Shasta College

Student Services Council Retreat
March 28, 2018 • 9:00 AM
Room 2314

MINUTES

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

Breakfast / Welcome

Setting the Stage

- Chancellor's *Vision for Success*: Budget, Categorical Consolidation & Guided Pathways
- Shasta College's Educational Master Plan - Strategic Plan – Integrated Plan – Enrollment Management Plan
- Cross walking the Vision for Success / Guided Pathways and Integrated Plan / Enrollment Management Plan

Self-Reflection: Guided Pathways and Student Support Services

- EOPS/PACE - Many great changes in disability services. Examples, changing of name from DSPS to PACE, change in classes to COWL, moved around some offices, improvements to intake and combining assessment/testing programs. There are now 14 staff in the department and their adaptability and openness to changes has been impressive.

- A&R and Financial Aid - One-stop implementation. Bringing together A&R and Financial Aid staff, Grateful for flexibility and how staff have embraced the changes and cross training. All of the staff are also embracing new technology. Campus Logic being implemented very soon. Flexible schedules has had a positive impact on staff and morale as well.

- CalWORKs – The program has landed on a process that works for everybody. The staff is together and positive changes have been taking place in regards to how Student Services is being innovative and inspiring culture change. Also positive recognition for how the IT department has also appeared more open to changes.

- TRiO – There had been silos between the SSS, Talent Search and Upward Bound programs, but they have worked on merging the knowledge and support between staff. Staff feeling more supported.

- Student Life – Most proud of two new programs, Global Ed and UMOJA, and being the support team for international students and UMOJA program students. Also proud of the summer program and their workin with the Korean students. They have begun working with Pacific Sky to begin advertising the program more. There is also potential for additional rapid growth, and one example is a potential partnership with Moriyoka University in Japan. Taylor is doing a great god with Global Ed. Michael is doing a remarkable job with UMOJA. Students are coming in for tutoring. In the Fall they are starting a STU1 class for the UMOJA students and Sonia Randhawa will teach the course. Michaela and Sonia have also been recruiting for UMOJA at the high schools.

- Research - The Research Department put together an impressive Resource Fact Book, which can be found on the website in the Resources for Faculty and Staff area. Also proud of the Research staff's contributions to prepare for Accreditation. Also noted was that North State Together is gaining momentum and Sarah is creating space to a little more work for that program.

- Office for Equity and Inclusion – Staff has been stepping up to connect students with a lot of referrals and resources. They find that students still aren't aware of certain services. They are also always continuing to do research. They are please to find more staff involvement in topics regarding equity. Exploring opportunities for being involved in Guided Pathways.

- Enrollment Services – Proud of the collaboration work taking place with the English and Math Departments. They have been open and led the charge regarding multiple measure assessment MMAP. They have done a lot of work. First Year Free program, which happened so fast. Asking high school counselors what the criteria should be. Their input has impacted the plan. Still working on the coding.

- Side notes
  - A recent charter school orientation meeting underscored the impact of the dual enrollment and concurrent enrollment programs and the impact of Shasta College in the community.
  - National Journal Article – How highly competitive UC and Cal States are becoming.

Vision for Success

Vision for change is focused on students' goals and needs. Put students first.

Current Chancellor – Changes in regarding to there being emphasis and focus on outcomes and completion.

Board of Governors
Strategic Vision
114 communities across the state
2.1 million students being served

1. Most CCC students never achieve a goal
2. Increase by at least 20 percent the number of students completing certificates, credentials, degrees and specific skill sets that prepare them for an in-demand job
3. Transfer increase by 35 percent
4. Reduce number of units accumulated by CCC students earning associate's degrees
5. Increase the percent of exiting CTE students who report being employed in their field of study
6. Increate number of students jobs
7. Close achievement gaps – Reduce regional achievement gaps across all of the above measures

Integrated Plan Goals 2017-2019

1. First Year Persistence
2. Three-Year Completion Rate
3. Undergraduate Credential Awarded per 100 FTE Undergraduate Students
4. Course Success
5. Improved Throughput

Shasta College Vision for Success
Connecting to the Board of Governors
Coversheet of the Shasta College Strategic Plan

Add …all identified equity populations (including ethnicity, and gender, foster youth, students with disabilities, low income status, veterans, homeless status and LGBTQ+
Question regarding adding note regarding first generation students.

What goal are we trying to achieve as a state?
Source of Analysis - There were 102,761 associate degrees, certificates, credit and noncredit awards in career technical fields awarded in the CCC's oi 2015-2016.
What we have set locally is to increase by 2 percent the number of completions in the next 2 years.

Review

Institutional Goal 1
Shasta will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates and transfer requirements.

Institutional Objective 1.1
Increase the number of students who complete degree applicable courses, including math and English, by the end of the

Goal - By end of first year, every student will have completed English and Math course general ed classes and one degree applicable course.
    Some high school are encouraging students to complete English 1A.
    Most dual enrollment courses are degree applicable, as well as transfer applicable.

    Activities
    A. Scale up best practices such as multiple measures, accelerated course options, co-requisite models and English and match success academies to ensure that more student enroll in degree applicable courses as they enter Shasta College.
        a. Strike credit-bearing and change to degree applicable.
        b. Add embedded supports
    B. Develop/enhance CTE, degree or career pathway specific math and English courses to ensure course success, completion and career readiness.
    C. Use equity
    D. Investigate

Institutional Objective 1.2

In accordance with the Chancellor's Office Vision for Success Goal…
Changes - …accelerate the rate of completion each academic year by incentivizing front end enrollment and through the implementation of a Guided Pathway Approach to student success.

Activities
    A. Implement and/or scale best practices…
    a. Change or add to Supplemental instruction to embedded support.
    b. Also add to end "increase the rate of student attainment through the use of …."
    c. Case management

    B. Reduce time to completion and/or number of units accumulated in degree attainment…
        a. Change "early warning" to "early alert"
        b. Mention dual enrollment (maybe leave out)
        c. Student need based scheduling
        d. Course scheduling cancellation
            o Optimizing full time enrollment – 15 is the new full time
            o Promote advantages/benefits of completion of 30 units in a year
                ▪ Year round Pell Grant
            o Impact on students
            o Pace to complete is a bit more accurate(language in completion grant)
                ▪ Opens up 12 unit semester, with 3 unit summer course
            o Vision of success is completing in 3 years

C. Implement the Integrated Plan...
D. Redesign web interface and on-line accessible tools...
    a. Change "support student intake" to "support student matriculation"
E. Implement best practices to proactively confer degrees and certificates to students...
    a. Game changer if decide to auto award degrees
F. Promote and track participation in internal and external professional development...
    a. Suggestion to include language regarding staff keeping up to date, remaining current with trends. Expand staff awareness. Leverage faculty and staff
    b. Do we want to add an activity Instead of units attained, units towards
G. Promote annual Innovation Mini-Grants to enhance...

Add two new points:

H. Advocate for course scheduling/cancellation practices that reduce time to completion and optimize full-time enrollment.
I. Educate students about the advantages and benefits of achieving full time enrollment (30 units a year).
Accelerate rate of completion with incentives first year free, last year free, summer free?

Institutional Objects 1.3
In accordance with CCCCO Vision...

Activities
A. Increase the number of students who annually attain ADT...
    a. Dual enrollment/Concurrent
B. Enhance integration of Transfer Center with pathway programs...
    a. Add in language about transfer support programs and university partnerships
    b. Spell out acronyms for ACE and BOLD
C. In cooperation with K-12 partners, expand transfer pathways...
    a. Who are the K-12 partners? Add in other programs such as Reach Higher Shasta, Expect More Tehama, North State Promise
    b. Delete BOLD
    c. K-12 partnerships
    d. More explicitly spell out College Connections, Gateway to College?
    e. Conversations should start sooner regarding college readiness – focus on middle school
    f. Sarah Phillips mentioned connecting with Rob Adams with Reach Higher and they work they are doing with middle schools.
D. Attain specialized accreditation of the Shasta College Dual Enrollment Program...
E. Develop strong advocacy for the continuation of the Health information...

Institutional Goal 2
Shasta will use technology and other innovations to provide students with improved access....

Institutional Objective 2.1
Improve access to instruction through a variety of innovative practices.
Suggestion to change to Through a Guided Pathway framework improve access to instruction through a variety of innovative practices.

Activities
A. Implement technology improvements that support instruction...
B. Work within Chancellor's Office Guidelines...
    a. Apply for and **work to achieve** Center Status for the Tehama Campus
C. Develop extended education sites as learning hubs...
D. Through participation in the California Community Colleges technology Center's...
E. Expand academic support strategies...

F. Off full degree and certificate sequences in online format
G. Expand ACE degree offerings and implement additional ACE cohorts during…
    a. Change on-line to online
H. Addition – Increase

Suggestion to include 1.2 F in this section as well

Institutional Objective 2.2
Improve access to student services through a variety of innovative practices

Activities
A. Expand access to student support services…
    a. Change on-line to online
B. Implement technology..
    a. Change "student intake" to "student enrollment"
    b. Should we call out and add to list of technology innovations, Campus Logic, iGrad, Self Service, Shasta Summit (Starfish)
    c. Updated mobile app services (Dublabs)
C. Develop and implement marketing strategies to increase the overall student…
    a. Intent of language?
    b. Develop and implement strategies
    c. Inform/Communicate to all students the opportunities
    d. Change to "Create a plan for disseminating information related to programs and access to higher education with particular attention to the relevance of the information."
D. Create procedures for full maximizing new and existing technologies…
    a. Strike TracDat and CurricUNET – not student based programs
    b. Maximizing, make the most of all
    c. Change to "Implement and maximize coordinated technology solutions that engage and enrich the student experience. Create procedures for fully maximizing new and existing technology solutions to make the most of all software products acquired by the District (Dublabs updated mobile app services, Campus Logic, iGrad, Self Service, Shasta Summit)."

James is going to make a list of all the programs being used.

Institutional Goal 3
Shasta will increase students' academic and career success through civic and community…

Institutional Objective 3.1
Enhance student success…
Activities

A. Create linkages..
B. In conjunction with advisory…
    a. Clear stackable certificates with align with industry recognized certification standards
C. Increase participation in collaborative…
    a. … to improve college attainment rates.
D. Identify additional opportunities…
    a. Work with community partners
E. Promote the Shasta College Promise…
    a. Add verbiage
    b. Changes "..to minimize issues of afford-ability as a barrier to accessing postsecondary education." or "Promote the Shasta College Promise Program in order to facilitate access to postsecondary education."

Any gaps? Competency based

In 1.3 C it was called College Promise Program and in 3.1 called Shasta College Promise Program

Institutional Objective 3.2
Increase collaboration with businesses and agencies to increase student work-based…
- Add Global Ed to list

Activities
A. Develop an online portal/platform which will serve as a civic and community…
B. Enhance student success through involvement in civic and community ….
   a. Seems like this one is restating the objective. Sounds like a goal, not an activity
   b. Expand opportunities, instead of Enhance student success
C. Implement and scale the New World of Work Program to ensure that students have…
   a. What is the baseline (measurement) of expanding to an additional 2,000 students
   b. One suggestion to end with "…necessary skills to succeed in their career aspirations."
   c. Wondering if marketing should be mentioned or if it is implicitly

Institutional Goal 4
Shasta will institutionalize effective planning practice through the implementation…

Institutional Objective 4.1
Continue implementation and assessment of the integrated planning cycle…

Change to - Maintain a framework for planning activities that incorporates emerging initiatives, including District Bond Measures, changes in statewide funding formulas, and broad higher education models.

Activities
A. Continuously update and assess all necessary…
B. Conduct all Bond activities with highest focus on transparence…
C. Design premier spaces for students that maximize engagement….
D. Ensure all integrated planning opportunities are accessible…

Include notation regarding creating new building spaces. Would like to ensure that design plans are inclusive. So for example when a faculty building is being designed that inclusiveness isn't only about bringing instruction and faculty staff to the table, but that that other voices are included, such as those of students and Student Services staff.

Institutional Objective 4.2
Ensure continues compliance with all Accrediting Commission…

Activities
A. In conjunction with the first Quality Focus Essay…
   a. Include link to essay
B. Through the Annual Area Plan and Program…
C. In conjunction with the second Quality Focus Essay…
   a. Include link to essay
D. Plan for, develop, and complete the mid-term…
E. Implement findings from the Strengthening…

Institutional Objective 4.3
Provide fiscal support…

Activities
A. Ensure that the fiscal health…

B. Pursue special funding sources outside....
C. Maximize relationship with the Shasta College Foundation...

Categorical
Completion of Certificates, Credentials and Degrees
Transfer
CTE Workforce
Measured through Equity and Achievement

Questions posed:
- Should Student Services coordinate an Information Management Plan (Marketing Plan) to inform and promote benefits of completion?
- Do students really know the benefits of attaining as AA or AS degree?
- How do we manage information internally and externally?
- How many students are transfer ready vs how many transfer?

Current Marketing – Noted the recent televised Shasta College marketing outreach appears to focus more often on the less intellectual programs like Athletics and the CTE program. Would also like to see the college demonstrate what to expect at the college. It was noted that there is also the new Transfer Academy ad that focuses on students transferring to complete 4 year degrees.

- Resources

- Guided Pathways Framework
  - **Structured Onboarding Processes** including improved placement, orientation, etc. processes
  - **Responsive Student Tracking Systems** – aligned with interventions and resources to helps students stay on the pathway, persist and progress
  - **Proactive Academic And Career Counseling** – from start through completion and/or transfer, with assigned point of contact at each stage and where students are explicitly engaged in these services.

Visioning Session

- Reimagining Onboarding – Reflecting on the *"Steps to Success"*- online
- Reimagining Onboarding – Reflecting on the *"Steps to Success"*- in person
- Reimagining Counseling – Reflecting on Preventative vs. ER Care
- Reimagining K-14 Pathways – Reflecting on Dual Enrollment and College Connections
- Reimagining Buildings – Reflecting on a Welcoming Process

Enter the Path
Structured Onboarding Processes – including improved placement, orientation, etc processes

- TRiO - Explore dissemination of information. Example is that staff in TRiO recently learned about an upcoming event (Priority Registration days) May 2nd and 3rd for high school students who have completed priority registration by April 15th. Over 500 students expected to qualify for priority registration. Interested in planning ahead to provide support for students to attend, such as transportation. Sue will follow up with Natalie who will share with her and Sharon the priority registration list and a copy of the letter being sent.

- CalWORKs - Suggestion to improve process by having the student complete an intake process in which the course level is figured out prior to appointment with the counselor. Also suggested there are too many express/drop in times available, and instead we need to offer more scheduled appointments.

- Student Life - Suggested students fully engage with the online orientation and that the college is missing an opportunity. Believes that in-person sessions could be more impactful. Suggestion to

schedule Orientation dates and plan to have a full staff of counselors available, as well as have Student Life staff provide mini-tours of the campus.

- A follow up response – Information shared regarding an offering of three interactive orientations this summer targeting those students who don't complete matriculation steps until late in the game in May.

- Enrollment Services – The online Orientation is overloaded with information and students are not provided a roadmap. Need to create maps for students in regards to meta majors. Ed plans generic. Assessment and placement process is evolving. More online access.

- A&R and Financial Aid – The college use to offer in-person orientations. Also noted is an awareness that financial aid information is missing from orientation. Work needs to be done regarding identifying the programs available to students. Would like to see more students include a career exploration piece at the beginning.

- EOPS/PACE – Suggestion to include Introductory 1 unit style classes to inspire students to explore different programs, majors and certificates. Continue to improve the outreach and onboarding process of new students. Noted that Dr. Rob Johnstone, who presented on Guided Pathways for Flex Day in March had stated colleges needed to focus on the middle 65% of students and what they need in order to be successful.

Stay on the Path
Responsive Student Tracking Systems aligned with interventions and resources to help students stay on the pathway, persist and progress.

There are gaps…

Stay on the Path
Proactive Academic and Career Counseling from start through completion and/or transfer, with assigned point of contact at each stage and where students are explicitly engaged in these services.

Next steps?
- Guided Pathways
- How do we integrate so that a student seeing a TRiO counselor, who also needs to go see a STEM counselor for their major program, isn't spending extra time or duplicating efforts?
- CalWORKs only does comprehensive plans. They do not prepare abbreviated plans, because the CalWORKs program only accepts/recognizes the comprehensive plans.
- Need an integration of information.
- How does one move counseling to a meta major
- Anyone who has a one semester plan needs to be contacted to come back in to create a comprehensive plan.
- Counselors review folders for abbreviated plans and do outreach to pull those students back in.
- CTE faculty do a lot of advising.
- Personal and Professional Development: The Care and Feeding of Change Agents
  - Introduction of book – Redesigning America's Community Colleges: A Clearer Path to Student Success by Thomas R. Bailey, Shanna Smith Jaggars and Davis Jenkins.
    - Agreed upon plan is to read the Introduction through Chapter 2 and be prepared to discuss at the next Student Services Council meeting on April 18th.

NEXT MEETING
The next meeting is scheduled for Wednesday, April 18, 2018 from 9:00 am – 11:00 am in Room 2314.
Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services

California Community Colleges Chancellor's Office

Guided Pathways
at California Community Colleges

About Guided Pathways

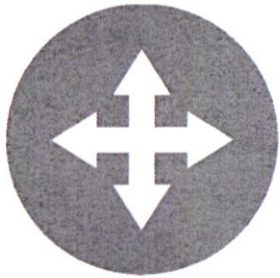**The Guided Pathways framework creates a highly structured approach to student success that:**

Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.
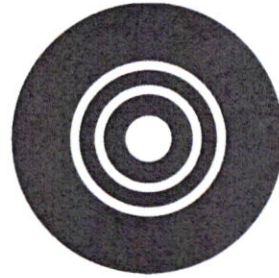
Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.
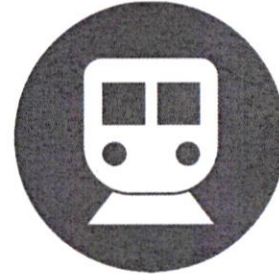
Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

Key Elements of Guided Pathways

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

Structured onboarding process including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.

Early alert systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

Instructional support and co-curricular activities aligned with classroom learning and career interests.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

What Guided Pathways Means for Students

- Less confusion and more clarity about the steps toward completion and course-taking behavior.

- More guidance from counseling or advisory early in students' journeys.

- Greater likelihood of completion, as a result of:
  - Improved placement
  - Basic skills/developmental education reform
  - Reduced unit accumulation

- Improved chances for transfer and career placement.

What Guided Pathways Means for Students

What's Different About Guided Pathways?

Guided Pathways represents a comprehensive approach to improving student completion

- Focuses on institutional transformation

- Provides an overarching framework to integrate diverse initiatives & reforms underway

- Brings together evidence-based practices into a more coherent whole

- Emphasizes interventions that work at scale

- Creates clear, intention, well-sequenced curriculum and program design

- Keeps students at the center of the (re)design process

- Is an evidence-based approach that comprehensively addresses the conditions needed for students to thrive and complete their goals

For More Information

Visit
iepi.cccco.edu/guided-pathways

or email
COGuidedPathways@cccco.edu

GUIDED PATHWAYS
at California Community Colleges

Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:
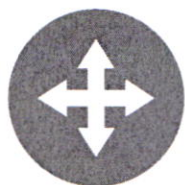
Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.

Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

09.08.17

GUIDED PATHWAYS
at California Community Colleges

Key Elements of Guided Pathways

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.

Responsive student tracking systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

Instructional support and co-curricular activities aligned with classroom learning and career interests.

09.08.17

Shasta College Integrated Plan
Goals
2017 – 2019

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

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

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

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

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

VISION FOR SUCCESS
Goals
By 2022 ...

1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

3. Decrease the average number of units accumulated by CCC students earning associate's degrees.

4. Increase the percent of exiting CTE students who report being employed in their field of study.

5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

	SSSP	E & I	BSI
Tutoring and Study Skills Development			
1.2.3 Support the Edge learning assistance program for athletes		X	
1.2.10 Expand Math Camp summer bridge activities		X	
2.1.6 Implement innovative technology-enabled services to improve access to existing on-line student support.	X		
2.2.7 Increase student access to textbooks through greater coordination/consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites		X	
2.3.3 Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education			X
2.3.4 Expand activities that support and expand access to supplemental instruction, additional screenings, Math My Way, Path2Stats, a pilot English acceleration model, and Math Camp (also 5.2.3)		X	X
3.2.4 Provide Supplemental Instructional (SI) assistance and support, particularly targeting gateway classes key to program and certificate completion, ensuring that SI leaders are trained in equity-minded practices, pedagogy and cultural responsiveness		X	
Proactive/Intrusive Counseling and Follow-up			
1.2.2 Support a part-time Outreach Counselor for students and prospective students with disabilities and other outreach populations.		X	
2.2.4 Contact students close to completion, especially from targeted populations, to assess need for additional information or support		X	
3.2.3 Expand student success and academic planning workshops in extended education sites online and on-site; promote the integration of Student Success Workshops into classes that have traditionally had high "D", "F" and "W" rates		X	
4.1.2 Evaluate follow-up services to students on academic and/or progress probation	X		
4.1.5 Promote the use of the Hobsons Starfish early alert system	X	X	
Transfer activities			
2.1.1 Increase the number of students in the ACE and BOLD programs by 5% per year	X		
2.2.2 Identify and promote Associate Degrees for Transfer		X	

2.2.3 Expand transfer activities and promote transfer offerings of particular interest to equity populations and disproportionally impacted populations		X	
3.1.4 Increase the number of students who annually attain an Associate Degree for Transfer (ADT) degrees	X		

College onboarding and readiness			
1.2.9 Expand opportunities to connect equity populations to a developing First Year Experience (FYE) program through student ambassadors who will also support students and connect them with resources. (ALSO 1.3.4; 2.1.4)	X	X	X
1.3.5 Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education.			X
4.2.2 Expand and diversify Student Development course offerings and methods of delivery, engaging counselors and Student Development instructors in developing guidelines for successful placement in particular Student Development courses and the role of such courses; training Student Development instructors in equity-minded pedagogical practices; offering a basic Introduction to College course (e.g. STU 101) for high-need, basic skills students		X	
5.3.5 Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results			X

Tutoring and Study Skills Development	SSSP	SE&I	BSI
1.2.3 Support the Edge learning assistance program for athletes		X	
1.2.10 Expand Math Camp summer bridge activities		X	
2.1.6 Implement innovative technology-enabled services to improve access to existing on-line student support.	X		
2.2.7 Increase student access to textbooks through greater coordination/consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites		X	
2.3.3 Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education			X
2.3.4 Expand activities that support and expand access to supplemental instruction, additional screenings, Math My Way, Path2Stats, a pilot English acceleration model, and Math Camp (also 5.2.3)		X	X
3.2.4 Provide Supplemental Instructional (SI) assistance and support, particularly targeting gateway classes key to program and certificate completion, ensuring that SI leaders are trained in equity-minded practices, pedagogy and cultural responsiveness		X	

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

1. **Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:**

    - **Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.**
    - **Closing achievement gaps for disproportionately impacted groups.**
    - **Improving success rates in degree attainment, certificate attainment, and transfer.**
    - **Improved identification of and support for students at-risk for academic or progress probation.**
    - **Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness**
    - **Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)**

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

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

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

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

Goal 1 First-Year Persistence

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

1.1 Student Success and Support Program

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

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

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

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

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

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

1.2 Access and Equity

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

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

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

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

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

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

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

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

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

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

1.3 Basic Skills Initiative

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

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

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

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

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

Goal 2: Three-Year Completion Rate

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

2.1 Student Success and Support Program

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

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

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

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

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

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

2.2 Access and Equity

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

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

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

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

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

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

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

2.3 Basic Skills Initiative

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

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

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

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

Goal 3: *Undergraduate Credentials Awarded per 100 FTE Undergraduate Students*

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

3.1 Student Success and Support Program

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

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

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

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

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

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

3.2 Access and Equity

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

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

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

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

3.3 Basic Skills Initiative

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

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

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

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

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

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

Goal 4: Course Success

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

4.1 Student Success and Support Program

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

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

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

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

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

4.2 Access and Equity

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

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

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

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

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

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

4.3 Basic Skills Initiative

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

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

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

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

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

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

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

Goal 5: Improved throughput

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

5.1 Student Success and Support Program

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

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

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

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

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

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

5.2 Access and Equity

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

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

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

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

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

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

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

5.3 Basic Skill Initiative

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

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

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

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

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

	ENTER the Path **Structured Onboarding Processes** including improved placement, orientation, etc. processes	STAY on the Path **Responsive Student Tracking Systems** aligned with interventions and resources to helps students stay on the pathway, persist and progress	STAY on the Path **Proactive Academic And Career Counseling** from start through completion and/or transfer, with assigned point of contact at each stage and where students are explicitly engaged in these services.
We're doing a lot… In your role, how do you support the Four Pillars of Guided Pathways?			
There are gaps … What examples have you seen of students grappling within the Four Pillars?			
Next steps … ? What are some new ways we might be able to support the Four Pillars of Guided Pathways?			

Self-Reflection: The Four Pillars of Guided Pathways

	CLARIFY the Path Clear Pathways to Employment and/or Further Education	**ENTER the Path** Help Students Choose and Enter their Path	**STAY on the Path** Help Students Stay on the Path	**ENSURE LEARNING** Ensure learning is happening with Intentional Outcomes
We're doing a lot… In your role, how do you support the Four Pillars of Guided Pathways?				
There are gaps … What examples have you seen of students grappling within the Four Pillars?				
Next steps … ? What are some new ways we might be able to support the Four Pillars of Guided Pathways?				

Self-Reflection: Visioning Student Support Services and Pathways

	Reimagining Onboarding Online Reflecting on the "Steps to Success"	**Reimagining Onboarding In-Person** Help Students Choose and Enter their Path	**Reimagining Counseling HMO vs. ER** Help Students Stay on the Path	**Reimagining K-14 Pathways** Dual, Concurrent Enrollment & College Connections / G2C / Middle College HS
What are students currently experiencing?				
What does the "ideal" process look like?				
Next steps … ? What are some things we can do to narrow the gap between "here" and "there"?				

Institutional Goal 1

Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

Institutional Objective 1.1

Increase the number of students who complete degree applicable courses, including math and English, by the end of their first year of enrollment at Shasta College.

Activities:

A. Scale up best practices such as multiple measures, accelerated course options, co-requisite models and English and math success academies to ensure that more students enroll in credit-bearing courses as they enter Shasta College.

B. Develop/enhance industry-specific math and English courses with embedded supports to ensure course success, completion, and career readiness.

C. Use equity lens and disaggregated data to evaluate efficacy of alternative placement procedures, including multiple measures, local assessments, and supplemental diagnostic tools.

D. Investigate the feasibility of implementing additional placement tools specific to returning adults and/or non-traditional students, including tools that may add additional student-specific diagnostics.

Institutional Objective 1.2

In accordance with the Chancellor's Office Vision for Success Goal, increase the number of students attaining associate degrees and Chancellor's Office approved certificates each academic year through the implementation of a Guided Pathway Approach to student success.

Activities:

A. Implement and/or scale best practices such as alternative course scheduling, cohort support, case management and supplemental instruction to increase the rate of student attainment.

B. Reduce time to completion and/or number of units accumulated in degree attainment through case management, automated education plans, accelerated course patterns, early warning systems, and clear academic program maps.

C. Implement the Integrated Plan (which aligns goals from SSSP, Equity and the Basic Skills Initiative) and report results to College Council on an annual basis.

D. Redesign web interface and on-line accessible tools to support student intake, awareness of degrees, certificates, and "Meta-Majors".

E. Implement best practices to proactively confer degrees and certificates to students for the work that has been completed including degree audits, degree reclamation and opt-out degree conferral.

F. Promote and track participation in internal and external professional development opportunities to capitalize on, and expand, the expertise of faculty and staff.

G. Promote annual Innovation Mini-Grants to enhance campus-wide creativity, interaction, and innovation.

Institutional Objective 1.3

In accordance with CCCCO Vision for Success Goal 2, increase the number of students who transfer and/or are transfer prepared annually.

Activities:

A. Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees especially those from disproportionately impacted groups.

B. Enhance integration of Transfer Center with pathway programs including ACE, BOLD, dual enrollment, and all University Programs.

C. In cooperation with K-12 partners, expand transfer pathways such as the College Promise Program, the Shasta College Honors Program, BOLD, and expanded dual and concurrent enrollment.

D. Attain specialized accreditation of the Shasta College Dual Enrollment Program and create stronger connections with the College and Career Access Pathways legislation (CCAP) and Guided Pathways.

E. Develop strong advocacy for the continuation of the Health Information Management Bachelor's Degree program and attain specialized accreditation.

Institutional Goal 2

Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

Institutional Objective 2.1

Improve access to instruction through a variety of innovative practices.

Activities:

A. Implement technology improvements that support instruction such as increased course offerings, further utilization of Canvas, and the provision of robust WIFI throughout the district.

B. Work within Chancellor's Office guidelines to apply for and receive Center Status for the Tehama Campus.

C. Develop extended education sites as learning hubs with computer access, connectivity and learning supports to ensure equal access to online learning opportunities.

D. Through participation in the California Community Colleges Technology Center's Library Services Platform project and other innovations, implement and assess a modern integrated library system to improve discovery and access to research material for students and faculty.

E. Expand academic support strategies such as on-line tutoring and/or synchronous learning supports for basic skills and general education.

F. Offer full degree and certificate sequences in on-line format with corresponding student support services as needed.

G. Expand ACE degree offerings and implement additional ACE cohorts during structured day programs, on-line (synchronous and asynchronous) and at extended education sites.

Institutional Objective 2.2

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

Activities:

A. Expand access to student support services through the development of a "One Stop" Center on the main campus, expanded support services in our extended education centers, and through additional on-line student support and communication options.

B. Implement technology innovations such as updated mobile app services, automated education plans, and a redesigned website to improve access, student intake and completion.

C. Develop and implement marketing strategies to increase the overall student participation rate of students (including those living in outlying areas) who take online or traditional courses.

D. Create procedures for fully maximizing new and existing technology solutions to make the most of all software products acquired by the District (TracDat, CurricUNET, Starfish, etc.).

Institutional Goal 3

Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses, and organizations.

Institutional Objective 3.1

Enhance student success through the cultivation and expansion of collaborative partnerships with three sectors: K-12 partners, four-year institutions, and business and industry.

Activities:

A. Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs.

B. In conjunction with advisory committees and industry partners, articulate clear, stackable certificates to increase employment options for students.

C. Increase participation in collaborative efforts to improve college attainment rates as measured by local high school graduates' college going rates, remediation rates and Shasta College's transfer rates to four-year institutions.

D. Identify additional opportunities to obtain Bachelor's degrees via partnerships with four-year colleges/universities, including an increase in student transfer opportunities.

E. Promote the Shasta College Promise Program to ensure that issues of affordability do not prevent anyone from accessing postsecondary education.

Institutional Objective 3.2

Increase collaboration with businesses and agencies to increase student work-based and experiential-based learning (e.g., internships, work experience, mentoring, volunteering, clinical experience, work study programs, advisory committees, student clubs, and service learning).

Activities:

A. Develop an online portal/platform which will serve as a civic and community engagement database (to track offerings and participation) for students, faculty, staff, and community partners to share and track information about opportunities.

B. Enhance student success through involvement in civic and community engagement opportunities (including internships and service learning opportunities).

C. Implement and scale the *New World of Work* Program to ensure that students have the 21st Century Employability Skills necessary skills to succeed in their career aspirations, including expanding the numbers of work-based learning placements, digital badging, and micro-credentials to a minimum of an additional 2,000 students.

Institutional Goal 4

Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

Institutional Objective 4.1

Continue implementation and assessment of the integrated planning cycle as described in the Integrated Planning Manual and update other plans and manuals as needed.

Activities:

A. Continuously update and assess all necessary plans that support institutional effectiveness, such as the Technology Plan, the Participatory Governance Manual, the Staff/Faculty Diversity Plan, and the Facilities Master Plan.

B. Conduct all Bond activities with highest focus on transparency, accountability, and inclusivity.

C. Design premier spaces for students that maximize engagement, contain robust WIFI, and allow for expanded learning opportunities, through the Bond Planning Process.

D. Ensure all integrated planning opportunities are accessible and fully embrace the values of equity, collegiality, civility, and student success.

Institutional Objective 4.2

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning.

Activities:

A. In conjunction with the first Quality Focus Essay, develop, assess, and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle.

B. Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results to select outcomes, and assess the implemented changes.

C. In conjunction with the second Quality Focus Essay, create a data warehouse that ensures access to valid and relevant data that includes information about disproportionate impact and promotes a culture of inquiry at Shasta College.

D. Plan for, develop, and complete the mid-term accreditation report.

E. Implement findings from the Strengthening Institutions Initiative to ensure that accreditation goals are balanced within the framework of a positive campus culture.

Institutional Objective 4.3

Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes.

Activities:

A. Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (e.g., OPEB contributions, STRS and PERS employer contributions, and the projected effects of the new funding formula) while maintaining adequate reserves at a level which does not require special borrowing (e.g., TRANs borrowing).

B. Pursue special funding sources outside of State funding (e.g., competitive grants, State categorical programs, and/or private funding) to enhance the District's mission.

C. Maximize relationship with the Shasta College Foundation to support regional partnerships, seek additional grant funding, and expand giving to support Shasta College goals and objectives.

Institutional Goal 1

Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

Institutional Objective 1.1

Increase the number of students who complete degree applicable courses, including math and English, by the end of their first year of enrollment at Shasta College.

Activities:

A. Scale up best practices such as multiple measures, accelerated course options, co-requisite models and English and math success academies to ensure that more students enroll in credit-bearing courses as they enter Shasta College.

B. Develop/enhance industry-specific math and English courses with embedded supports to ensure course success, completion, and career readiness.

C. Use equity lens and disaggregated data to evaluate efficacy of alternative placement procedures, including multiple measures, local assessments, and supplemental diagnostic tools.

D. Investigate the feasibility of implementing additional placement tools specific to returning adults and/or non-traditional students, including tools that may add additional student-specific diagnostics.

1

J. Promote / Accelerate ~~degree/certificate~~ rate of completion by Incentivizing front end enrollment and final semester

A

B- Increased use of...
    early alert
       embedded support / Supplemental instruction
       add priority registration

C

D   Intake → matriculation

F   Relate to objective → "expertise".
          Move to 2.1

E   Course scheduling

H. Course scheduling / cancellation practices
       to ~~support~~ reduce time to completion and
       optimize full-time enrollment.

I. ~~Encourage~~ Educate students about value of ~~fi~~ achieving full time enrollment (30 units/year) to ~~fac~~ [pace to complete for ...]

Institutional Objective 1.3

In accordance with CCCCO Vision for Success Goal 2, increase the number of students who transfer and/or are transfer prepared annually.

Activities:

A. Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees especially those from disproportionately impacted groups.

B. Enhance integration of Transfer Center with pathway programs including ACE, BOLD, dual enrollment, and all University Programs. ~partnerships through~

[handwritten: on current transfer prepare progm opportunity through]

C. In cooperation with K-12 partners, expand transfer pathways such as the College Promise Program, the Shasta College Honors Program, BOLD, and expanded dual and concurrent enrollment. *[handwritten: College Connection / GtC]*

[handwritten left margin: Collaboration]

D. Attain specialized accreditation of the Shasta College Dual Enrollment Program and create stronger connections with the College and Career Access Pathways legislation (CCAP) and Guided Pathways.

E. Develop strong advocacy for the continuation of the Health Information Management Bachelor's Degree program and attain specialized accreditation.

3

Institutional Objective 2.2

Through a guided pathway (min..., in collaboration with the instructor...

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

Activities:

A. Expand access to student support services through the development of a "One Stop" Center on the main campus, expanded support services in our extended education centers, and through additional online student support and communication options.

B. Implement technology innovations such as updated mobile app services, automated education plans, and a redesigned website to improve access, student intake and completion.

C. Develop and implement marketing strategies to increase the overall student participation rate of students (including those living in outlying areas) who take online or traditional courses.

D. Create procedures for fully maximizing new and existing technology solutions to make the most of all software products acquired by the District (TracDat, Campus Logic, 19nd, CurricUNET, Starfish, etc.). *Shasta Connect*

Coordinated.

Implement & maximize new existing technology solutions of all student that provide refural are integrated to provide. engage & enrich the student experience.

C. Create a Plan for ... (both the content and dissemination of relevance of.)

Communication disseminating related

information on changes related to programs & access to

higher educ. w/ particular attention to the relevance of the information.

5

Align the certificates w/ Industry-recognized

Institutional Objective 3.2

Increase collaboration with businesses and agencies to increase student work-based and experiential-based learning (e.g., internships, work experience, mentoring, volunteering, clinical experience, work study programs, advisory committees, student clubs, and service learning).

Activities:

A. Develop an online portal/platform which will serve as a civic and community engagement database (to track offerings and participation) for students, faculty, staff, and community partners to share and track information about opportunities.

B. Enhance student success through involvement in civic and community engagement opportunities (including internships and service learning opportunities).

C. Implement and scale the *New World of Work* Program to ensure that students have the 21st Century Employability Skills necessary skills to succeed in their career aspirations, including expanding the numbers of work-based learning placements, digital badging, and micro-credentials to a minimum of an additional 2,000 students.

3.2.

Expand curricular & co-curricular apprentices by ~~mentoring~~, experiential-based learning ~~...~~

Institutional Objective 4.2

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning.

Activities:

A. In conjunction with the first Quality Focus Essay, develop, assess, and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle.

B. Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results to select outcomes, and assess the implemented changes.

C. In conjunction with the second Quality Focus Essay, create a data warehouse that ensures access to valid and relevant data that includes information about disproportionate impact and promotes a culture of inquiry at Shasta College.

D. Plan for, develop, and complete the mid-term accreditation report.

E. Implement findings from the Strengthening Institutions Initiative to ensure that accreditation goals are balanced within the framework of a positive campus culture.

Objective 4.1.

Conduct Maintain a framework for a planning activities that incorporates ongoing emerging initiatives including District Bond measure, changes in a district funding formulas, and and global statewide

Broad higher education models.