enhance service delivery via the best innovative practices.**

*Strategy: Work with Student Services to improve retention and streamline enrollment processes for students*

Activities

1. Implement and support student retention tools (aka Hobson's/ Starfish Early Alert).
2. Support website redesign with a focus on student needs. The new website will be built with a responsive design architecture to support multi-platform/mobile access.
3. Implement a mobile app that supports numerous student information and service needs such as setting appointments, enrolling in courses, accessing degree and program information.
4. Implement CCCAssess Common Assessment when it becomes available.
5. Fully implement Financial Aid automated processing and self-service functionality.

6. Update transcript template to reflect the baccalaureate degree and other initiatives.

*Strategy: Improve efficiencies and information systems for students.*

Activities:

1. Implement single-sign-on student portal that provides access to all online services for which authentication is required.
2. Develop and implement a Student Technical Assistance /FAQ system
3. Implement automated student education plan builder (aka Hobson's/ Starfish)

**5. Improve and increase faculty, staff, and student access to information and related technology throughout the district.**

*Strategy: Enhance learning opportunities and access to technology for staff and students*

Activities:

1. Implement Office365 for students and staff
2. Consider adopting a cloud-based training platform that fits students, training needs, and budget

*Strategy: Improve access to information to facilitate informed decision-making for institutional effectiveness*

Activities:

1. Expand deployment of Tableau
2. Develop relevant data dashboards
3. Support the establishment of a data warehouse
4. Initiate a MIS data workgroup to make recommendations regarding data pathways.

*Strategy: Work with Instruction, Student Services, and Administrative Services to leverage business information systems to improve efficiencies*

Activities:

1. Expand functionality in Colleague to automate business processes including automated workflow for document imaging

*Strategy: Enhance communication between IT and the rest of the Campus Community*

Activities:

1. Provide system outage information via the IT website
2. Implement the ECAR student and faculty technology survey on a three-year cycle in collaboration with Institutional Effectiveness
3. Share ideas about classroom technology deployment with the Faculty Instructional Technology Committee to receive feedback and advice
4. Expand, promote and continue to improve the use of the IT Help Desk system

**6. Develop a disaster recovery plan to ensure instructional and business continuity in the event of data and/or services loss due to a catastrophic event.**

**Activities:**

1. Research and implement best practices for disaster recovery and business continuity planning.
2. Evaluate and identify software and hardware necessary to ensure business continuity.
3. Using established planning processes, identify funding mechanisms for purchasing identified hardware and/or software

## **Integrated Planning**

Shasta College I.T. embraced the district's Annual Area Planning Initiative (AAP) process in order to secure support for the hardware and software required for the district to meet its mission, institutional goals and support the educational master plan. The AAP initiative review process steps include Technology department input in order to provide for more informed equipment and software decisions and to reduce project delays and cost overruns at time of implementation. The AAP process has also been embraced by the Technology Planning Committee (TPC) and is one of the components used to develop TPC goals and activities.

## **Total Cost of Ownership**

Shasta College is moving toward integrating the business practice commonly referred to as the Total Cost of Ownership (TCO), which provides an estimate of the total cost to deploy and maintain a given technology over its lifetime. This is considered an essential aspect of financial planning because technology deployments typically incur, over their lifetime, a variety of direct or indirect operational costs that are less apparent than the initial capital expense of deployment.

One specific aspect of TCO planning is the cost to replace the technology as it ages. This is particularly relevant to Shasta College because, while many technology deployments at the college are initiated by special one-time funds (such as grants, special programs, etc.), the replacement costs are typically borne by the District. As one-time funded projects age, the District must allocate funds to replace or maintain obsolete systems. By budgeting for the inevitable replacement costs, the College will be better able to plan instructional and administrative programs confident that the underlying technology will be maintained at the appropriate standard.

## **Assessment and Review**

The Technology Master Plan is a five-year plan, so in order to maintain currency and effectiveness, it will be reviewed and the goals and activities updated annually as needed. The TPC will conduct assessments to ensure alignment with District integrated planning and approved Annual Area Plans. Additionally, the TPC will evaluate the progress the District has made toward each of the goals and activities. Finally, the TPC will review current trends and changes in information technology and education and make any necessary recommendations for modifications or additions to the activities listed under each of the goals.

The TPC will evaluate the Technology Master Plan in its entirety towards the end of the five-year cycle. Using survey data and other qualitative assessments the TPC will evaluate progress and currency of all planning elements and make recommendations for plan revisions if need be.

DRAFT



## About the Institutional Self-Assessment Survey

The Institutional Self-Assessment Survey (ISAS) was developed by the National Center for Higher Education Management Systems (NCHEMS) for CAEL to assist institutions in evaluating their services to adult learners.

CAEL developed the ALFI Principles through a national benchmarking study that identified “best practices” in recruiting, supporting, and providing effective instruction for adults. The following table shows the nine Principles and their definitions.

### Principles of Effectiveness for Serving Adult Learners

Principle	Definition
Outreach	The institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.
Life and Career Planning	The institution addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.
Financing	The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.
Assessment of Learning Outcomes	The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer degrees with rigor.
Teaching-Learning Process	The institution’s faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.
Student Support Systems	The institution assists adult learners using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed, lifelong learners.
Technology	The institution uses information technology to provide relevant and timely information and to enhance the learning experience.
Strategic Partnerships	The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.
Transitions	The institution supports guided pathways that lead into and from the institution’s programs and services in order to ensure that students’ learning will apply usefully to achieving their educational and career goals.

## Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Dependents</b>	<b>N</b>	<b>%</b>
Female	398	77.28%	Yes	218	42.75%
Male	116	22.52%	No	292	57.25%
Total	515	100.00%	Total	510	100.00%
No Response	5		No Response	10	
<b>Age</b>	<b>N</b>	<b>%</b>	<b>Dependents Age</b>	<b>N</b>	<b>%</b>
24 or younger	193	37.55%	Pre-school age	77	14.81%
25 to 34	128	24.90%	Elementary school age	107	20.58%
35 to 44	89	17.32%	Middle school/high school age	103	19.81%
45 to 54	62	12.06%	College student	71	13.65%
55 to 64	31	6.03%	Elderly or disabled adult	23	4.42%
65 or over	11	2.14%	Does not apply	261	50.19%
Total	514	100.00%	Respondents may select more than one option; Percentages may total greater than 100%		
No Response	6				
<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Current Class Load</b>	<b>N</b>	<b>%</b>
Alaskan Native	1	0.19%	Full-time (12 hours or more)	267	52.05%
American Indian	18	3.50%	Half time (6-11 hours)	141	27.49%
Asian	21	4.09%	Part-time (less than 6 hours)	105	20.47%
Black/African-American	4	0.78%	Total	513	100.00%
Hispanic or Latino	48	9.34%	No Response	7	
Native Hawaiian or Pacific Islander	2	0.39%			
White/Caucasian	375	72.96%			
Multi-racial	29	5.64%			
Other	16	3.11%			
Total	514	100.00%			
No Response	6				
<b>Marital Status</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
Single	333	65.17%	0 hours per week	196	38.28%
Married/domestic partner	178	34.83%	1-10 hours per week	47	9.18%
Total	511	100.00%	11-20 hours per week	43	8.40%
No Response	9		21-30 hours per week	65	12.70%
			31-40 hours per week	95	18.55%
			More than 40 hours per week	66	12.89%
			Total	512	100.00%
			No Response	8	

## Demographics

Current Plans	N	%	Prior Education	N	%
Complete a few courses here	51	9.90%	Grade school	6	1.16%
Earn associate's degree/certificate	155	30.10%	Some high school	18	3.49%
Earn degree, then transfer	237	46.02%	High school or GED	280	54.26%
Complete some classes, then transfer	72	13.98%	Some college classes	145	28.10%
Total	515	100.00%	Associate's degree	36	6.98%
No Response	5		Bachelor's degree or higher	31	6.01%
			Total	516	100.00%
			No Response	4	
College Objective	N	%	English Primary Language	N	%
Improve occupational skills	94	18.25%	Yes, English is primary language	491	95.90%
Prepare for new/different career	306	59.42%	No, English is not primary language	21	4.10%
Improve basic academic skills	36	6.99%	Total	512	100.00%
Self-improvement/personal interest	79	15.34%	No Response	8	
Total	515	100.00%			
No Response	5				
Program Completed to Date	N	%	First In Family for College	N	%
Less than 1/4 of my program	78	15.26%	Yes, first in family for college	192	37.43%
1/4 to 1/2 of my program	105	20.55%	No, not first in family for college	321	62.57%
1/2 to 3/4 of my program	110	21.53%	Total	513	100.00%
More than 3/4 of my program	157	30.72%	No Response	7	
Not applicable	61	11.94%			
Total	511	100.00%			
No Response	9				
Credit Received From	N	%	Tuition Source	N	%
Previous college credits earned	118	22.69%	Myself	320	61.54%
Learning from military training	16	3.08%	Grants or scholarships	271	52.12%
Learning from prior job/life experience	37	7.12%	Loans	67	12.88%
Credit through testing	71	13.65%	Tuition reimbursement from employer	14	2.69%
Other sources	40	7.69%	Veterans' benefits	14	2.69%
Not applicable	308	59.23%	Other tuition source	101	19.42%
Respondents may select more than one option; Percentages may total greater than 100%			Respondents may select more than one option; Percentages may total greater than 100%		

## Demographics

<b>Began Enrollment at College</b>			<b>Primary challenge you have for completing your courses</b>		
	N	%		N	%
In my current program	243	47.65%	Content too difficult	38	8.39%
Another program for credential/degree	102	20.00%	Personal demands on my time too great to continue	192	42.38%
Workforce training program	5	0.98%	Lack of computer/internet access	20	4.42%
GED program	11	2.16%	Did not manage my time/studying/assignments well	111	24.50%
ESL program	3	0.59%	Unclear expectations about assignments	71	15.67%
ABE program	0	0.00%	Not comfortable with technology	21	4.64%
Courses I like	146	28.63%	<b>Total</b>	<b>453</b>	<b>100.00%</b>
<b>Total</b>	<b>510</b>	<b>100.00%</b>	No Response	67	
No Response	10				
<b>Volunteer Activities</b>					
	N	%			
No volunteer activities	273	53.32%			
1-5 volunteer hours	191	37.30%			
6-10 volunteer hours	30	5.86%			
More than 10 volunteer hours	18	3.52%			
<b>Total</b>	<b>512</b>	<b>100.00%</b>			
No Response	8				
<b>The primary reason you choose the type of courses in which you are enrolled.</b>					
	N	%			
Aligns with work schedule	167	32.81%			
Works with family schedule	96	18.86%			
Only thing offered in my community	41	8.06%			
Convenience of location	53	10.41%			
Connection to Cohort	9	1.77%			
Enjoy that method of learning	143	28.09%			
<b>Total</b>	<b>509</b>	<b>100.00%</b>			
No Response	11				



# ISAS SUMMARY REPORT

## Shasta College

<b>ALFI Principle</b>	<b>Your Score</b>	<b>Mean Score</b>	<b>Highest Score</b>	<b>Lowest Score</b>	<b>Percentile in a National Comparison</b>
Outreach	42%	45%	77%	14%	34%
Life & Career Planning	38%	44%	70%	14%	26%
Financing	52%	54%	85%	26%	41%
Assessment of Learning Outcomes	34%	45%	76%	22%	7%
Teaching-Learning Process	44%	42%	67%	14%	58%
Student Support Systems	55%	42%	71%	6%	89%
Technology	77%	49%	91%	5%	94%
Strategic Partnerships	43%	39%	85%	9%	60%
Transitions	55%	56%	77%	23%	39%

# ALI SUMMARY REPORT

## Shasta College

<b>ALFI Principle</b>	<b>Your Score</b>	<b>Importance to Students</b>	<b>Student Satisfaction</b>	<b>Mean Total Score</b>	<b>Highest Total Score</b>	<b>Lowest Total Score</b>	<b>Percentile in a National Comparison</b>
Outreach	88%	92%	83%	87%	96%	74%	62%
Life & Career Planning	83%	90%	75%	83%	93%	74%	47%
Financing	85%	90%	79%	84%	97%	72%	54%
Assessment of Learning Outcomes	82%	86%	77%	83%	95%	75%	42%
Teaching-Learning Process	85%	89%	81%	86%	95%	76%	32%
Student Support Systems	84%	88%	79%	83%	94%	73%	59%
Technology	86%	89%	83%	86%	95%	74%	59%
Transitions	83%	89%	77%	83%	96%	73%	50%

# Strategic Planning Overview Adult Learning Inventory

## Strengths and Challenges

### Strengths

- 10. I have a clear understanding of what I'm expected to learn in my classes.
- 26. I am able to choose course delivery that fits my life circumstances.
- 30. I am able to obtain information I need by phone, fax, e-mail, or online.
- 21. My studies are closely related to my life and work goals.
- 13. Processes and procedures for enrolling here are convenient.
- 32. Technology enables me to get the services I need when I need them.
- 27. I am encouraged to apply the classes I've taken towards a degree or certificate.
- 29. My instructors respect student opinions and ideas that differ from their own.
- 22. I receive the help I need to develop my academic skills, including reading, writing, and math.
- 46. The learning experiences within my program of study challenge me to reach beyond what I know already.

### Challenges

- 17. My instructors provide timely feedback about my academic progress.
- 15. Advisors are knowledgeable about requirements for courses and programs of interest to me.
- 14. I receive guidance on which classes will transfer to programs here and elsewhere.
- 9. I receive adequate information about sources of financial assistance available to me.

### Higher Satisfaction vs. National Two-Year Adult Learners

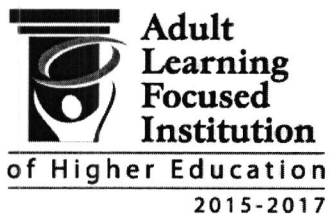
- 13. Processes and procedures for enrolling here are convenient.

### Lower Satisfaction vs. National Two-Year Adult Learners

- 17. My instructors provide timely feedback about my academic progress.
- 15. Advisors are knowledgeable about requirements for courses and programs of interest to me.
- 39. Information is available online to help me understand what I need to do next in my program of study.
- 43. The frequency of interactions with my instructors is satisfactory.



# The Adult Learning Focused Institution (ALFI) Assessment Tool Report



Prepared for Shasta College  
December 2016



## **Adult Learning Focused Institution Assessment Results for Shasta College**

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National Headquarters  
55 E. Monroe St., Suite 2710  
Chicago, IL 60603

Telephone 312.499.2600  
Facsimile 312.499.2601

Website [www.cael.org](http://www.cael.org)



CAEL

December 28, 2016

Kate Mahar  
Dean of Foundational Skills and Institutional Effectiveness  
Shasta College  
11555 Old Oregon Trail  
Redding, CA 96003

Dear Dean Mahar,

We are pleased to present the results from the ALFI Assessments. Congratulations on all the work you and your institution have done to get to this stage. I hope that these results will help you and the college as you move forward with your plans to increase adult student recruitment, retention and graduation at Shasta College.

Enclosed are the results from your Institutional Self-Assessment Survey and comparison reports for both the Adult Learner Inventory and the Institutional Self-Assessment Survey. We have also included a copy of the Adult Learner Inventory report that Ruffalo Noel-Levitz sent you as a point of comparison.

We hope you find this information valuable as you make plans for continuing your work with adult students. Please do not hesitate to contact me if you have questions; my assistant Laurie will be in touch to set up a time and date to discuss the reports and any next steps with you and your team. I can be reached at (312) 499-2399 or [scampbell@cael.org](mailto:scampbell@cael.org); Laurie can be reached at [lshoulterkarall@cael.org](mailto:lshoulterkarall@cael.org).

Sincerely,

Scott A. Campbell Ph.D.  
Vice President for Higher Education



# SHASTA COLLEGE

## *Internal Comparisons: ALFI Data*

December 2016

### *Executive Summary:*

During the 2016-17 academic year, 520 adult learners at Shasta College (Shasta) completed the *Adult Learning Inventory (ALI)*, which measures their perceptions of the College's adult-oriented services. Shasta faculty, staff and administration completed the *Institutional Self-Assessment Survey (ISAS)*, which provides a snapshot of what services the College provides to adult learners as well as quantifying the Shasta's activities and practices which are important to adult learners. The combination of these two constitutes the *Adult Learning Focused Institution (ALFI) Toolkit*.

The surveys are based on the Nine Essential Principles for Serving Adult Learners that the Council for Adult and Experiential Learning (CAEL) has identified. These Principles, defined in Attachment A, are:

1. Outreach
2. Life and Career Planning
3. Financing
4. Assessment of Learning Outcomes
5. Teaching-Learning Process
6. Student Support Systems
7. Technology
8. Transitions
9. Strategic Partnerships (ISAS only)

Shasta staff's response to the *ISAS* has been paired with students' ranking of importance and satisfaction of those services with the *ALI*. Following the administration of the surveys, Shasta received a summary of the data as well as basic reports from Ruffalo Noel-Levitz, the *ALI* survey provider.

This addendum takes the data from both surveys and pairs them to identify strengths, challenges, and disconnects between the College and its adult students. This report offers recommendations for next steps for strategic planning purposes.

Overall, Shasta's *ISAS* results reflect a better than average ranking on three Principles, those of **Technology**, **Student Support Systems** and the **Teaching-Learning Process**, when compared to the mean performance of similar institutions. A review of the *ALI* results reveals that Shasta students ranked most of the Principles higher than average with the most room for improvement reflected in **Assessment of Learning Outcomes**.

According to recent IPEDS data, about 37 percent of students enrolled at Shasta are at least the age of 25. About 43 percent of students are enrolled in at least some online education. Shasta demonstrates a commitment to the adult learner through community education, flexible financing, evening scheduling of courses, and somewhat accessible transfer requirements to four-year institutions. Providing alternative methods of assessing prior learning is an area of opportunity for the College.

In an effort to prioritize the results, CAEL suggests a sequence of specific activities that are related to the most significant strengths and challenges identified by the surveys:

- 1) Market the institution's strength in **Technology**. This Principle ranks first on the *ISAS* and second on the *ALI*.
- 2) Continue to provide benchmark services related to the **Student Support Services** and **Strategic Partnerships** Principles.
- 3) Take specific steps to improve performance in **Transitions** and **Life & Career Planning**.
- 4) Take specific steps to improve performance in **Assessment of Learning Outcomes**.
- 5) Research and discuss the differing perceptions between the internal institutional team and adult students with regards to the **Teaching-Learning Process** Principle.

### *Internal Comparisons*

The two surveys' datasets provide valuable information about how adult learners' perceptions as indicated on the *ALI* compare to Shasta's response to the *ISAS*; these are consistent with the underlying concept of the *ALFI* Toolkit: perceptions = reality. In addition to ranking the Principles on the two surveys, we include data and statistics that measure Shasta's performance relative to over 100 other two-year institutions who completed the two surveys in the *ALFI* toolkit. It is important to remember that no campus is "the best performer" on every Principle and that, in most of the summaries, *ISAS* data are compared to *ISAS* data, while *ALI* data are compared to *ALI* data. The bulk of this analysis examines the data from an internal perspective.



By comparing the Shasta staff's viewpoint with the viewpoint of the students, CAEL identifies points of agreement and divergence and, in turn, helps Shasta identify and implement specific strategies to capitalize on strengths and to address challenges.

The ranking of the Principles detailed in the table below is derived from a combination of students' importance and satisfaction scores on items within each Principle (*ALI*) and a more quantitative survey completed by faculty, staff and administration (*ISAS*).

Ranking	<i>ISAS</i> Rank (Faculty, Staff, Admin)	<i>ALI</i> Rank (Students)
1	Technology	Outreach
2	Student Support Systems	Technology
3	Transitions	Teaching-Learning Process
4	Financing	Financing
5	Teaching-Learning Process	Student Support Systems
6	Strategic Partnerships*	Transitions
7	Outreach	Life & Career Planning
8	Life & Career Planning	Assessment of Learning Outcomes
9	Assessment of Learning Outcomes	

\*Note: The *ISAS* has one additional Principle that is not included in the *ALI*


## Strengths

*ISAS* and *ALI* respondents agree that **Technology** is a strength at Shasta. Both the internal team and the student respondents rank this Principle highly, which means that Shasta satisfactorily “uses technology to provide relevant and timely information and to enhance the learning experience.” Adult learners are especially satisfied with the College’s online communication (*ALI* Q18) and that they are able to access some of the services they need online (*ALI* Q32). The internal team noted that many student support services are available online but nearly all in-person services are limited to standard business hours, which can create barriers for adult learners (*ISAS* Q46). Adult students are somewhat satisfied with technological support but would like improved availability of the supports (*ALI* Q12). The College’s internal survey notes that half of full or part-time staff participate in technology-based workshops (*ISAS* Q41g, Q41o). Shasta’s *ALI* score is close to the 50th percentile as compared to other two-year institutions; however, the *ISAS* score for **Technology** ranks near the top.

The **Student Support Systems** Principle is ranked second by the institutional team who took the *ISAS* while students rank this Principle fifth out of eight. Although the Principle is ranked lower than others, students at Shasta have expressed overall satisfaction with this Principle. This means that Shasta effectively “assists adult learners using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed, lifelong learners.” Students do express a desire for centralization of key services (*ALI* 34) but otherwise feel adequately supported by Shasta.

Provided that all students have access to those support systems they need, Shasta provides satisfactory academic support to those who are addressing barriers. To improve upon this Principle, Shasta should expand the hours at which key services are offered to allow adult learners opportunities for face-to-face contact outside of standard business hours. Even one Saturday per month or one evening per week could be sufficient to allow students with specific or personal concerns an opportunity to enjoy the same human contact as students who have time during the standard workday.

Although the institutional team at Shasta ranked **Strategic Partnerships** sixth out of nine Principles, the overall score on the Principle was higher than average as compared against other two-year institutions. Shasta satisfactorily “engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.” Shasta reviews its own processes and the satisfaction with its programs on a regular basis (*ISAS* 52) and involves employers in the design of



programs and recruiting students (*ISAS* 53). To improve upon this Principle, Shasta should look to any major employers in the local economy to determine key areas for economic growth, identify in-demand or soon to be in-demand jobs, and ensure the competencies taught in related majors align with those occupational skills and abilities. Given the rural nature of Shasta's geographic region, this may look very different from other institutions.

Both students and the institutional team rank the **Financing** Principle roughly in the middle. Overall students are satisfied with how Shasta “promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.” Students would like to receive more information about sources of financial aid available to them (*ALI* 9). Shasta College does an exemplary job of providing alternative and innovative methods for students. Shasta can improve **Financing** by integrating financial aid information into one-stop shopping (*ALI* 34) and offering in-person payment opportunities outside of traditional business hours (*ISAS* 46d).

### *Challenges*

Agreement between the internal rankings on the *ISAS* and the *ALI* can also help identify specific challenges for the institution. One challenging area is the Principle of **Assessment of Learning Outcomes**. This Principle defines how well Shasta “defines and assesses the knowledge, skills and competencies acquired by adult learners—both from the curriculum and from life and work experience—in order to assign credit and confer degrees with rigor.” The institutional team ranked this Principle very low (ninth out of nine), and the students ranked it second-to-last.

Students report that they are satisfied with how they demonstrate class-related learning as well as the assessment process for reading, writing and mathematics skills upon enrollment (*ALI* 37, 42). However, students are concerned about whether their learning outcomes relate to career and life goals (*ALI* 25). One area of opportunity for the College is to incorporate more universal one-to-one planning with students for their life, career, and academic pathways post-Shasta (*ISAS* Q19f) in order to facilitate those conversations which help to relate coursework to life/career, especially elective (restricted or unrestricted) courses. Students do not feel that they are evaluated on those things they need to know in life and in their careers and report low rates of satisfaction with how frequently they are evaluated (*ALI* Q20, Q25, Q37). Students would also benefit from more individualized assessment beyond the initial matriculation activities (*ISAS* Q28a, Q28c).




Students are also interested in being evaluated from time to time by someone who is not their direct instructor (ALI Q20). This extends all the way to enrollment where adult learners could benefit from alternate methods of prior learning assessment beyond just examinations (ISAS Q19i) all the way through their academic career where students can demonstrate what they know to an objective faculty or staff person. Providing more prompt feedback to students would certainly boost their confidence in Shasta's assessment practices as well (ISAS Q27n). Adult learners are looking for ways to demonstrate how they use the information they receive in the classroom (ALI Q37) because they have a strong need to contextualize their learning to their life and career—they would rather understand the practical application of a theory than memorize it.

Students ranked **Life & Career Planning** as the second most important of all of the Principles; however, of all eight Principles, they are least satisfied with **Life & Career Planning**. This Principle details how well Shasta “addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.” The low levels of student satisfaction with the Principle suggest that action taken here is not only necessary in the short term, but will drive student satisfaction in the future. The internal team at Shasta ranked this Principle eighth out of nine.

Because about 80% of Shasta's adult students are enrolled to improve occupational skills or to prepare for a new/different career (ALI demographics), Shasta should look most closely to **Life & Career Planning** as a critical driver of adult student satisfaction.

Students place high importance upon, but are dissatisfied with, credit for learning derived from previous life and work experiences (ALI Q44), although the internal team indicated that some students do receive credit for this, just not many (ISAS Q19i). The low score attributed to both the Principle and this item indicate substantial interest in alternative credit in the adult learner population at Shasta. Alternative means to earning academic credit should look beyond CLEP, military transcription and challenge exams. According to CAEL's *Fueling the Race, A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*, two-year students are significantly more likely to complete their degree if they earn some credit through prior learning assessment (PLA).

CAEL encourages Shasta to look into portfolio assessment and tools to accelerate the analysis of a student's life and work experience which can translate to earned academic credit. Adult students need a clearly defined path to degree/ certificate completion with a plan that specifies the requirements for



enrollment, the necessary classes, and a timeline for accomplishing the various milestones. From an institutional perspective, PLA services should include trainings for enrollment and academic advisors as well as support from faculty and deans. Credit from PLA places adult learners closer to their goals and can increase persistence and graduation rates.

Another challenge in the **Life & Career Planning** Principle is a notable gap in *ALI Q15*, where students place a high importance but low satisfaction score on academic advisors' knowledge about the requirements for their programs. While there is not enough information in the survey to suggest what students are not receiving with regards to academic advising, this should be looked at in tandem with the low satisfaction reported regarding the scheduling of courses (*ALI Q2*). CAEL recommends soliciting feedback from adult learners and academic advisors to understand exactly where this disconnect lies. Sometimes, the issue occurs when a required course is not offered frequently enough, and when it is offered, it is not scheduled at times that work for nontraditional students.

The **Transitions** Principle looks at how well an institution “supports guided pathways that lead into and from the institution’s programs and services in order to ensure that students’ learning will apply usefully to achieving their educational and career goals.” Students rank the **Transitions** Principle sixth out of eight; the Principle fares better on the institution’s survey at third of out nine. Many of the challenges in other Principles also tie to concepts related to student **Transitions**.

Shasta’s students are generally satisfied with the relevance of their studies to their career and life goals (*ALI Q21*). They report that they receive adequate academic advising in terms of completing their degree or certificate at Shasta (*ALI Q14, Q27, Q33*). Students have pinpointed two major benchmark **Transitions**-related challenges for Shasta: transferring to four-year universities and proactive intervention from faculty and staff (*ALI Q6, Q47*).

From the beginning of their academic careers at Shasta, only some students receive proactive assistance with the evaluation of their transfer credits and transcripts (*ISAS Q19j*). Shasta only sometimes monitors how their credits transfer to four-year degrees, not including general education (*ISAS Q31a*). Further, it is difficult for students to find transfer requirements and analyze their progress toward the requirements at other institutions (*ISAS 33*), although the credits themselves tend to transfer readily (*ISAS 26f*). Shasta should examine how they can communicate information about the robust articulation agreements that exist with other institutions to adult learners. Since many adult learners

commute to campus or study online (or both), students should be encouraged to pursue degrees at those receiving institutions and advisors should be prepared with timely information on transferring to programs there. Ensuring that students who wish to transfer to four-year institutions receive transfer counseling within their academic advising sessions each term could greatly improve the Transitions ranking.

Students at Shasta would also strongly benefit from more frequent contact with their advisors with advisors proactively reaching out when early warning systems identify that a student is in danger of failing (*ISAS 26g, 26h*).


### *External Comparison*

Shasta's scores on the student survey fall generally within the average range of percentiles as compared to other two-year institutions. The **Teaching-Learning Process** Principle is the exception on this metric, ranking at the 32nd percentile. Scores on the *ISAS* have a much broader range. The principles of **Technology** and **Student Support Systems** are significantly higher than the means of other two-year institutions, with **Technology** ranking at the 94th percentile among similar institutions. The principles of **Outreach, Life & Career Planning** and **Assessment of Learning Outcomes** fall below the average percentile ranking with a minimum of the 7th percentile for **Assessment of Learning Outcomes**.

### *Additional Examination*

Two disconnects were identified by the *ALFI*. A disconnect or discrepancy is indicated when one set of respondents ranks a Principle much higher or lower than the other set of respondents. One disconnect occurs with the Principle of the **Teaching-Learning Process**. Students on the *ALI* ranked the **Teaching-Learning Process** Principle third, while faculty and staff ranked the Principle fifth on the *ISAS* survey results. This Principle measures how well Shasta's "faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills."

Students at Shasta College report that they find their coursework to be appropriately challenging, they understand their expected learning outcomes and that diverse ideas are respected in the classroom (*ALI Q10, Q29, Q46*). On the other hand, students would like more timely feedback about their progress in class and more frequent communication with instructors (*ALI Q17, Q43*). Students report low satisfaction with how assigned homework relates to their careers and life experiences (*ALI Q45*).



The institution's team states that only about half of courses incorporate life and work experiences into the classroom (*ISAS 27e*) and that only about half of faculty provide prompt feedback on student performance (*ISAS 27n*). Adult learners have different needs from traditional students and look for swift feedback as well as how concepts in the classroom build upon what they already know. Shasta's administrative team should look at those faculty members who do incorporate real-life, real-world examples into their lessons and assignments challenge other faculty to emulate them in order to improve upon this Principle.

The second disconnect occurs with the **Outreach** Principle. This Principle looks at how Shasta "conducts its outreach to adult learners by overcoming barriers in time, place and tradition in order to create lifelong access to educational opportunities." The administrative team at Shasta has ranked this Principle seventh out of nine; students ranked this Principle first out of eight.

Students are especially satisfied with the processes and procedures for enrolling at Shasta (*ALI Q13*). They report ease in accessing information through the Internet and by phone; they are also highly satisfied with the options available for course delivery, including both the method and schedule (*ALI Q1, Q26, Q30*).

Shasta's low institution score on the *ISAS* stems from less flexibility with course and personnel scheduling as compared to similar institutions (*ISAS Q25*). Some areas where Shasta excels at course scheduling include the availability of online courses and modular course formats (*ISAS Q26*). Shasta does not offer courses in the early morning hours or on weekends; however, students do express satisfaction with the available course offerings as it is. Because the student scores on the **Outreach** Principle are so high, a more flexible academic year, course times, and competency-based offerings may not be seen as a priority. However, Shasta should look closely at how similar institutions are incorporating competency-based curriculum design as part of their **Teaching-Learning Process**.

Shasta should consider looking at the hours its support services are available to its students. Shasta does not currently offer face-to-face hours outside of the standard workday. This can be a barrier for adult learners who benefit from one-on-one, personal interaction to work on issues related to student life at Shasta—especially those who are not yet comfortable with solely online communication.


## Summary

This *ALFI* has yielded important information for Shasta and its services to adult learners. Oftentimes, improving one item in the *ALFI* toolkit will improve student satisfaction with several Principles. Shasta would be well-served to engage the participants in carefully considering the responses on the *ALI* and *ISAS* in order to continue to attract, retain and graduate adult students. We hope that Shasta will use these results in identifying points of agreement and divergence to then create specific strategies to capitalize on its strengths and address the challenges in working with adult students.

Based upon the results, CAEL offers the following information as a basis for reflection, discussion and consideration at Shasta College:

1. CAEL encourages Shasta College to continue its efforts relative to the Principle of **Technology** including:
  - a. Continuing to use technology as the primary means of communicating with students
  - b. Continuing to provide important, accessible information online that helps students to understand and map out their pathway through their program of study
  - c. Reviewing whether technological services are accessible to adult learners, especially within the context of typical work hours, and adopting a plan to increase flexibility of times to include adult learners
  - d. Providing personnel development activities that focus on emerging and current technologies to ensure that adult learners are trained with technology that makes them competitive job seekers and candidates for advancement
2. CAEL encourages Shasta College to continue its work relative to the Principle of **Student Support Systems** while taking steps to ensure that key services are accessible to students when they are needed.
3. CAEL encourages Shasta College to investigate the underlying reasons for the discrepant perspectives by *ALI* and *ISAS* respondents associated with the institution's practices relative to the Principles of **Teaching-Learning Process** and **Outreach**. This is critical work for driving student satisfaction with the College. Adult students need to relate their classroom experience to work and life in order to learn. To break down barriers in time and





place, Shasta should expand office hours (such as one day per week or one Saturday per month) and centralize services for its adult learners.

4. CAEL encourages Shasta College to investigate the underlying reasons for the discrepant perspectives by *ALI* and *ISAS* respondents regarding the **Transitions** Principle. This further ties into the theme of applying classroom learning to work and life, especially since a majority of adult learners at Shasta are looking to advance their careers as a result of studying at the College.
5. CAEL encourages Shasta College to improve its practices in the area of **Life & Career Planning** by exploring activities such as:
  - a. Expanding opportunities for credit for prior learning in order to retain and graduate adult learners more effectively and on a reasonable, or even accelerated, timeframe
  - b. Considering whether a flexible academic calendar, with continuous offerings, could be implemented in select adult-oriented programs such as nursing and business administration
  - c. Ensuring that students can take the classes they need, when they need them, and that academic advisors are aware of this scheduling (such as which courses are offered only in the fall semester) and place students in the appropriate prerequisites in advance of their being offered
6. CAEL encourages Shasta College to improve its practices in the area of **Assessment of Learning Outcomes** such as:
  - a. Relating assessments (examinations, presentations, projects, etc.) more closely to the work and life goals of learners—broadly in early/general courses and specifically in their majors
  - b. Implementing universal advising, especially for adult students, and ensuring advisors have the information needed to evaluate student progress



## Adult Learner-Focused Institution (ALFI)

### An Analytical Crosswalk for the Institutional Self-Assessment Survey (ISAS) and The Adult Learner Inventory (ALI)

Institutions participating in the CAEL Adult Learner-Focused Institution initiative obtain information about their effectiveness in serving adult learners through two distinct sources. The Institutional Self-Assessment Survey (ISAS) allows members of the institutional community (leaders, faculty, and staff) to systematically evaluate the institution's structures, processes, and communications to determine the degree to which they are consistent with best practice according to the nine principles. The Adult Learner Inventory (ALI), in turn, is a web-based survey administered to the institution's adult students designed to determine their perceptions of the effectiveness of the services and learning experiences provided to them. Information derived from each of these instruments individually will be useful to institutions as they evaluate their programs and services. But institutions will derive maximum value from the two instruments if they also look at how their results fit together. This Analytical Crosswalk provides guidance in how to do this.

Some Cautions About Comparing Data. It is important to begin by emphasizing that the ISAS and ALI differ in both what they examine and the point of view from which they examine it. Items on the ISAS focus on things that the institution does as it attempts to serve adult learners. These include its organizational structure, key features of curriculum and instructional delivery, the kinds of services it provides to students, the messages it sends, how it conducts its activities in such areas as faculty/staff training and recruitment, and the relationships it has with employers and other community stakeholders. Good performance on the ISAS thus signifies that the institution engages in many practices that CAEL has identified through its benchmarking research as important to effectively serving adult learners—at least in the opinion of its leadership and staff. The ISAS deliberately does not ask institutions to rate *how well* they perform these services, only whether or not they are available and the approximate proportion of students that make use of them. The ALI, in contrast, asks directly about students' perceptions of how well they are being served in various areas, as well as how important they think these areas of service are to their own learning and success. This difference in subject orientation means that comparisons between ISAS and ALI items should be interpreted with caution, even if they are about the same topics.

Caution is also called for because responses to both instruments are perceptions. Students may not know that particular services exist, even though an institution provides them. And they certainly will know little or nothing about such matters as faculty and staff hiring criteria, faculty development, or community partnerships. So there are frequently no counterparts on the ALI for topics that are asked of institutional respondents on the ISAS. But precisely because ISAS responses are also

perceptions—albeit reasoned and reflective perceptions—student responses on items that are comparable can provide a useful validation of the institution’s self-assessment. Conversely, such comparison can reveal instances where the institution could further improve structures and services that it already thought it was doing well.

Using the Crosswalk. The Crosswalk provides an easy-to-use cross reference of individual items on the ISAS and ALI. Questions are listed in order of presentation for the ALI in the left-hand column in the first portion of the Crosswalk, with corresponding ISAS items appearing in the right-hand column. The second portion of the Crosswalk lists reverses these columns and is organized sequentially by ISAS items. This allows comparisons to be easily examined in either direction. Note that under some circumstances, ISAS items may address multiple ways in which the institution provides instruction or delivers a service. Responses to individual ISAS items are less meaningful in these cases than the fact that the institution engages in a lot of them. Where applicable, therefore, a list of ISAS items are shown as related to a particular ALI question in the form of a recommended “scale.” This means that results for the ALI item should be compared to the *sum* of the indicated ISAS questions.

Items are listed for potential comparison if they generally address the same topic. But it is important to emphasize that the list of possible relationships among items on the two instruments is neither inclusive nor exhaustive. Other relationships among items not listed in the Crosswalk may be of interest to institutions and some of the relationships that are listed may not apply to a given institution or program. The intent is simply to provide those who examine the results of the two instruments with some initial guidance about how to look at them together.

Some examples of how this can work may be helpful. The first examines what might lie behind differences in scores between the ISAS and the ALI at the ALFI Principle level:

In reviewing its results, ALFI University found that its overall index scores on both the ISAS and the ALI were above average on the Student Support Principle when compared to other institutions. But student ratings on the ALI were not as far above average on Student Support as the institution’s own assessment of itself on the ISAS. Looking deeper, ALFI U found that there were many items on the ALI in the Student Support area where student opinion confirmed what the institution said about itself—particularly those that dealt with flexible scheduling and a good environment for adult learning. For example, ALFI U staff responded with a “yes” to the ISAS item “All students have substantial contact with peers (Item 19h)” while only 26% of its comparison institutions made a similar claim. On the ALI, meanwhile, the mean response of ALFI University’s students was significantly above the mean for students at comparison institutions on the ALI question “This institution initiates many opportunities to connect with other adult learners (Question 28).” But ALFI U staff also found ALI questions that contributed to their Student Support scores where their students’ responses were not above peer group averages. For example, their students reported lower levels of satisfaction than peer institutions on the ALI question, “This

**Shasta - Tehama - Trinity Joint Community College District  
Tentative Budget Development Calendar 2017-2018 \***

- January 25**            Distribute staffing worksheets to administrators
- February 6**            Administrators turn staffing worksheets back in to Comptroller
- February 8**            Administrators to receive budgeting instructions
- February 9 & 10**      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>

- April 5**                First review of Tentative budget by Budget Committee
- April 11**              First review of Tentative budget by Cabinet
- April 19**              Second review of Tentative budget by Budget Committee
- May 3**                 Budget Committee makes recommendation to College Council on Tentative Budget
- May 16**               Summer School budget printout to Divisions
- May 16**               College Council makes recommendation to President on Tentative Budget
- June 14**              Tentative budget presented to Board of Trustees
- September 13**      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.



### **Homeless Youth Certification Administrative Procedure:**

Reference: Title 5, Sections 58106 and 58108; Ed Code Sections 66025.9 and 67003.5 (?)

A student under 25 years of age, who has been verified at any time during the 24 months immediately preceding the receipt of his or her application of readmission by a postsecondary educational institution that is a qualifying institution pursuant to Section 69432.7, as a homeless child or youth, as defined in subsection (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 1143a(2)0:

- All prospective students who are under 25 years of age must be certified as a homeless youth by the Director of TRiO or the Director of Financial Aid. Students to become certified must submit adequate documentation to either the Director of TRiO or the Director of Financial Aid to become certified as a homeless youth for priority registration purposes only.
- A student may be considered homeless if the student was or currently is homeless at the time of the certification request and is under the age of 25. Once a student is certified as a homeless youth, the student can enjoy (☺) priority registration for six years from the date of admission (or certification?).

### **Homeless Youth Certification Shasta Workflow:**

1. Student submits Homeless Youth Certification Form (available on admissions and FA's website) to Director of Financial Aid for processing
  - a. FA Director approves
    - i. FA Director adds student to Homeless Youth Cohort in STAL
    - ii. FA Director reviews FA status and advises student for next steps
  - b. FA Director denies (based on age or timeframe)
    - i. FA Director notifies student and advises student on next steps
2. Third party (homeless youth liaison, homeless shelter, TRiO Director) referral to FA Director
  - a. FA Director approves
    - i. FA Director adds student to Homeless Youth Cohort in STAL
    - ii. FA Director reviews FA status and advises student for next steps
  - b. FA Director denies (based on age or timeframe)
    - i. FA Director notifies student and advises student on next steps

### **Next steps for process to work efficiently:**

1. Set up a meeting with Homeless Youth Liaisons
2. Set up a meeting with Homeless Shelter Directors
3. Vet through Student Services Council on processing criteria, workflow and next steps.



# Shasta College

Financial Aid Office

PO Box 496006, Redding, CA 96049-6006

Phone: (530) 242-7700

## 16-17 HOMELESS YOUTH CERTIFICATION REQUEST

Students Full Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Office Use Only

Other Last Names Used: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

SSN#: \_\_\_\_\_ Phone #: (\_\_\_\_) \_\_\_\_\_ Email Address \_\_\_\_\_

**Purpose:** If the student is declared a homeless youth for admissions purposes, the student will retain priority registration for a period of up to six years from the date of admission to the postsecondary educational institution.

### **Homeless Youth Definition:**

A student under 25 years of age, who has been verified at any time during the 24 months immediately preceding the receipt of his or her application for admission by a postsecondary educational institution that is a qualifying institution pursuant to Section 69432.7, as a homeless child or youth, as defined in subsection (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 1143a(2)0:

“The term homeless children and youths- refers to individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(1)(1)), including:

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

16-17 Form HYCR



# Shasta College

Updated: 2/6/2017

**TO BE COMPLETED BY THE STUDENT:**

1. Date of homelessness: \_\_\_\_\_ Duration of homelessness: \_\_\_\_\_ to \_\_\_\_\_

2. In which of the following situations did you, the student, reside during homelessness:

- Motel     Shelter or other temporary housing program
- Car       Inadequate housing (insufficient to meet physical and psychological needs)
- Campsite  Friend's house

3. Please check all that may have resulted in your lack of adequate housing:

- Loss of job     Economic hardship resulting in the inability to secure and maintain a home
- Family problems (separation, divorce, family dispute, estranged from parents, etc...)
- Other: \_\_\_\_\_

4. In which of the following situation do you, the student, **currently** reside:

- I currently have adequate housing
- Motel     Shelter or other temporary housing program
- Car       Inadequate housing (insufficient to meet physical and psychological needs)
- Campsite  Friend's house

5. Please check all scenarios that describes your **current** financial situation:

- I am self-supporting and receive zero help from others.
- I am at risk of being homeless due to inadequate fixed income and support.
- I am not self-supporting and receive adequate assistance/support from family/others.
- Other: \_\_\_\_\_

I hereby certify that the above information contained on this form is true and complete.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This form contains personally identifiable information. It is important to safeguard your information. **Do not mail this form to the U.S. Department of Education. Submit this form by emailing [bmccall@shastacollege.edu](mailto:bmccall@shastacollege.edu), in person to Shasta College Financial Aid Office Room 108 or mail through the U.S. Postal Service to Shasta College, PO Box 496006 Redding, CA 96049-6006.** Make a copy of this form for your records.



Instructions: Students who have a comment about their Shasta College experience should complete this form and submit it to the respective administrative Office. Students should allow 10 business days to receive a written response to their comment through the email or telephone number provided.

Check one:  Concern/Complaint  Compliment

Student Information	
Student Name:	Student ID#
Address:	City/State/Zip:
Email Address:	Best phone number to be reached at:
Semester/Year:	Current student: Yes No

Comments
Name of individual and department about whom the comment is filed:
<p>Students are encouraged to discuss their comment through informal conferences with the appropriate instructor or other College employee.</p> <p>Have you made an attempt to resolve the situation with the individual and/or department involved? Yes No</p> <p>If yes, describe the outcome: (Attach any additional comments, if necessary.)</p>
Describe your comment in detail. Include date/s of occurrence (be as specific as possible). Attach additional comments, if necessary, along with any documentation that will help describe and substantiate the statements.
What outcome do you hope to achieve after talking to the appropriate college official(s)? Attach additional sheets, if necessary.

I understand that information contained on this form will be held confidential to the extent possible. Comment information may be shared with college officials in order to conduct a thorough investigation. I hereby declare that the information on this form is true, correct, and complete to the best of my knowledge. I understand that any misrepresentation of information may result in disciplinary actions in accordance with college disciplinary policies.

Signature: \_\_\_\_\_  
Student

Date: \_\_\_\_\_



**STUDENT COMMENT FORM**

Clear Form

Print Form

**TO:** Dr. Frank Nigro, Dean  
Science, Language Arts, and Math Division  
Shasta College – Room 933  
P.O. Box 496006  
11555 Old Oregon Trail  
Redding, CA 96049-6006  
Phone: 530 242-7760

**FROM:** \_\_\_\_\_  
Your Name

\_\_\_\_\_  
Your Address

\_\_\_\_\_  
Telephone No.

\_\_\_\_\_  
Email Address

**SUBJECT:** I would like to offer the following comments about \_\_\_\_\_  
Name of Staff Member

in connection with \_\_\_\_\_  
Name of Class, Field Trip, Other Event

which occurred \_\_\_\_\_  
Date and Time

Have you spoken with the staff member about your concerns? Yes  No

If you answered "no" above, please explain why: \_\_\_\_\_

**COMMENTS:**

\_\_\_\_\_  
Student Signature (Print and Sign) Date

We value constructive student comments of commendation and/or criticism, regarding administrators, instructors, and others on the Shasta College staff.



