Shasta College

Student Services Council Meeting
March 22, 2017 • 9:00 AM
Room 2314

MINUTES

Committee Members Present					
	Stacey Bartlett		Sandra Hamilton Slane		Sheree Whaley
X	Sharon Brisolara	X	Tim Johnston	X	Leann Williams
X	Tina Duenas	X	Becky McCall	X	Jenna Barry Highfield - Guest
X	Nadia Elwood		Kevin O'Rorke		

CALL TO ORDER

The meeting was called to order by Tim at 9:00 a.m.

1. Approval of Minutes
   It was moved by Becky and seconded by Nadia to approve the Student Services Council March 8, 2017 minutes with corrections and the Student Services Council March 10, 2017 Retreat minutes.

   Reduced hours during spring break. Option to take a half hour lunch and leave at 4:30 pm. Consult with department supervisors. Reminder to update the web site and signage to let the public know.

   Student concerns process has been approved. Paul Burwick is working on department specific forms and then those can be uploaded to various department web pages. The Enrollment Services office is updating the offices tracking document with saved feedback forms going back 7 years, and will share at a future meeting. Will provide department ability to review and reflect on possible common themes. The more data we have can build a strong platform for awareness and potentially needed changes and improvements. Discussion regarding first level concerns that do not escalate to completing a form, and how to track those as well.

   New onboarding program being developed by HR. Estimated to be four hours long and will address equity issues as well.

2. Committee List for SSC Members
   Felt need expressed to identify the committees everyone participates on and compile a list. Will send an email to request that information.

3. Banners across campus – George Estrada
   Question from George regarding lack of uniformity of banners, posters, and flyers and any input from SSC regarding the topic. Council thought that there was increased uniformity due to what is being created by the Marketing department. Questions regarding when should we use posters and flyers.
   Marketing Committee meetings have been on hold. Suggestion to get the committee together again for input to address the concerns. Discussion of bulletin boards and use of them. Digital screens are good.

4. Hobsons Starfish Update
   "Branding" Hobsons – first consideration
   For example Syracuse University: http://orangesuccess.syr.edu/
   Revisit next meeting.

5. ACCJC Annual Report – Student Services SLO's (Handout)
   List showing Total Number of Student/Learning Support Activities and Student/Learning Support Activities with Ongoing Assessment for various areas. It was shared that initiatives will be coming out from College Council soon, as they are in the process of ranking them now. Mentioned that they removed anything related to the Bond and state equipment.

6. Health Fee Procedure – first consideration
   Concurrent Enrollment/Dual Enrollment question. Charge for concurrent, but not dual enrollment. Some students do both, so there is a workload factor in regards to switching students back and forth. Feedback has been gathering from students who don't attend on campus and don't feel they should pay the health fee. Suggestion to have the fee correlate to the student course load, not the student address. Then someone taking only on-line classes would not be required to pay the fee. Fiscal hat – Health Center is self-supporting on the fees, so any reduction would affect that budget. In fairness would it be possible to eliminate collections from online students and if necessary, needed to increase the Health Center fee for other students? Suggestion to complete an analysis on what revenue would be lost. Also noted, that if Trinity and Tehama students are paying the Health Fee then services need to be provided on those campuses. Otherwise those student also shouldn't be charged the fee. Some other colleges waive fees not paid by BOG for CalWORKs students. Revisit next meeting.

7. Measure H / Student Services Building – Elements for the Main Campus and Tehama Campus – first consideration.
   Before knowing how it should be designed consideration would need to be given to how many of the Student Services would be included in one building. Does it include Admissions & Records, Financial Aid, Counseling, Student Life, Student Success Center, Student Center, EOPS/DSPS, TRiO, Access & Equity? Positive responses regarding a department where A&R and Financial Aid are working together. New instructional building is slated to be built first. Need to recognize the domino effect. Evaluating student impact sooner than later is important, because there could be feedback from student regarding locations on campus that affect them. Where should a Student Services building be located? Research – Input on Student Services building location and what it should contain. Also need to know the parameters and have guidelines on what is possible. Tina will take to Morris and George.

   Examples:
   - American River College: http://www.lpas.com/projects/american-river-college-student-center-cafeteria
   - Butte College: http://www.butte.edu/tour/v-tour.html
   - Butte College – Student General Services: http://www.lpas.com/projects/butte-college-student-general-services
   - Cabrillo College: https://www.cabrillo.edu/home/about/cmap/
   - College of the Canyons:
     - http://tbparchitecture.com/gallery-portfolio/higher-education/student-services/coc-stdntsrvs/
     - https://www.canyons.edu/offices/StudentServices/Pages/default.aspx
   - DeAnza College: http://www.deanza.edu/vtour/map/
   - Diablo Valley College:
     - http://www.dvc.edu/future/all-tours/360tour.html
     - http://www.dvc.edu/college-support/projects/commons-project.html

- Foothill College: https://foothill.edu/news/maps.php
- Folsom Lake College: http://www.lpas.com/projects/folsom-lake-college
- Other?

8. SAO/SLO – Admissions and Records, Assessment, Career Services, and Student Employment, Financial Aid, Transfer Center – Hold Over for Next Meeting
   a) Analyze Past Assessment Results
   b) Review SAOs/ SSLOs – Admissions & Records,
   c) Review Assessment Method
   d) Review Assessment Cycle

9. Next Time: CalWORKs, Counseling, Dean of Students, DSPS, EOPS/CARE, FKCE, Student Housing, TRiO programs, other? – Bring to Next Meeting

10. Other / Announcements

NEXT MEETING

The next meeting is scheduled for Wednesday, April 19, 2017 at 9:00 a.m. in room 2314.

Recorded by:

Michelle Fairchild, Administrative Secretary. Enrollment Services

Assessment: Service Four Column

SSLO/SAO (SSV) - Admissions and Records

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
SAO - Satisfaction - At least 85% of all students, staff and faculty will be satisfied with operations in the Admissions and Records Department. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2013-2014 **Start Date:** 09/06/2013	**Survey -** In Fall 2013, the Dean of Enrollment Services collaborated with the office of Research and Planning to assess satisfaction with services across several departments that support students including Admissions & Records. Each survey has approximately 15 questions in addition to open comments and specific demographic questions (age group, gender, ethnicity, Internet access and ZIP code). Each survey was implemented at the "point-of-service" either at the main campus or extended ed sites (Tehama). Data collection was determined by the area manager(s). **Criterion for Success across all sections:** At least 85% of all students, staff and faculty will be satisfied with the operations in the Admissions and Records Office.	**Reporting Period:** 2015-2016 - Fall 2015 **Criterion Met:** Yes Fall 2015: The District discontinued DropThought as a method to collect student feedback during fall 2015. In its place, the Admissions and Records Office resumed the distribution of satisfaction surveys. Of the students who responded, 94% described their wait time as satisfactory. 90% of the respondents believed that the hours of operation met their needs. 93% described the level of service that they received as satisfactory or better with 50% describing the level of service as excellent. 97% of respondents described Admissions and Records staff as helpful and friendly. 97% of respondents would recommend that their friends come to the Admissions and Records office for assistance. (02/26/2016) **Assessment Submitted by:** Sheree Whaley / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2015-2016 (Fall 2015) **D - Number who were assessed for this activity:** 30 **N - Number successfully completing the SSLO/SAO:** 28 **Percent Passing Learning Outcome:** 93 **SLO to be used as GELO?:** No **Related Documents:** Admissions and Records_Satisfaction Survey Results_Fall 15	
		Reporting Period: 2013-2014 **Criterion Met:** Yes Spring 2014: During Spring 2014, the Admissions and Records office participated in a pilot project. DropThought is a secure, mobile information-gathering solution which	**Application of Results:** The department intends to continue collecting satisfaction data through DropThought. By responding quickly to students'

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results

allows the college to receive instant student feedback regarding their experience with either point of service or online services. The system provides alerts which enable departments to understand and respond to students' immediate needs. An analytics dashboard further allows departments to see student experience metrics over time and to quickly identify opportunities to improve.

93% of the respondents indicated satisfaction with operations in the Admissions and Records office. 81% were satisfied with the wait time. 87% believed they received exellent service and 89% believed that staff were helpful and friendly. (07/16/2014)
Assessment Submitted by: Sheree Whaley / Tim Johnston
Level of assessment reported (SSLO/SAO): SAO
Semester assessed: 2013-2014 (Spring 2014)
D - Number who were assessed for this activity: 100
N - Number successfully completing the SSLO/SAO: 93
Percent Passing Learning Outcome: 93
SLO to be used as GELO?: Yes
Related Documents:
Shasta College Report 2014_May 6_July 7_2014.pptx

Application of Results (right column for first block):
instant feedback, we plan to continue to monitor satisfaction and focus resources on those items that students tell us matter most to their experience and satisfaction. Specifically, the department has added several part time Student Services Assistants to work the front windows. The department is also working with DropThought to disaggregate satisfaction data between point of service and online delivery.

(07/16/2014)

Reporting Period: 2013-2014
Criterion Met: Yes
Items that use a Likert scale (Strongly Agree to Strongly Disagree) use a four-point scale with 1 = Strongly Disagree and 4 = Strongly Agree. The mean for each item would be 4.0 if all responses strongly agree. Results are shown by the reporting campus with red for Tehama and Extended Ed and blue for main campus in Redding.
This survey consisted of 91 responses collected between October 21 and December 3, 2013. Of those responses:
• 30% of respondents live in Redding and 59% live outside of Redding.
• 51% are female and 41% are male.
• 52% are white and 35% are non-white.
• 55% have internet access and 36% do not have internet access at their place of residence.
• The most common reason for his/her visit was to either to

Application of Results: The department will investigate options to gather feedback from students who utilize online services. (03/03/2014)

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results

register for a class or drop a class. Other reasons included to meet with a counselor or request a transcript.

Q1: 92.3% of the students surveyed (n=68) reported that they agree / strongly agree that they received excellent service (mean = 3.60).

Q9: 90.9% of the students surveyed (n=62) reported that they agree / strongly agree that they are overall satisfied with the service(s) they received (mean = 3.53).

Q7: 87.3% of the students surveyed (n=34) reported that they agree / strongly agree that when calling the office, the phone system is effective (mean = 3.33). (03/03/2014)
Assessment Submitted by: Sheree Whaley / Tim Johnston
Level of assessment reported (SSLO/SAO): SAO
Semester assessed: 2013-2014 (Fall 2013)
D - Number who were assessed for this activity: 68
N - Number successfully completing the SSLO/SAO: 61
Percent Passing Learning Outcome: 92.3
SLO to be used as GELO?: Yes
Related Documents:
Admissions_Records Student Satisfaction Survey Results.pdf
Admissions and Records_Comments_Student Satisfaction Survey_F13.pdf
Enrollment Services Student Satisfaction Survey Results for All_F13.pdf

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SAO - Scanning vault transcripts - As a result of scanning paper stored transcripts we will be maintaining the safety of student records. This will also aid in staff access to allow all records available to counselors, extended ed. sites, etc.
SSLO/SAO Status: Active
PLO Assessment Cycle: 2013-2014
Start Date: 11/09/2012

Data Collection - Staff will determine the number of paper stored files currently residing in the vault.
Criterion for Success across all sections: Beginning Spring 2014, staff will scan 30% of the paper stored transcripts each semester.
Notes: The automated scanning of paper stored transcripts has been recommended as a priority in the 2013-14 annual area planning process. Separately, funding has

Reporting Period: 2013-2014
Criterion Met: No
The department has secured a small scanner for the purpose of recording incoming student transcripts. The project is "on hold" pending the implementation of an enterprise document imaging solution. The document imaging solution should meet this need. If not, the department will consider contracting with a third party. (07/16/2014)
Assessment Submitted by: Sheree Whaley / Tim Johnston
Level of assessment reported (SSLO/SAO): SAO
Semester assessed: 2013-2014 (Spring 2014)

| | | **D - Number who were assessed for this activity:** 0
N - Number successfully completing the SSLO/SAO: 0
Percent Passing Learning Outcome: 0
SLO to be used as GELO?: Yes | |

Reporting Period: 2013-2014
Criterion Met: No
This item is recommended for prioritization on the 2013-14 annual area planning cycle. Staff are evaluating the advantages and disadvantages of securing the services of a third party vendor to scan paper stored transcripts. This is a priority item during the Spring 2014 semester. (01/10/2014)
Assessment Submitted by: Sheree Whaley / Tim Johnston
Level of assessment reported (SSLO/SAO): SAO
Semester assessed: 2013-2014 (Fall 2013)
D - Number who were assessed for this activity: 0
N - Number successfully completing the SSLO/SAO: 0
Percent Passing Learning Outcome: 0
SLO to be used as GELO?: Yes

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
Provide My Shasta Workshops - Admissions & Records staff will continue to hold workshops twice a semester to teach students to fully utilize their MyShasta account. **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2012-2013 **Start Date:** 08/12/2012 **Inactive Date:** 07/17/2014	**Survey -** We will survey all students participating in our workshops to make sure they are able to manuever around their MyShasta account. **Criterion for Success across all sections:** At least 80% of the students taking the survey must say that they are now able to successfully log on to their MyShasta account, register online, make payments, and access their academic records.	**Reporting Period:** 2013-2014 **Criterion Met:** Yes Two workshops were offered during the Spring 2014 semester: one on March 3, the second on April 30. 7 students attended on March 3. All reported that they were able to log in and maneuver around in their MyShasta account. 4 students attended on April 30th. All reported that they were able to log in and maneuver around in their MyShasta account. The department will continue to offer workshops - including the Gateway to College workshop - as well as offer personal assistance to students upon request. The Department has decided to inactivate this SAO. (07/16/2014) **Assessment Submitted by:** Sheree Whaley / Tim Johnston **Level of assessment reported (SSLO/SAO):** SSLO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 11 **N - Number successfully completing the SSLO/SAO:** 11 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** Yes	**Application of Results:** The Department will continue to offer workshops each semester. Given the relatively few students served, the department recommends that we discontinue monitoring this activity in TracDat. The Department will continue to present to the Gateway to College students. Staff are available to support programs on an as-needed basis. (07/16/2014)

Reporting Period: 2012-2013

been requested for a high speed scanner. During Spring 2014, Admissions and Records staff will evaluate the advantages and disadvantages of securing the services of a third party vendor to scan the documents.

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		Criterion Met: Yes Of the 45 students that we recently surveyed, 100% reported that it was helpful and that they were now able to successfully log on to their MyShasta account, register online, make payments and access their academic records. The Admissions and Records Office will continue to offer workshops and assess this SAO. (09/17/2013) **Assessment Submitted by:** Sheree Whaley **Level of assessment reported (SSLO/SAO):** SSLO **Semester assessed:** 2012-2013 (Spring 2013) **D - Number who were assessed for this activity:** 45 **N - Number successfully completing the SSLO/SAO:** 45 **Percent Passing Learning Outcome:** 100	**Application of Results:** I believe that our delivery was sufficient and that we made available enough staff members to be able to assist one on oneas needed. I feel that the workshops were very successful. The one thing that I would do differently is to attempt get the word out to more students. (07/03/2013)

Implement Electronic Transcripts - As a result of implementing Electronic Transcripts we will save on staffing costs, paper costs and mailing costs. This will also increase our outreach and communication with transfer institutions.
SSLO/SAO Status: Inactive
PLO Assessment Cycle: 2013-2014
Start Date: 08/01/2012
Inactive Date: 01/17/2014

AP scores - As a result of placing advanced placement scores in Datatel we will insure the accuracy of student records. This will also aid in staff access to allow all records available to counselors, extended ed. sites, etc.
SSLO/SAO Status: Inactive
PLO Assessment Cycle: 2013-2014
Start Date: 01/02/2013
Inactive Date: 03/04/2014

Waitlist - By allowing instructors to manage their own waitlists this will streamline the registration process, eliminate the amount of A&R line

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
wait time and increase access to all students including those who are not located in the immediate geographic location. **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2014-2015 **Inactive Date:** 03/04/2014			
Alleviate wait time using MyShasta - As a result of expanding MyShasta registration after classes begin it would decrease the number of students being helped at the windows and alleviate student wait time. **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2013-2014 **Start Date:** 08/19/2013 **Inactive Date:** 02/06/2014			
Eliminate or reduce amount of delinquent debts owed by students - As a result of completing registration only upon payment of fees this would eliminate the amount of delinquent debts owed by students. **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2013-2014 **Start Date:** 08/19/2013 **Inactive Date:** 02/06/2014	**Data Collection -** Research the number of students with outstanding debts at the end of each semester. **Criterion for Success across all sections:** The number of students with an outstanding debt will decrease by 90%.	**Reporting Period:** 2013-2014 **Criterion Met:** Yes The implementation of the "Drop-for-NonPayment" process has dramatically decreased the number of students with delinquent debts. Students are able to obtain payment deferrals, but their ability to register for future classes continues to be blocked pending re-payment. While some students were permitted to bypass the drop-for-nonpayment system during the Fall 2013 semester, A&R staff believe that this process is intact and has met the District's objective to reduce delinquent debts. The data below is approximate. Staff recommended inactivating this SAO. (02/05/2014) **Assessment Submitted by:** Sheree Whaley/ Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Fall 2013) **D - Number who were assessed for this activity:** 15000 **N - Number successfully completing the SSLO/SAO:** 13500 **Percent Passing Learning Outcome:** 90	

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
Front Counter adjustment - By lowering a portion of the front counter we can better accommodate our disabled student population. **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2013-2014 **Start Date:** 10/01/2011 **Inactive Date:** 02/06/2014	**Report/Audit - Internal -** Daily the Admissions & Records Office will watch to make sure the adjustments are satisfying the needs of the students with disabilities. **Criterion for Success across all sections:** All students will have access to the Admissions & Records window. **Notes:** Physical Plant and a cabinet maker came to the Admissions Office and took measurements for lowering the counter. It will be at the fourth window and will be lowered to be accessable to a wheelchair and have a desk like area to fill out paperwork. We will reconfigure the line so that students with disabilities will be able to avoid the line and maneuver to it.	**Reporting Period:** 2013-2014 **Criterion Met:** Yes This SAO was prioritized during the 2012-13 annual area planning cycle. The counter was re-built during the Winter 2013-14 break. By lowering a portion of the front counter, the Admissions and Records Department can better accommodate our disabled student population This SAO is resolved. (03/04/2014) **Assessment Submitted by:** Sheree Whaley / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 0 **N - Number successfully completing the SSLO/SAO:** 0 **Percent Passing Learning Outcome:** 0 <hr> **Reporting Period:** 2013-2014 **Criterion Met:** Yes This SAO was prioritized through the annual area planning process during the 2012-2013 cycle. During the 2013-14 Winter session, the front counter was re-built to better accommodate our disabled student population. (03/04/2014) **Assessment Submitted by:** Sheree Whaley / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 0 **N - Number successfully completing the SSLO/SAO:** 0 **Percent Passing Learning Outcome:** 0 <hr> **Reporting Period:** 2013-2014 **Criterion Met:** Yes An ADA compliant window and new counter tops were installed Winter 2014. This SAO has been met. (02/05/2014) **Assessment Submitted by:** Sheree Whaley / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 0 **N - Number successfully completing the SSLO/SAO:** 0 **Percent Passing Learning Outcome:** 0	

Assessment: Service Four Column

SSLO/SAO (SSV) - Assessment

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
SAO - Customer Satisfaction - At least 90% of all students will be satisfied with operations in the assessment center. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2013-2014 **Start Date:** 08/19/2013	**Survey -** At least 90% (mean of 3.5 overall) of student surveyed will agree or strongly agree that they received excellent service. **Criterion for Success across all sections:** Survey questions used to assess customer satisfaction are #1, #4, #9. At least 90% (mean of 3.5 overall) of student surveyed will agree or strongly agree that they received excellent service.	**Reporting Period:** 2014-2015 **Criterion Met:** Yes Fall 2014 In response to question #1, 93% of students who responded (n=45) agreed or strongly agreed that they received excellent service. In response to question #4, 91% of students who responded agreed or strongly agreed that staff members were helpful and friendly. 93% of students who responded agreed or strongly agreed that they were overall satisfied with the services they received. The criterion was met. (03/19/2015) **Assessment Submitted by:** Tim Johnston / Kathy Miller **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2014-2015 (Fall 2014) **D - Number who were assessed for this activity:** 45 **N - Number successfully completing the SSLO/SAO:** 42 **Percent Passing Learning Outcome:** 93 **SLO to be used as GELO?:** No **Related Documents:** Assessment Center Student Satisfaction Survey Results Fall 2014 - Full Results.pdf	**Application of Results:** Through online scheduling, students are now able to arrange their own assessment appointment. Consistent start times provide a more condusive testing environment. Staff are able to respond more quickly to student queries. Given this relatively new process, staff will continue to evaluate customer satisfaction. (03/19/2015)
		Reporting Period: 2013-2014 **Criterion Met:** Yes Spring 2014 In response to question #1, 96% of students surveyed agreed or strongly agreed that they received excellent service. (Mean 3.58) This represents a 7% increase in satisfaction as compared to Fall 2013. In response to question #4, 96% of students surveyed	**Application of Results:** Through online scheduling, students are now able to arrange their own assessment appointment. Consistent start times provide a more condusive testing environment. Staff are able to respond more quickly to student queries. Staff will continue to

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results

agreed or strongly agreed that staff members were helpful and friendly. (Mean 3.55) This represents a 6% increase in satisfaction as compared to Fall 2013.

96% of students surveyed agreed or strongly agreed that they were overall satisfied with the services they received. (Mean 3.4 overall) While the satisfaction increased, the mean score remained virtually the same from Fall to Spring.

The criterion was met. Satisfaction appeared to increase from Fall to Spring 2014. (07/16/2014)
Assessment Submitted by: Kathy Miller / Tim Johnston
Level of assessment reported (SSLO/SAO): SAO
Semester assessed: 2013-2014 (Spring 2014)
D - Number who were assessed for this activity: 50
N - Number successfully completing the SSLO/SAO: 48
Percent Passing Learning Outcome: 96
SLO to be used as GELO?: Yes
Related Documents:
Assessment Center Results - Spring 2014 - Full Results.pdf

Reporting Period: 2013-2014
Criterion Met: Yes
Fall 2013
In response to question #1, 89.2% of students surveyed agreed or strongly agreed that they received excellent service. (Mean 3.40 overall)

In response to question #4, 90.2% of students surveyed agreed or strongly agreed that staff members were helpful and friendly. (Mean 3.35 overall)

In response to question #9, 90.2% of students surveyed agreed or strongly agreed that they were overall satisfied with the services they received. (Mean 3.38 overall)

On balance, the criterion was met. Staff will continue to evaluate customer satisfaction and work to improve the mean score. (03/03/2014)
Assessment Submitted by: Kathy Miller / Tim Johnston

evaluate customer satisfaction and work to eliminate the number of "strongly disagree" (07/16/2014)

Application of Results: Staff will continue to evaluate customer satisfaction and work to eliminate the number of "strongly disagree" responses. (07/16/2014)

Application of Results: Spring 2014
The Department will continue to monitor this SAO. In addition to the initiatives identified above, students are presented with a list of links / study materials. Students must certify that they are prepared before they click to make their appointment online. In addition, the updated online orientation scheduled for release prior to Fall 2014 explicitly underscores the importance of preparation prior to the assessment. (07/16/2014)

Application of Results: Through online scheduling, students are now able to arrange their own

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		Level of assessment reported (SSLO/SAO): SAO **Semester assessed:** 2013-2014 (Fall 2013) **D - Number who were assessed for this activity:** 103 **N - Number successfully completing the SSLO/SAO:** 93 **Percent Passing Learning Outcome:** 90 **SLO to be used as GELO?:** Yes **Related Documents:** Assessment Center Student Satisfaction Survey Results.pdf Assessment Center_Comments_Student Satisfaction Survey_F13.pdf	assessment appointment. Consistent start times provide a more condusive testing environment. Staff are able to respond more quickly to student queries. Staff will continue to evaluate customer satisfaction and work to eliminate the number of "strongly disagree" responses. (07/16/2014) **Application of Results:** Staff will continue to evaluate customer satisfaction and work to improve the mean score. (03/10/2014) **Application of Results:** The Department will continue to survey students throughout the Spring 2014 semester. (03/04/2014)
SAO - Test Preparation - At least 35% of students will prepare for the assessment test **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2013-2014 **Start Date:** 08/19/2013	**Survey -** On a survey, at least 35% of students will indicate that they have prepared for the Shasta College placement test by either participating in a refresher course, participating in a one day workshop or utilizing online printed materials to prepare for the placement test. **Criterion for Success across all sections:** 35% of students indicate some level of preparation.	**Reporting Period:** 2014-2015 **Criterion Met:** No Fall 2014 60% of the students surveyed Fall 2014 reported that they did not prepare for the assessment test as compared to 86% of the students surveyed in Spring 2014. 26% of the students surveyed stated that they prepared for the assessment by using online or printed materials that the college provided compared to 12% who reportedly used these materials in Spring 2014. 29% stated that they prepared for the assessment in some way. While below our target goal of 35%, this demonstrates a double-digit increase in student preparation. (03/19/2015) **Assessment Submitted by:** Tim Johnston / Kathy Miller **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2014-2015 (Fall 2014) **D - Number who were assessed for this activity:** 42 **N - Number successfully completing the SSLO/SAO:** 12 **Percent Passing Learning Outcome:** 29 **SLO to be used as GELO?:** No **Related Documents:**	**Application of Results:** Staff will continue to promote test preparation resources which may account for the increase in student usage from Spring 2014 to Fall 2014. Beginning Spring 2015, we began a transcript evaluation pilot for high school students. We will monitor the impact on the number of students assessed as well as the level of preparation moving forward. (03/19/2015)

Assessment Center Student Satisfaction Survey Results Fall 2014 - Full Results.pdf

Reporting Period: 2013-2014 **Criterion Met:** No Spring 2014 86% of the students surveyed Spring 2014 reported that they do not prepare for the assessment test as compared to 73.4% of students during Fall 2013. (07/16/2014) **Assessment Submitted by:** Kathy Miller / Tim Johnston **Level of assessment reported (SSLO/SAO):** SSLO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 49 **N - Number successfully completing the SSLO/SAO:** 7 **Percent Passing Learning Outcome:** 14 **SLO to be used as GELO?:** Yes **Related Documents:** Assessment Center Results - Spring 2014 - Full Results.pdf	**Application of Results:** In addition to the previous interventions, the Assessment Center created a process for students to schedule their appointment online. Prior to scheduling, students are presented with a webpage of study materials and resources. Students must certify that they are prepared to take the assessment prior they are able to schedule an appointment. Additionally, the updated online orientation scheduled for release prior to Fall 2014 includes slides which highlight the importance of preparing for the assessment. (07/16/2014)
Reporting Period: 2013-2014 **Criterion Met:** No Fall 2013 73.4% of students surveyed reported that they do not prepare for the assessment tests. The Department will continue to monitor this SAO. (03/03/2014) **Assessment Submitted by:** Kathy Miller / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Fall 2013) **D - Number who were assessed for this activity:** 94 **N - Number successfully completing the SSLO/SAO:** 25 **Percent Passing Learning Outcome:** 26.59 **SLO to be used as GELO?:** Yes **Related Documents:** Assessment Center Student Satisfaction Survey Results.pdf Assessment Center_Comments_Student Satisfaction Survey_F13.pdf	**Application of Results:** Two initiatives will seek to increase the number of students who prepare: 1) Online orientation. The online orientation, which is currently under development, will add a module emphasizing the importance of preparation. 2) Early Assessment Pilot. During the Feb. 27, 2014 H.S. Counselor webinar, high schools were invited to participate in an early assessment pilot. This initiative will assess a group of high school students in math during the second semester of their Junior year. The goals of the pilot are to 1) reduce the time required to reach college level math and 2) to

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
			increase success and completion.
			During the second semester of their Junior year, students have a better chance of placing "higher" while the math may still be "fresh." This initiative will also encourage students to take math their senior year in order to improve their placement. Students may re-assess the 2nd semester of their senior year. A math course taken during the senior year will serve as an excellent preparation. (03/04/2014)
			Application of Results: Several intiatives have been implemented to address this recommendation including: 1) the Early Assessment Project - the assessment test is offered to second semester high school juniors in the effort to encourage taking math during the senior year. 2) Math Camp Pilot - Students will experience an intensive math refresher course and re-take the assessment test at the conclusion of the course. 3) Online Orientation - Orientation slides explicitly underscore the importance of preparation prior to the assessment. (03/03/2014)
SAO - Accurate placement - The Assessment Center staff will collaborate closely with counselors to	**Data Collection -** Define placement codes used in SARS and Datatel and train users in accurate application of	**Reporting Period:** 2012-2013 **Criterion Met:** Yes Placement levels entries for Accuplacer Math scores was	

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
insure accurate placement levels for incoming students. **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2012-2013 **Start Date:** 12/01/2012 **Inactive Date:** 08/16/2013	codes. Select a random sample of electronic files for review. **Criterion for Success across all sections:** Ninety percent of files selected for review will reflect accurate coding.	correct 95% of the time. There seems to be no pattern in the errors; some were inaccurate assignment of placement levels, others were data entry errors. (06/05/2013) **Assessment Submitted by:** Sandra Hamilton Slane **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2012-2013 (Spring 2013) **D - Number who were assessed for this activity:** 106 **N - Number successfully completing the SSLO/SAO:** 101 **Percent Passing Learning Outcome:** 95 **Related Documents:** Assessments Dec-Jan, 2012-13 Analysis of Assessment Scores Spring 2013 **Reporting Period:** 2012-2013 **Criterion Met:** Yes Assessment scores for English were entered correctly for 96% of tests. Errors were primarily related to data entry (failure to identify placement level corresponding with test scores). Some errors were due to inconsistent placement levels assigned when Reading and Writing levels were discrepant. Internal processes appear to significantly reduce errors. This SAO was inactivated. (06/04/2013) **Assessment Submitted by:** Sandra Hamilton Slane **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2012-2013 (Spring 2013) **D - Number who were assessed for this activity:** 539 **N - Number successfully completing the SSLO/SAO:** 520 **Percent Passing Learning Outcome:** 96	

Assessment: Service Four Column

SSLO/SAO (SSV) - Career Services and Student Employment

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
SAO - Satisfaction - At least 85% of all students, staff and faculty will be satisfied with operations in the Career Services and Student Employment Department. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2013-2014 **Start Date:** 01/21/2014	**Survey -** A pilot survey was conducted during the Fall 2013 semester which assessed a range of services that students were provided by the Career Services and Student Employment Center. In collaboration with the Research and Planning Department, a new survey was prepared to assess point of service satisfaction. Students will complete a point-of-service survey. The survey includes six satisfaction questions in addition to open comments and specific demographic questions (age group, gender, ethnicity, Internet access and ZIP code). Each survey was implemented at the "point-of-service" either at the main campus or extended ed sites (Tehama). Data collection was determined by the area manager(s). **Criterion for Success across all sections:** At least 85% of all students who complete a point-of-service survey will be satisfied with operations in the Career Services and Student Employment Center.	**Reporting Period:** 2014-2015 **Criterion Met:** Yes Fall 2014: The point of service survey was again administered during the fall 2014 semester. Of the students surveyed, 90% strongly agreed that they received excellent service. The remaining students who responded agreed that they received excellent service. In particular, students believed that staff helped students to feel connected to the college and that the hours of operation met their needs. Open-ended comments indicated that staff were professional and kind. (03/11/2015) **Assessment Submitted by:** Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2014-2015 (Fall 2014) **D - Number who were assessed for this activity:** 40 **N - Number successfully completing the SSLO/SAO:** 40 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** No **Related Documents:** Career Employment Center - Fall 2014 - Full Results.pdf	**Application of Results:** Center staff continues to devote additional time to the maintenance and development of the Center's web presence to provide greater access to resources. (03/11/2015)
		Reporting Period: 2013-2014 **Criterion Met:** Yes Spring 2014: Point of service surveys were collected by the Student Employment-Career Center for a period of fourteen weeks during the spring 2014 semester. The surveys indicated that the majority of students were satisfied with the services and information received. In an effort to establish long term trends and areas of continuous improvement regarding point of service, surveys will remain	**Application of Results:** The Student Employment Center will continue to investigate ways to increase the number of respondents in Fall 2014. While 100% of the respondents were satisfied with the hours of operation, 26% agreed as compared to 74% who strongly

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		intact and utilized during the full 2014-2015 academic year. Specifically, results indicated that 100% of the respondents surveyed (n=19) were satisfied with the operations of the Career and Employment Center. 90% of respondents "strongly agreed" that they received excellent service and received clear instructions. 95% of respondents strongly agreed that "staff members are helpful and friendly". 100% of respondents agreed that the hours of operations met their needs. Moving forward, the center will work to increase the number of respondents. (07/16/2014) **Assessment Submitted by:** Leann Williams / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 19 **N - Number successfully completing the SSLO/SAO:** 100 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** Yes **Related Documents:** Career Employment Center - Spring 2014 - Full Results.pdf Career Services Survey - V2_F13.pdf	agreed. Center staff will devote additional time to the maintenance and development of the Center's web presence to provide greater access to resources. (07/16/2014)
SSLO - Career Services Presentation Survey - Based on an in-person presentation,students will be able to list two resources provided by the Career and Employment Center. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2013-2014 **Start Date:** 03/04/2014	**Pre/Post test -** Students will take a pre-assessment to indicate their degree of understanding where to locate information related to eight prompts. Students will then complete an open-ended post-presentation assessment where they will identify resources provided by the Career Services and Employment Center. **Criterion for Success across all sections:** At the conclusion of the presentation, students will be able to identify at least two resources provided by the Career Services and Employment Center.	**Reporting Period:** 2014-2015 **Criterion Met:** Yes Fall 2014: Presentation surveys were collected by the Student Employment-Career Center during the fall 2014 semester. Surveys were distributed at in-class presentations, Student Success workshops, and Work Study orientations. Survey results continue to indicate that as a result of these presentations, students have increased their knowledge of resources available in the center. In an effort to establish long term trends and areas of continuous improvement regarding available resources and utilization, surveys will remain in place during the full 2014-2015 academic year. Regarding the eight prompts on where to locate information on campus, 8% of the students surveyed had "no idea how or where" to locate information about finding a part-time job. 11% of the students surveyed had "no idea how or where" to make an education plan. After the presentation 100% of the students surveyed were able to identify at least two resources provided by the Career	**Application of Results:** Of continued concern is the number of the respondents who indicated that they had "no idea how or where" to make an education plan. In response, the "steps to enrollment" for new students has been changed to highlight the importance of completing a preliminary and comprehensive education plan. Additionally, students are now able to schedule their own counseling appointments online to complete this task. We will continue to assess to determine if this intervention has improved student understanding. (03/20/2015)

Services and Employment Center. (03/11/2015)
Assessment Submitted by: Tim Johnston
Level of assessment reported (SSLO/SAO): SSLO
Semester assessed: 2014-2015 (Fall 2014)
D - Number who were assessed for this activity: 36
N - Number successfully completing the SSLO/SAO: 31
Percent Passing Learning Outcome: 86
SLO to be used as GELO?: No
Related Documents:
Career Employment Center Presentation Survey - Fall 2014
- Full Results.pdf

Reporting Period: 2013-2014
Criterion Met: Yes
Spring 2014: Presentation surveys were collected by the Student Employment-Career Center for a period of fourteen weeks during the spring 2014 semester. Surveys were distributed at in-class presentations, Student Success workshops, and Work Study orientations. Survey results indicate that as a result of these presentations, students have increased their knowledge of resources available in the center. In an effort to establish long term trends and areas of continuous improvement regarding available resources and utilization, surveys will remain in place during the full 2014-2015 academic year.

Regarding the eight prompts on where to locate information on campus, 14% of the students surveyed had "no idea how or where" to locate information about finding a part-time job. 9% of the students surveyed had "no idea how or where" to make an education plan. 100% of the student surveyed knew "exactly how and where" to access the Job Board, navigate on-campus employment, take a career assessment and locate information about transferring to another college. After the presentation 100% of the students surveyed were able to identify at least two resources provided by the Career Services and Employment Center. (07/16/2014)
Assessment Submitted by: Leann Williams / Tim Johnston
Level of assessment reported (SSLO/SAO): SSLO

Application of Results: Of particular concern are the 9% of the respondents who indicated that they had "no idea how or where" to make an education plan. In response, the "steps to enrollment" for new students has been changed to highlight the importance of completing a preliminary and comprehensive education plan. Additionally, students are now able to schedule their own counseling appointments online to complete this task. We will continue to assess to determine if this intervention has improved student understanding. (07/16/2014)

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		Semester assessed: 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 67 **N - Number successfully completing the SSLO/SAO:** 100 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** Yes **Related Documents:** Career_Employment Presentation - Spring 2014 - Full Results.pdf	
SAO - Student Employment Partnerships - Employment and Career Services will partner with faculty, students, and community members including local employers to promote career and employment opportunities and preparation. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2012-2013 **Start Date:** 11/20/2012	**Report/Audit - Internal -** Meeting minutes **Criterion for Success across all sections:** Student Employment Advisory Committee will meet at least once a semester and maintain minutes that reflect strategies for increasing employment readiness and job search skills in students	**Reporting Period:** 2013-2014 **Criterion Met:** Yes Spring 2014: Between April 24 and May 8, 2014, a total of 55 interviews were completed. The attached document indicates that the SAO has been met. At this point, mock interviews are conducted each spring semester. (07/16/2014) **Assessment Submitted by:** Leann Williams / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 55 **N - Number successfully completing the SSLO/SAO:** 55 **Percent Passing Learning Outcome:** 55 **SLO to be used as GELO?:** Yes **Related Documents:** Student Interviews_Summary_05.09.14.pdf	**Application of Results:** As indicated in the summary report, all eight employers who participated in the student interviews would like to continue next spring. Several employers inquired if they could come back in the fall. At least two additional employers expressed interest in participating next year. This service has resulted in an outstanding student experience and actual job offers. We will work to expand this opportunity next year. (07/16/2014)
SSLO - Awareness and Use of Job and Career Resources - Students will be aware of and utilize personalized support in the Employment and Career office and through open-access technology tools for job and career exploration offered through Shasta College. **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2012-2013 **Start Date:** 11/26/2012 **Inactive Date:** 03/10/2014	**Survey -** Students using the Career Center will complete a survey asking about awareness and use of online job and career exploration tools. **Criterion for Success across all sections:** Seventy percent of students in the survey identify at least one tool they have used.	**Reporting Period:** 2013-2014 **Criterion Met:** No During the Fall 2013 semester, 69 students responded to two prompts: 1) Which of the following services are you interested in? 2) Which of the following social media websites and applications do you use? In response to the second question, 61.5% of the respondents frequently used Facebook; 75% do not use Twitter; 92.1% do not use LinkedIn; 67.7% do not use Pinterest; and 53.8% do not use Instagram. (03/10/2014) **Assessment Submitted by:** Leann Williams / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Fall 2013)	**Application of Results:** In collaboration with the Research and Planning Department, a new survey was prepared to assess point of service satisfaction. It was mutually agreed that this new survey would allow us to gather more useful information. This SAO is inactivated. (03/10/2014)

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		D - Number who were assessed for this activity: 65	
		N - Number successfully completing the SSLO/SAO: 40	
		Percent Passing Learning Outcome: 61.5	

Assessment: Service Four Column

SSLO/SAO (SSV) - Financial Aid

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
17-18 Financial Aid Remodel - For the high number of students the Financial Aid office serves, there is a need to physically remodel the financial aid office. Our current layout is not student friendly and creates major congestion in Building 100's hallway. By the time the remodel occurs, the Financial Aid Office will be able to accept financial aid documents electronically as well as support from the student success lab. Currently the layout does not allow for technicians to sit down with a student and discuss budget management, the financial aid process, eligibility, scholarship opportunities, other community resources, and loan counseling. The only location currently in the FA Office to meet privately is the Directors office. If there were other private meeting spaces available technicians could assist the director in meeting with students to discuss contracts, dependency status, income adjustments, selective service, SAP and other special circumstances that need to be discussed in private. Over 50% of Shasta College students rely			

on financial aid to successfully attain their educational goal. By the proposed remodel, the quality of service would increase as well as the access to more detailed financial aid information and assistance on a personal one on one basis. This would allow for a more counseling, personal approach to serving our students in the financial aid office. If we raise the quality and type of service provided to students, our customer service will improve immensely.

Note: This SAO was originally submitted for the 2016/17 SAO Assessment Cycle and ranked #8. It was tentatively approved pending funding sources (Bond vs. Other Funding). We are putting this SAO forward again due to the high need as well as to bring forward three suggestions of a remodel. See attached documents for suggested layouts.
SSLO/SAO Status: Active
PLO Assessment Cycle: 2017-2018
Start Date: 11/02/2015

2016-17 Student Satisfaction-Financial Aid Processing - Students will be able to express satisfaction in applying for financial aid at Shasta College. Students will be measured in regards to the processes and services provided. A survey will be administered via email for in person customer service as well as over-the-phone customer service every other year.

Survey - Fall-15
Customer Service Survey
Administered to all students who came physically into the financial aid office. The survey was sent via email using Survey Monkey. There were six questions in the survey.
The results are the following:

Criterion for Success across all

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
SSLO/SAO Status: Active **PLO Assessment Cycle:** 2016-2017 **Start Date:** 08/03/2015	**sections:** Success is measured in students overall satisfaction with the services they received when they visit the financial aid office in person. **Survey - Fall-15** Customer Service Survey Administered to all students who called into the financial aid office via phone. The survey was sent via email using Survey Monkey. There were six questions in the survey. The results are the following: **Criterion for Success across all sections:** Success is determined by students overall satisfaction of service they received when they called into the financial aid office.		
2016-17 Auto-Packaing Student Aid - The Financial Aid Office will decrease student's wait time to have their financial aid processed by auto-packaging awards. This will decrease students wait time by 10%. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2016-2017 **Start Date:** 01/04/2016 **Inactive Date:** 01/08/2018	**Data Collection - Fall-16:** **Notes:** Fall-16: The Financial Aid Office will collect data from the 2015-16 award year and compare it to the 2016-17 award year to determine the amount of decreased wait time students experienced applying for financial aid at Shasta College.	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Based on a data analysis at the beginning of Fall-16, it is apparent that auto-packaging students financial aid has increased awarding grants to eligible students and decreased the wait time for processing. There were a total of 2434 students awarded as of 8.2.16 for 2016/17 academic year. This number is 63% of total students anticipated to be awarded based on 2015/16 awards. (08/02/2016) **Assessment Submitted by:** Becky McCall, Director of Financial Aid and Veteran Services **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2015-2016 (Spring 2016) **D - Number who were assessed for this activity:** 3843 **N - Number successfully completing the SSLO/SAO:** 2434 **Percent Passing Learning Outcome:** 63 **SLO to be used as GELO?:** No	

2015-16 Financial Aid Physical Space   **Focus Group** - Spring-2015

Improvement Plan - The Financial Aid Physical Space Improvement Plan was derived due to multiple assessments/survey's that have lead to the exposed need to improve the following areas in the Financial Aid Office:
-Improve Customer Service
-Ability to offer appointments and one on one financial aid counseling sessions
-Private meeting spaces that will ensure confidentiality is not being breached
-Student friendly atmosphere
SSLO/SAO Status: Active
PLO Assessment Cycle: 2015-2016
Start Date: 08/03/2015

Financial Aid Mini-Assessment
Conducted by: Arthur Lopez, Don Hudson, and Robert Ferrilli
A focus group/survey was conducted that included reviewing the current Financial Aid processes and procedures. A report was composed that is attached in Trac Dat. The following exposed the following:
"The most apparent compliance concern observed with the Financial Aid office layout can be addressed by creatively merging the FA front counter operations with the A&R front counter operations presenting a "one-stop" student support opportunity. Relocating the FA front counter will allow reconfiguration of the existing FA office space for better workflow and create compliance mandated privacy areas for confidential student FA counseling," (p.17).
Criterion for Success across all sections: Overall the Financial Aid Mini-Assessment exposed that the current physical layout does not provide a confidential meeting spaces for staff to meet with students.

2015-16 Cohort Default Management - Our proposal is to outsource a portion of our cohort default management to a third party to assist in our efforts to stay in compliance with Federal Student Aid's CDR regulations. If our cohort default rate exceeds 30.0 we will be required by Federal regulation at 34

CFR 668.217 to create a Cohort Default Management Committee and prepare and submit a regulation compliant Cohort Default Rate Management Plan to the Department of Education. We would then be monitored by the Department of Education until our cohort default rate dropped below 30.0. This would involve a significant investment in staff time and, in all likelihood, would require a redeployment of some institutional resources as part of implementing the default prevention plan.

It is not a foregone conclusion, however, that Shasta College will be at or above the compliance threshold for FY 14 or FY 15. Shasta College has a recent history of 'sub-30%' CDRs as follows:

FY10 (3 year) 27.7
FY11 (3 year) 18.2
FY12 (3 year) 19.2
FY 13 (3 year) projected 24.22
Parker Pierson and Associates (PPA), consultants employed by the Chancellor's office to assist schools with default prevention matters, has advises Shasta College that our projected FY 14 CDR may be problematic. We are advised that, for FY 14, projected CDRs for nearly all schools in the system have increased, including Shasta College. As of June 2015, the last time PPA calculated projected CDRs for FY 13/FY14/FY15, PPA indicated that we would need a 'cure rate' of 42% to finish FY 14 below the compliance threshold of

30%. The 'cure rate' is simply a percentage of current and projected delinquent borrowers who would have to avoid default within the cohort period in order to achieve a certain final cohort default rate. PPA projected that Shasta College would need a cure rate of 60%...meaning that 60% of current and projected delinquent accounts would have to be satisfactory resolved...in order for Shasta College to achieve a final FY 14 CDR below 25%.
SSLO/SAO Status: Active
PLO Assessment Cycle: 2015-2016
Start Date: 08/10/2015

2014-15 Federal Work Study -Job Placement/Completion - The federal work study program will successfully place at least 80% of all students eligible and have a success rate of at least 70%. This will be measured based on data evaluations and survey's administered to students.
SSLO/SAO Status: Inactive
PLO Assessment Cycle: 2014-2015
Start Date: 08/22/2011
Inactive Date: 05/27/2016

Data Collection - 2015/16 Academic Year
The work study coordinator compiles and tracks data for students awarded work study. The following are a result of the data collected:

Criterion for Success across all sections: 15/16
Placement: One job fair (Tehama came to the main campus).

Finger Printing: Historically fingerprinting has been completed for all students working in an elementary setting. Starting the 15/16 academic year all students participating in the FWS program were finger printed. The process opened earlier than usual to account for the time it takes for finger printing to process. The process opened in May/June of 2015.

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
2013-14 FWS Placement - Students will be able to adhere to deadlines and accurately complete all necessary forms for financial aid using technology. This learning outcome will be demonstrated through the federal work study program. This learning outcome will be applied to the overall financial aid process **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2013-2014 **Start Date:** 07/01/2013 **Inactive Date:** 06/30/2014	**Presentation/Performance -** Federal Work Study Placement Workshop: 7 workshops held May 15, June 4, July 9, July 17, July 23, August 7 and August 15 **Criterion for Success across all sections:** Student must complete 13/14 FAFSA, request Federal Work Study, submit necessary documents by 6/30/13 and attend FWS Orientation. Student must attend workshop and complete employment packet to be placed **Notes:** Students that completed the process 73% students were retained in the program: 67 students 49 completed the program. **Related Documents:** Fall-13 FWS Learning Outcomes Fall-14 FWS Student Orientation Workshop	**Reporting Period:** 2013-2014 **Criterion Met:** Yes A change in placement processes has shown an improvement of student retention and successful linking of student skill sets to job skills. (05/05/2014) **Assessment Submitted by:** Connie Barton **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 67 **N - Number successfully completing the SSLO/SAO:** 49 **Percent Passing Learning Outcome:** 0.73	**Application of Results:** The process was further refined for the 14/15 year. The job fair was expanded to include all job sites and student workers. (05/05/2014)
		Reporting Period: 2013-2014 **Criterion Met:** Yes 81 students scheduled to attend FWS Orientation Workship; Students must attend and complete employment packet for job placement 70 confirmed attendance 86% workshop participation rate 64 students were placed 64/70 91% Placement rate (09/16/2013) **Assessment Submitted by:** Connie Barton **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Fall 2013) **D - Number who were assessed for this activity:** 81 **N - Number successfully completing the SSLO/SAO:** 70 **Percent Passing Learning Outcome:** 86	**Application of Results:** Retention of students in the Federal Work Study Program maintained an 83% retention for Fall 2013 (64 students, 11 w/d from program) (01/08/2014)
2013-14 Financial Aid - Students will be able to adhere to deadlines and accurately complete all necessary forms for financial aid using technology. This learning outcome will be demonstrated to all students utilizing the overall financial aid process **SSLO/SAO Status:** Inactive **PLO Assessment Cycle:** 2013-2014 **Start Date:** 07/01/2013 **Inactive Date:** 06/30/2014	**Survey -** STUDENT SATISFACTION SURVEY FALL 2013 MEAN 4.0 LIKERT SCALE 4 POINT SCALE 1 STRONGLY DISAGREEE ANF 4 STRONGLY AGREE **Criterion for Success across all sections:** A ranking of 3.5 to be considered as a baseline **Notes:** Below 3.5 Phone system is effective and return of phone call or email	**Reporting Period:** 2013-2014 **Criterion Met:** Yes results fell below 3.5 for phone and return of email communication. Students did not feel they received a timely response. The most common reason for students to visit the office was to inquire about financial aid and scholarship info (01/31/2014) **Assessment Submitted by:** Connie Barton Director of Financial Aid **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Fall 2013)	**Application of Results:** As of 7/1/14 a pilot project was organized to improve phone response to students. A student worker was placed on the phones between the hours of 10 -4 to answer general questions of students. For information specific to the student, a return call or request the student to come in with picture id. Email communications to students

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		D - Number who were assessed for this activity: 32 **N - Number successfully completing the SSLO/SAO:** 32 **Percent Passing Learning Outcome:** 100	are under review for clarity and ease of understanding. (07/21/2014)

Assessment: Service Four Column

SSLO/SAO (SSV) - Transfer Center

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
SSLO - Student awareness of transfer process - As a result of participating in transfer services and activities, students will report an increased awareness of the transfer requirements and processes. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2012-2013 **Start Date:** 11/20/2012	**Survey -** A random sampling of students participating in transfer services and activities will complete self-report exit surveys. **Criterion for Success across all sections:** This learning outcome will be met if 75% of students indicate an increase in their awareness of the transfer requirements and processes.	**Reporting Period:** 2015-2016 - Fall 2015 **Criterion Met:** Yes During Spring 2016, 27 students attended three transfer fieldtrips: Humboldt State (March 25); Southern Oregon University (April 1) and Chico State (April 29). The majority of students had participated on previous university visits. As a result of participating in an organized campus visit, 96% of those surveyed believed that they have more information on which to base their decision to apply or not to a particular university. 93% of the students surveyed were able to identify two things that they learned about this particular university that they didn't know before. (06/30/2016) **Assessment Submitted by:** Tim Johnston **Level of assessment reported (SSLO/SAO):** SSLO **Semester assessed:** 2015-2016 (Spring 2016) **D - Number who were assessed for this activity:** 27 **N - Number successfully completing the SSLO/SAO:** 25 **Percent Passing Learning Outcome:** 93 **SLO to be used as GELO?:** No **Related Documents:** Transfer_ADT DEGREES AWARDED 2013-2014-as of 7-21-14.docx Transfer_Center_SSLO_S16_F15.xlsx	**Application of Results:** A large number of students met this criteria. The Transfer Center will continue to offer university field trips to promote transfer awareness. The Center will continue assessing student awareness through at least the next cycle to determine a continued trend. (07/25/2016)
		Reporting Period: 2015-2016 - Fall 2015 **Criterion Met:** Yes Fall 2015: During the Fall 2015 semester, students visited the following universities / events: UC Davis (09/18), Sonoma State (09/25), AMSA Pre-Health/Medical	

Conference (10/10), Chico State (10/24) and Sacramento State (11/13). As a result of participating in this organized campus visit, 100% of the students surveyed (n=66) believed that they now have a better understanding of the programs and services offered at a university such as the one they visited with 79% (52/66) believing this to be "definitely true". As a result of participating in this organized campus visit, 100% of the students surveyed (n=67) believed that they now have more information on which to base their decision to apply or not apply to the university that they visited. 86% (n=56) of students surveyed were able to identify three things that they learned about this university that they didn't know before the visit. Verification is attached. (02/26/2016)
Assessment Submitted by: Janet Bittner, Daniel Valdivia, Tim Johnston
Level of assessment reported (SSLO/SAO): SSLO
Semester assessed: 2015-2016 (Fall 2015)
D - Number who were assessed for this activity: 66
N - Number successfully completing the SSLO/SAO: 56
Percent Passing Learning Outcome: 86
SLO to be used as GELO?: No
Related Documents:
AMSA SAO 10.8.2015.pdf
Transfer Center_SSLO_data_F15
CHICO State_SSLO 10.24.2015.pdf
DAVIS SAO 9.18.2015.pdf
Sac St 11.13.2015.pdf
SONOMA 9.25.2015.pdf

Reporting Period: 2015-2016 - Fall 2015
Criterion Met: Yes
Spring 2015: Data was collected on students who attended Transfer Center workshops during the spring 2015 semester. There were a total of four workshops, with 23 surveys completed. Students were asked, "Before attending this workshop, how would you rate your knowledge of this topic?" Scores ranged from Low (1) to High (5). The results showed that 8.6% of students rated their knowledge at above average (scores of 4 or 5) before the workshop.

Students were also asked, "After attending this workshop, how would you rate your knowledge of this topic?" Scores again ranged from Low (1) to High (5). The results showed that 82.6% of students rated their knowledge at above average (scores of 4 or 5) after the workshop. No students rated their knowledge of the topic at below average after attending the workshops. Of the 23 surveys completed, one survey (4%) showed no increase or decrease of student knowledge. Twenty-two surveys (96%) showed an increase in student knowledge. A meeting on 10/26/15 (see attached agenda) with Sonia Randhawa and myself, allowed us to come to the conclusion that when possible, in-person workshops in Tehama, Trinity and Intermountain would help to increase access to these workshops since ITV was no longer an option as of fall 2015. When in-person workshops are not possible, CCC Confer, recorded video presentations or PPT presentations would serve as an alternative to our outlaying areas. It would benefit to have a space in the Transfer Center for workshops, possibly ITV. An initiative was submitted to remodel the Transfer Center and add in ITV capabilities. (11/02/2015)
Assessment Submitted by: Daniel Valdivia
Level of assessment reported (SSLO/SAO): SSLO
Semester assessed: 2014-2015 (Spring 2015)
D - Number who were assessed for this activity: 23
N - Number successfully completing the SSLO/SAO: 22
Percent Passing Learning Outcome: 96
SLO to be used as GELO?: No
Related Documents:
Spring 2015 Transfer Center Survey
F15 Workshop meeting with Sonia.docx

Reporting Period: 2014-2015
Criterion Met: Yes
Fall 2014: Data was collected on students who attended Transfer Center workshops during the Fall 2014 semester. There were a total of eight workshops offered, with 86 surveys completed. Students were asked, "Before attending this workshop, how would you rate your knowledge of this topic?" Scores ranged from Low (1) to

High (5). The results showed that 16% of students rated their knowledge at above average (scores of 4 or 5) before the workshop. Students were also asked, "After attending this workshop, how would you rate your knowledge of this topic?" Scores again ranged from Low (1) to High (5). The results showed that 92.8% of students rated their knowledge at above average (scores of 4 or 5) after the workshop. No students rated their knowledge of the topic at below average after attending the workshops. Of the 85 surveys completed, six surveys (7.1%) showed no increase or decrease of student knowledge. Seventy-nine surveys (92.9%) showed an increase in student knowledge. (03/25/2015)

Assessment Submitted by: Daniel Valdivia
Level of assessment reported (SSLO/SAO): SSLO
Semester assessed: 2014-2015 (Fall 2014)
D - Number who were assessed for this activity: 85
N - Number successfully completing the SSLO/SAO: 79
Percent Passing Learning Outcome: 92.9
SLO to be used as GELO?: No
Related Documents:
Transfer Center_Workshops Survey Fall 2014.docx

Reporting Period: 2013-2014
Criterion Met: Yes
Fall 2013/Spring 2014: Data was collected on students who attended college trips to Sacramento State University (Oct. 5, 2013), Southern Oregon University (March 5, 2014), and Chico State University (April 25, 2014). 100% of the stduents believed that as a result of participating in this organized campus visit, they now have a better understanding of the programs and services offered at this university with 44/68 (65%) believing this is "definitely true" and 24/68 (35%) believing this is somewhat true. 96% of the students surveyed believed that by participating in this organized campus visit they had more information on which to base their decision to apply or not to this university. 48/66 (73%) believed this was definitely true and 15/66 (23%) believed this was somewhat true.

(07/24/2014)

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		Assessment Submitted by: Daniel Valdivia / Tim Johnston **Level of assessment reported (SSLO/SAO):** SSLO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 68 **N - Number successfully completing the SSLO/SAO:** 68 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** Yes **Related Documents:** Transfer Center SSLO 1.1_S14.docx Transfer Center SSLO 1.2_S14.docx Transfer SSLO 1.2_additional_F13S14.pdf	
		Reporting Period: 2012-2013 **Criterion Met:** Yes Students stated the information they learned as a part of the campus visit helped them determine the likelihood of transferring to this 4-year university. (06/25/2013) **Assessment Submitted by:** Sandra Hamilton Slane **Level of assessment reported (SSLO/SAO):** SSLO **Semester assessed:** 2012-2013 (Spring 2013) **D - Number who were assessed for this activity:** 21 **N - Number successfully completing the SSLO/SAO:** 17 **Percent Passing Learning Outcome:** 81	
		Reporting Period: 2012-2013 **Criterion Met:** Yes Students demonstrated increase in learning. Average of responses ranged from 2 to 4.3 / 5 prior to workshops, and from 4.6- 5 after the workshops. (06/05/2013) **Assessment Submitted by:** Sandra Hamilton Slane **Level of assessment reported (SSLO/SAO):** SSLO **Semester assessed:** 2012-2013 (Fall 2012) **D - Number who were assessed for this activity:** 15 **N - Number successfully completing the SSLO/SAO:** 14 **Percent Passing Learning Outcome:** 93	
SAO - Promotion of AA-T/AS-T degrees - The Transfer Center will increase the number of students pursuing AS-T / AA-T degrees by expanding outreach and promotion of	**Report/Audit - Internal -** Counselors will conduct an audit to identify factors that contribute to successful completion of these degrees by students including assessment	**Reporting Period:** 2014-2015 **Criterion Met:** Yes Between fall 2013 and spring 2014, 89 degrees were awarded. Throughout 2014-2015, the Transfer Center has focused on the outreach and promotion of ADT degrees.	

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
these degrees as they become available **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2013-2014 **Start Date:** 11/20/2012	placement levels, course-taking patterns, and use of workshops and other transfer services. **Criterion for Success across all sections:** TBD	Efforts include ADT promotional banners throughout campus and highlighting the importance of ADTs at department, division and Instructional Council meetings. Between fall 2014 and spring 2015, 128 degrees were awarded which is an increase of 39 degrees. Result show a significant increase in degrees awarded between 2013-14 and 2015-16. Funding to promote these degrees may have been a factor in this increase. By increasing our degree promotion funding and outreach efforts, we may see an increase in degrees awarded. (11/02/2015) **Assessment Submitted by:** Daniel Valdivia **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2014-2015 (Summer 2015) **D - Number who were assessed for this activity:** 128 **N - Number successfully completing the SSLO/SAO:** 128 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** No **Related Documents:** ADT Stats 13-14 and 14-15.docx **Reporting Period:** 2014-2015 **Criterion Met:** Yes 27 ADT degrees were awarded Fall 2013. Throughout 2014-2015, the Transfer Center has focused on the outreach and promotion of ADT degrees. Efforts include ADT promotional banners throughout campus and highlighting the importance of ADTs at department, division and Instructional Council meetings. As of March 23, 2015, 63 ADT degrees have been awarded compared with 42 ADT degrees as of July 21, 2014. (04/02/2015) **Assessment Submitted by:** Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2014-2015 (Spring 2015) **D - Number who were assessed for this activity:** 63 **N - Number successfully completing the SSLO/SAO:** 63 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** No **Related Documents:** Transfer Center_ADT_S15.docx	

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
		Reporting Period: 2013-2014 **Criterion Met:** Yes 27 ADT degrees were awarded Fall 2013. 15 ADT degrees were awarded Spring 2014 as of 7/21/2014. Throughout Spring 2014, the Transfer Center has focused on the outreach and promotion of these degrees. The number of ADTs awarded will serve as a baseline to assess the impact of promotion over time. Please refer to the attached documentation. (07/24/2014) **Assessment Submitted by:** Daniel Valdivia / Tim Johnston **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2013-2014 (Spring 2014) **D - Number who were assessed for this activity:** 42 **N - Number successfully completing the SSLO/SAO:** 42 **Percent Passing Learning Outcome:** 100 **SLO to be used as GELO?:** Yes **Related Documents:** Promoting a Degree with a Guarantee_150 by '15 campaign.docx Transfer_ADT DEGREES AWARDED 2013-2014-as of 7-21-14.docx	**Application of Results:** The Transfer Center will continue to focus on the promotion of ADTs. The Center has invested in 14 roll-up ADT promotional banners to be displayed throughout campus. Additionally, the "Don't Cancel That Class Meeting" initiative is intended, in part, to promote ADT degrees. Consistent with Chancellor Office goals, the Transfer Center plans to increase the number of ADTs by 5% per year over the next 5 years. (07/16/2014)
SAO - Student Satisfaction - Students utilizing the Transfer Center will report that they were satisfied with the services that they received. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2013-2014 **Start Date:** 01/09/2014	**Survey -** A random sampling of students participating in transfer services and activities will complete a self-report exit survey asking them about their level of satisfaction with Transfer Center Services. **Criterion for Success across all sections:** The area outcome will be met if 85 percent of students respond with "Strongly Agree" or "Agree" to the survey question, "Overall I am satisfied with the service(s) I received".	**Reporting Period:** 2015-2016 - Fall 2015 **Criterion Met:** Yes Fall 2015: Of the 30 students that were randomly sampled, 96% of students responded to the statement, "I received excellent service today" with "Strongly Agree" or "Agree". Survey results indicated a high degree of satisfaction. The one student that made up the other 4% of surveys marked "Strongly Disagree" on questions 1-9. However it possible to conclude that the student mistakenly marked this option since under the comments section of this survey the student wrote, "Super helpful as always". (01/20/2016) **Assessment Submitted by:** Daniel Valdivia **Level of assessment reported (SSLO/SAO):** SAO **Semester assessed:** 2015-2016 (Fall 2015) **D - Number who were assessed for this activity:** 30 **N - Number successfully completing the SSLO/SAO:** 29 **Percent Passing Learning Outcome:** 96 **SLO to be used as GELO?:** No	

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results

Related Documents:
Surveys.pdf
Summary of Surveys.docx

Reporting Period: 2013-2014
Criterion Met: Yes
Spring 2014: 100% of the respondents agreed or strongly agreed with the statement "Overall I am satisfied with the service(s) I received". (mean=3.81; n=27) 100% of respondents also agreed or strongly agreed with the statements "I received excellent service today" and "I received the answer(s) I needed today". 93% strongly agreed and 7% agreed with the statement that "staff members were helpful and friendly". Survey results indicated a high degree of satisfaction without any disagreement on any statement. (07/16/2014)
Assessment Submitted by: Daniel Valdivia / Tim Johnston
Level of assessment reported (SSLO/SAO): SAO
Semester assessed: 2013-2014 (Spring 2014)
D - Number who were assessed for this activity: 27
N - Number successfully completing the SSLO/SAO: 27
Percent Passing Learning Outcome: 100
SLO to be used as GELO?: Yes
Related Documents:
Transfer Center Satisfaction Survey Results Spring 2014 Full Results.pdf

Application of Results: Transfer Center staff will continue to assess student satisfaction and work to increase the number of respondents. (07/16/2014)

Reporting Period: 2013-2014
Criterion Met: Yes
Fall 2013: Of the 31 students that were randomly sampled, 93.55 percent of students responded with "Strongly Agree" or "Agree". (01/09/2014)
Assessment Submitted by: Daniel Valdivia
Level of assessment reported (SSLO/SAO): SAO
Semester assessed: 2013-2014 (Fall 2013)
D - Number who were assessed for this activity: 31
N - Number successfully completing the SSLO/SAO: 29
Percent Passing Learning Outcome: 93.55
SLO to be used as GELO?: No

SAO - Promotion of TAG - The

SSLOs / SAOs	Means of Assessment and scoring criteria	Results	Application of Results
Transfer Center will increase the number of students pursuing University of California (UC) Transfer Admission Guarantees (TAGs) by expanding outreach and promotion of this program. **SSLO/SAO Status:** Active **PLO Assessment Cycle:** 2015-2016 **Start Date:** 11/02/2015			

Area	22a). Total Number of Student / Learning Support Activities	22b). # Student / Learning Support Activities with Ongoing Assessment		
Admissions and Records	1	1		
Assesment	1	1		
CalWORKs	1	1		
CARE	1	1		
Career Center /Student Employn	1	1		
Counseling	1	1		
DSPS	1	1		
EOPS / CARE	1	1		
Financial Aid	1	1		
FKCE	1	1		
Gateway to College	1	1		
Health and Wellness Center	1	1		
Library	1	1		
Student Housing	1	1		
Student Life	1	1		
Transfer Center	1	1		
TRiO SSS	1	1		
TRiO Talent Search	1	1		
TRiO Upward Bound	1	1		
Total	19	19		

Q#	Question	Answer 2017	Answer 2016	Answer 2015
26a	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation)		19	19
26b	Number of student and learning support activities with ongoing assessment of learning outcomes		19	19

County	ZIP	Distinct count of Student
Alameda	94536	1
	94538	1
	94539	1
	94550	1
	94566	1
	94605	1
	94606	1
	94607	1
	94701	1
	94707	1
Amador	95601	1
	95640	1
	95642	1
	95665	1
	95666	1
	95685	1
Butte	95917	1
	95926	10
	95927	3
	95928	7
	95938	2
	95948	1
	95954	2
	95965	2
	95966	3
	95967	1
	95969	5
	95973	8
Calaveras	95249	1
Colusa	95912	2
	95932	1
	95955	5
	95987	1
Contra Costa	94513	3
	94530	1
	94556	1
	94565	1
	94598	1
Del Norte	95531	19
	95548	1
	95567	1
El Dorado	95667	1
	95682	1
	95684	1
	95762	2
	96150	2

County	ZIP	Count
Fresno	93631	1
	93705	1
	93727	1
Glenn	95939	1
	95943	1
	95951	2
	95963	18
	95988	6
Humboldt	95501	10
	95503	7
	95519	6
	95521	3
	95526	1
	95534	1
	95536	1
	95537	1
	95540	4
	95546	2
	95551	1
	95556	2
	95564	1
	95573	4
Imperial	92227	1
	92251	1
Kern	93215	1
	93307	1
Lake	95426	1
	95451	1
	95453	2
	95457	1
	95461	1
	95467	1
	95485	2
Lassen	96009	8
	96130	15
	96137	1
Los Angeles	90250	1
	90723	1
	90803	1
	91354	1
	91401	1
	91792	1
	93535	1
	93551	1
Madera	93614	2
	93638	1
Marin	94930	1

	94949	1
Mariposa	95338	1
Mendocino	95437	1
Merced	95322	1
Modoc	96006	2
	96054	1
	96101	14
	96104	3
	96108	1
	96112	1
	96116	2
Monterey	93906	1
	93907	1
	93927	1
	93950	1
Nevada	89032	1
	95949	2
	95959	2
	96160	1
	96162	1
NULL		3
	03253	1
	03880	1
	05630	1
	12244	1
	20901	1
	20906	1
	28104	1
	29445	1
	32119	1
	32907	1
	33034	1
	33140	1
	33484	1
	46816	1
	48640	1
	59405	1
	59501	1
	69001	1
	75040	1
	76116	1
	77044	1
	80817	1
	84321	1
	85716	1
	86056	1
	89002	1

	89005	2
	89027	1
	89110	1
	89149	1
	89408	1
	89506	1
	91000	1
	92078	1
	92694	1
	92860	1
	92880	1
	93619	1
	94505	1
	94534	3
	96004	1
	96018	1
	96127	1
	96602	1
	96607	1
	96706	1
	96743	1
	96744	3
	96797	1
	96902	1
	97023	1
	97124	1
	97321	1
	97367	1
	97381	1
	97401	1
	97502	1
	97503	1
	97504	1
	97530	1
	97601	1
	97603	2
	97633	1
	97701	1
	98229	1
	98405	1
	98664	1
	99601	1
	99610	1
Orange	90622	1
	92660	1
	92691	1
Placer	95603	2

	95648	2
	95677	1
	95747	1
Plumas	95947	1
	95971	3
	96020	3
	96105	1
	96122	2
Riverside	92201	1
	92545	2
	92549	1
	92552	1
	92562	1
	92582	1
	92591	2
	92595	1
Sacramento	95608	1
	95610	1
	95624	1
	95628	2
	95655	1
	95660	1
	95820	1
	95823	1
	95824	1
	95834	2
	95835	2
	95838	2
San Benito	95023	1
San Bernardino	91701	1
	91710	1
	91763	1
	92277	1
	92407	2
San Diego	92028	1
	92029	1
	92064	1
	92105	1
	92126	1
	92129	1
San Francisco	94110	1
	94112	1
	94118	1
	94122	2
	94132	1
San Joaquin	95206	2
	95219	1

	95240	1
	95336	1
San Luis Obispo	93422	1
San Mateo	94002	1
	94404	1
Santa Barbara	93102	1
	93105	1
Santa Clara	94306	1
	95032	1
	95111	1
	95120	1
	95129	1
Shasta	07627	1
	96001	1,370
	96002	1,432
	96003	1,932
	96007	860
	96008	74
	96011	3
	96013	65
	96016	6
	96017	1
	96019	393
	96022	649
	96028	12
	96033	14
	96040	2
	96047	10
	96049	71
	96051	25
	96056	17
	96062	47
	96065	7
	96069	31
	96072	1
	96073	210
	96076	5
	96079	1
	96084	15
	96087	38
	96088	113
	96089	14
	96096	29
	96099	49
	96501	1
Sierra	96118	1
Siskiyou	96023	2

	96025	5
	96027	4
	96032	5
	96037	1
	96038	1
	96039	1
	96044	1
	96058	1
	96064	6
	96067	8
	96086	1
	96094	11
	96097	9
	96134	1
Solano	94533	1
	95620	1
	95688	1
Sonoma	94952	2
	94954	3
	94972	1
	95409	1
Stanislaus	95350	1
	95357	1
	95361	2
	95363	1
Sutter	95982	1
	95993	2
Tehama	09459	1
	27705	1
	96021	194
	96029	2
	96035	82
	96055	74
	96059	12
	96074	1
	96075	2
	96078	8
	96080	1,014
	96090	2
	96092	6
Trinity	95527	1
	95563	3
	96010	2
	96024	17
	96041	16
	96048	7
	96052	21

	96091	4
	96093	103
Tulare	93247	1
	93274	1
Tuolumne	95370	1
Ventura	93001	1
	93010	1
	93021	1
Yolo	95618	1
	95691	1
	95695	2
Yuba	95692	1
	95918	1
	95922	1
	95925	1