



Student Services Council Meeting
 June 6, 2018 • 9:00 AM
 Room 2314

MINUTES

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

CALL TO ORDER

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

1. Approval of Minutes

It was moved by Sharon Brisolaro and seconded by Stacey Bartlett to approve the Student Services Council May 2, 2017 minutes. All in favor to approve the minutes. Becky McCall abstained.

Cancel July 20th meeting.

2. Information Items

- a) Technology priority list
- b) MIS Workgroup / Colleague Users Group
- c) AB 705 / Assessment Update
 - Fall 2019 Compliance Required
 - English Placement and AB 705 – attachment
 1. ESL
 - Math Placement and AB 705
 1. Plan to implement the new ALEKS PPL assessment tool this summer.
 2. Weighing options of all assessments being proctored in the Assessment Center or also the Math Dept. offering some options

3. Action Agenda

4. Discussion Agenda

- a) Workgroup Report – Promoting Student Support Services and Student Success Workshops in light of the Integrated Plan and Guided Pathways framework (Sue/Tina)
 - a. Contemplating promotion ideas to increase student, staff and community participation
 - i. Outreach to faculty and classified staff at meetings
 - ii. More social media outreach
 - iii. In time reminders
 - iv. Main calendar for finding all of the activities and events
 - v. Announcements at sporting events
 - vi. More digital signage
 - vii. Footprints leading to events
 - viii. Marquees
 - ix. Promotion of activities/events in the community
 - x. Use of balloons and signage

- xi. Campus wide email blasts
- b. Suggestions for faculty regarding why certain activities/events are important
- c. Have to market to the faculty, in order to get them to market/promote it to the students
- d. Explore way to include in each Canvas course shell info on Student Services activities/events
- e. Ask about faculty offering credit for attendance at events
- f. Student Success Workshops – Melanee Grondahl is overseeing and compiling
 - i. Sandra is willing to help coordinate, but needs staff to come forward with their plans for topics and who is presenting
 - ii. Moved to new model, monthly instead of presenting the whole semester list on a poster
 - iii. Becky will send three topics that they will present
- b) Automated Student Education Plans
 - a. Comparison testing completed between Starfish and Colleague Degree Planner programs and decision made this week to continue ahead with Colleague version. More work to take place
- c) QPR Suicide Prevention training
 - a. Fall or Spring Nicole is looking to offer a larger suicide refer training
 - b. Create space for counselors, TRIO staff and other frontline staff
 - c. Counseling meetings reconvene in September. Meetings are held on the second and fourth Wednesdays of each month from 2 - 4 pm. Second meeting in September or October would be good.
- d) Student Services Building
 - a. Consultant Report
 - b. Next Steps
 - i. Tina is the Student Services Representative and is collecting feedback. She sent out a survey and it is still open for responses
 - ii. Some concern regarding presenting idea that everything is on the table and that results of survey will impact final decisions.
- e) Categorical Consolidation
 - a. Integrated workgroup has been working on this for some time now.
 - b. Learned from Clinton Slaughter, Dean of Student Services at Butte College during visit yesterday that the Student Equity Achievement Program (SEAP) appears to be moving forward as the new program name
 - c. Tim spoke with about the possibility of consolidating budgets later in the Fall.
- f) Student Comment Forms – review next meeting
 - a. Agreement to take a pass as it twice a year. Will review again this fall
- g) Review of SAO Cycle / Handbook
 - a. Draft Shasta College Institutional Assessment Plan - attachment
- h) Discussion: Redesigning America's Community Colleges, Bailey, et al. – Chapter 2 – Hold Over

5. Area Updates

ACSS

- ACSS planning to cancel a number of summer classes due to low enrollment. Nothing that there are higher numbers in online, hybrid and required courses.
- Highlighted one course being offered which is a condensed three week public speaking course, being presented as a boot camp hybrid course. Schedule is Monday-Thursday, three hours a day for three weeks, with some hybrid aspects. Recommended for students with public speaking anxiety.
- Question posed if there are any thoughts regarding the success in Dual Enrollment courses has impacted the summer enrollment. Response was that enrollment is up about 5% this summer, compared to last, but interesting to see the impact of where the enrollment
- New faculty association leadership. New Union President is Tom Martin

Office of Equity and Inclusion

- Book recommendation Bandwidth Recovery by Cia Verschelden

Additional Discussion Topics

- New SLAM Division Dean announcement will be made at the next Board Meeting next Wednesday, June 13th.

- Students are craving interpersonal connection, all people crave it. Also belonging and relevance.
- Suggestion to include in emails subject lines wording that includes "Action Needed" vs "FYI"

Parking Lot:

- Degree only graduation
- PRCA-24 / WTC Assessment
- Workgroup Report – Cutting Sections and Guided Pathways – Student Services perspective (Sandra)
- Workgroup Report – Technology Training Needs (Colleague, other software, onboarding, etc.)
- Sharon B./ Becky M. IFS Reports
- Categorical Consolidation

NEXT MEETING

The next meeting is scheduled for Wednesday, June 20th, 2018 from 9:00 am – 11:00 am in Room 2314.
Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services.

Shifting Sections Up:
 SC English Department's Plans for AB 705 Compliance

Fall 2018

ENGL 260	ENGL 280	ENGL 190	ENGL 196	ENGL 1A+101A	ENGL 1A
2 (1 ITV)	3 (1 Teh)	7 (2 ITV/Teh)	4 (1 Teh)	3 (1 Teh)	35 (3 ITV/Teh)

Spring 2019

ENGL 260	ENGL 280	ENGL 190	ENGL 196	ENGL 1A+101A	ENGL 1A
1	2 (1 ITV)	4 (2 ITV/Teh)	3 (1 Teh)	5 (1 Teh)	35 (4 ITV/Teh)

Fall 2019

ENGL 260	ENGL 280	ENGL 190	ENGL 196	ENGL 1A+101A	ENGL 1A
2 (1 ITV)	2 (1 Teh)	0	4 (1 Teh/ITV)	12 (3 Teh/ITV)	35 (3 ITV/Teh)

“AB 705 requires community college districts to *maximize the probability that a student will enter and complete transfer level coursework in math and English within a one-year timeframe...*”

Who should take English 1A+101A?

Those who want/need

- Most direct route to completing transfer English course
- Extra help and support
- Confidence boost

Those who have

- 2.3 or higher GPA (ideally in coursework/track that prepares for college writing)
- Written some essays before; read a book

Who should take English 196?

Those who want/need

- More time and preparation to succeed in ENGL 1A
- Quick way to prepare for and enter transfer-level English course
- Extra help and support
- Confidence boost

Those who have

- Less than a 2.3 GPA
- Written at least a short, narrative essay before; read stories, articles, or more

Who should take English 260 and/or 280?

Those who

- Choose to (based on self-evaluation and course materials)
- Have studied exclusively in special education, ESL, or other coursework that has not prepared them for success in transfer-level or intensive transfer-preparation English courses.
- Need significant amounts of time and low pressure to succeed
- Do not intend to take transfer-level English courses

Materials for Self-Placement in English Courses

Shasta College

8 May, 2018

English 260: Elements of Reading

COURSE DESCRIPTION: This course builds toward college-level English through integrated reading and writing instruction. Reading instruction emphasizes strategic reading, locating main ideas and supporting evidence, identifying authors' purposes, developing vocabulary, differentiating between facts and opinions, and gathering relevant information from sources. The writing component consists primarily of reading responses, writing paragraphs and short essays that clearly develop a central idea and adequate support, and editing sentences to follow standard English writing conventions.

Sample Writing Assignment:

Topic 1: No matter what we are like in high school, we change in important ways as we get older.

Write about some good changes in your life since high school and perhaps about changes you would like to make in the future. Your main point for this paper might be like this. "My life has changed in important ways since high school, and I'm hoping for even more change in the future."

Organization (Intro might explain how you were in high school)

Body Paragraph 1 First Change

Body Paragraph 2 Second Change or What I still need to change

Topic 3: Write about someone you know who has changed a great deal since high school. The change could be for the good—or not so good. Describe what that person was like in high school, how he or she is today, and what you think might have caused the changes. You might, for instance, write about one of the following:

- A person who was once successful who is now having problems in life.
- A person you thought would never achieve anything who is now doing well
- A person who once was mean or unfriendly but is now pleasant.

Organization (Intro might explain what person was like before changes)

Body Paragraph 1 Changes

Body Paragraph 2 Why s/he changed

Sample Reading Texts:

Sample 1: From "The Bystander Effect" by Dorothy Barkin

It is a pleasant fall afternoon. The sun is shining. You are heading toward the parking lot after your last class of the day. All of a sudden, you come across the following situations. What do you think you'd do in each case?

Situation One: A man in his early twenties dressed in jeans and a T-shirt is using a coat hanger to pry open a door of a late-model Ford sedan. An overcoat and a camera are visible on the back seat of the car. You're the only one who sees this.

Situation Two: A man and woman are wrestling with each other. The woman is in tears. Attempting to fight the man off, she screams, "Who are you? Get away from me!" You're the only one who witnesses this.

Situation Three: Imagine the same scenario as in Situation Two except that this time the woman screams, "Get away from me! I don't know why I ever married you!"

Situation Four: Again imagine Situation Three. This time, however, there are a few other people (strangers to you and each other) who also observe the incident.

Sample 2: From "The Medium Is the Medium" by David Brooks

Recently, book publishers got some good news. Researchers gave 852 disadvantaged students 12 books (of their own choosing) to take home at the end of the school year. They did this for three successive years.

Then the researchers, led by Richard Allington of the University of Tennessee, looked at those students' test scores. They found that the students who brought the books home had significantly higher reading scores than other students. These students were less affected by the "summer slide" — the decline that

especially afflicts lower-income students during the vacation months. In fact, just having those 12 books seemed to have as much positive effect as attending summer school.

This study, along with many others, illustrates the tremendous power of books. We already knew, from research in 27 countries, that kids who grow up in a home with 500 books stay in school longer and do better. This new study suggests that introducing books into homes that may not have them also produces significant educational gains.

Recently, Internet mavens got some bad news. Jacob Vigdor and Helen Ladd of Duke's Sanford School of Public Policy examined computer use among a half-million 5th through 8th graders in North Carolina. They found that the spread of home computers and high-speed Internet access was associated with significant declines in math and reading scores.

Sample ENGL 260 Schedule of Assignments:

English 260 Assignments—Spring 2018, March			
Due Date	Reading Textbook: Ten Steps to College Reading 6 th Edition	Vocabulary Textbook: Building Vocabulary Skills-- Short Version	Writing, English Essentials, and Other Assignments
3-2 F	Ch 4 Mastery Test		Work in EE
3-5 M	Introduce Ch 5: Location of Main Ideas		>HW Essay #1 >Work in EE
3-7 W	HW Ch 5 Practice p 191-202	Introduce Ch 5 p 24-25 In-class Ch 5 p 26-27	
3-9 F	No School --- Professional Development Day for Faculty		
3-12 M	HW Reading "Behind Closed Doors" p 243-245 Write a paragraph response to one of the Discussion Questions on p 248	Ch 5 Mastery Test	
3-14 W	Ch 5 Mastery Test	Review Ch 1-5 for Midterm	
3-16 F		Vocabulary Midterm I	Essay #2 Assignment Sheet
3-19 M			>HW EE Ch 5 Fragments I p 27-29 >Introduce Summarizing Owen Stray Cat
3-21 W	Introduce Ch 6: Relationships 1	Introduce Ch 6 p 28-29	
3-23 F	HW Ch 6 Practice p 221-238	>HW Ch 6 p 30-31 > Ch 6 Mastery Test	Work in EE
3-26 M	Ch 6 Mastery Test		In-class reading and summary—"Graying of America"
3-28 W	In-class reading "Adult Children at Home"	Introduce Ch 7 p 32-33	>HW Essay #1 Revision—Turn in all earlier drafts, and outline Put Essay Revision on top > Work in EE
3-30 F		>HW Ch 7 p 34-35 > Ch 7 Mastery Test	>Work in EE

English 280: Reading and Writing 1

COURSE DESCRIPTION: This course builds toward college-level English through integrated reading and writing instruction. Reading instruction emphasizes strategic reading, locating main ideas and supporting evidence, summarizing, drawing sound inferences from authentic texts, and gathering relevant information from sources. The writing component consists primarily of summary writing, reading responses, writing short essays that clearly develop a central idea, and editing sentences to follow standard English writing conventions.

Sample Writing Assignment:

Essay 1: A Review of a TED Talk

For this essay, you will write a review of a TED Talk of your choice.

Your essay should summarize what is in the TED Talk, and it should give your response to the talk. Be sure your essay is controlled by a clear thesis statement; in other words, be sure your entire essay supports one, stated, central idea. Your essay should consist of three or four paragraphs and should be between 350 and 550 words in length. Only typed, computer-printed essays will be accepted. **(More details, a grading rubric, a model essay, and step-by-step instructions follow.)**

Sample Reading Text:

BULLYING AND CYBERBULLYING: HOW TECHNOLOGY HAS CHANGED THE GAME

Most of us know that the old rhyme “sticks and stones may break my bones, but words will never hurt me” is inaccurate. Words can hurt, and never is that more apparent than in instances of bullying. Bullying has always existed, often reaching extreme levels of cruelty in children and young adults. People at these stages of life are especially vulnerable to others’ opinions of them, and they’re deeply invested in their peer groups. Today, technology has ushered in a new era of this dynamic. Cyberbullying is the use of interactive media by one person to torment another, and it is on the rise. Cyberbullying can mean sending threatening texts, harassing someone in a public forum (such as Facebook), hacking someone’s account and pretending to be him or her, posting embarrassing images online, and so on. A study by the Cyberbullying Research Center found that 20 percent of middle school students admitted to “seriously thinking about committing suicide” as a result of online bullying (Hinduja and Patchin 2010). Whereas bullying face-to-face requires willingness to interact with your victim, cyberbullying allows bullies to harass others from the privacy of their homes without witnessing the damage firsthand. This form of bullying is particularly dangerous because it’s widely accessible and therefore easier to accomplish.

Cyberbullying, and bullying in general, made international headlines in 2010 when a 15-year-old girl, Phoebe Prince, in South Hadley, Massachusetts, committed suicide after being relentlessly bullied by girls at her school. In the aftermath of her death, the bullies were prosecuted in the legal system and the state passed anti-bullying legislation. This marked a significant change in how bullying, including cyberbullying, is viewed in the United States. Now there are numerous resources for schools, families, and communities to provide education and prevention on this issue. The White House hosted a Bullying Prevention summit in March 2011, and President and First Lady Obama have used Facebook and other social media sites to discuss the importance of the issue.

Will it change the behavior of would-be cyberbullies? That remains to be seen. But hopefully communities can work to protect victims before they feel they must resort to extreme measures.

(From Open Stax, Introduction to Sociology)

Sample ENGL 280 Assignment Schedule:

WEEK 7	
M Feb 26	<input type="checkbox"/> <i>BLM RRJ</i> 5 <input type="checkbox"/> <i>EE</i> : More about Run-Ons and Comma Splices Tests 1 & 2 (p. 263 & 264) <input type="checkbox"/> <i>ARWC</i> : Ch 4, Understanding the Writing Process Mastery Test 2—write a paragraph
W Feb 28	<input type="checkbox"/> <i>MRW</i> Journal 5 (in class) <input type="checkbox"/> <i>EE</i> : Adjectives & Adverbs Test 2 (p. 206) <input type="checkbox"/> Quiz on fragments, run-ons, and sentence types <input type="checkbox"/> Paragraph 2 Due
WEEK 8	
M March 5	<input type="checkbox"/> <i>BLM RRJ</i> 6 <input type="checkbox"/> <i>EE</i> : Pronoun Forms Test 2 (p. 186) <input type="checkbox"/> <i>EE</i> : Pronoun Problems Test 2 (p. 196) <input type="checkbox"/> <i>ARWC</i> : Ch 5, Relationships in Reading Mastery Test 3 (p. 143) <input type="checkbox"/> <i>ARWC</i> : Reading 1, "Growing Less Dumb"—Vocab and Reading Check (p. 285)
W March 7	<input type="checkbox"/> <i>MRW</i> Journal 6 (in class) <input type="checkbox"/> <i>EE</i> : Misplaced Modifiers Test 2 (p. 213) <input type="checkbox"/> <i>ARWC</i> : Ch 6, Relationships in Writing Mastery Test 3 (p. 161)—write an outline <input type="checkbox"/> <i>ARWC Quiz</i> on Chapters 1–5
WEEK 9 (Midterm Portfolio Week)	
M March 12	<input type="checkbox"/> <i>BLM RRJ</i> 7 <input type="checkbox"/> <i>EE</i> : Apostrophes Test 3 (p. 124) <input type="checkbox"/> <i>EE</i> : More about the Apostrophe Test 2 (p. 276) <input type="checkbox"/> <i>ARWC</i> : Reading 2, "College Athletes Should Be Paid"—Vocab and Reading Check <input type="checkbox"/> Turn in Vocab Journal—40 vocab words
W March 14	<input type="checkbox"/> <i>MRW</i> Journal 7 (in class) <input type="checkbox"/> <i>EE</i> : The Comma Test 3 (p. 114) <input type="checkbox"/> <i>EE</i> : More about the Comma Test 2 (p. 270) <input type="checkbox"/> <i>ARWC</i> : Ch 7, More Relationships in Reading Mastery Test 2 (p. 187) <input type="checkbox"/> <i>ARWC</i> : Reading 3, "Life Isn't Fair"—Vocab and Reading Check (p. 307) <i>Bring in first draft of Essay 1</i>
WEEK 10	
M March 19	<input type="checkbox"/> <i>BLM RRJ</i> 8 <input type="checkbox"/> <i>EE</i> : Parallelism Test 2 (p. 163) <input type="checkbox"/> Quiz on pronouns, misplaced modifiers, apostrophes, and commas
W March 21	<input type="checkbox"/> <i>MRW</i> Journal 8 (in class) <input type="checkbox"/> <i>ARWC</i> : Ch 8, More Relationships in Writing Mastery Test 6 (p. 215)--outline <input type="checkbox"/> Essay 1 Due

English 196: Intensive Reading and Writing

COURSE DESCRIPTION: This course integrates the reading, writing, critical thinking, and college research skills needed to prepare students for success in college reading and composition. This course prepares students by emphasizing the critical reading strategies needed to analyze a variety of academic texts, and the academic writing skills needed to produce thesis-driven essays. It also emphasizes self-efficacy in finding, correcting, and eliminating patterns of error in students' reading and writing, and introduces students to basic academic research methods.

Sample Writing Assignment:

Essay 1: An Opinion on Happiness and Money



What is true happiness? What does it mean, and how can people attain true happiness? Can money buy happiness? How do your ideas about happiness and money relate to the readings on happiness? Write an essay defining happiness and arguing whether or not (or how) people can “buy” happiness. Compose a central idea/opinion (thesis) on this issue, and support your opinion with examples from your own experiences and observations, as well as evidence from English 196 readings. Include specific citations/references to **1) a useful dictionary definition, 2) song lyrics related to happiness, and 3) at least one of the articles read for this project** (Lombrozo, Kritz, Dalai Lama and Cutler, or Smith).

Audience: Shasta College students, your classmates. Purpose: to persuade (and possibly to entertain).

Format: MLA format and style, preferably 12 point, Times New Roman font, double spaced. See the example below and the sample paper in the MLA section (light green) of the *Little Seagull Handbook*.

Word count: 700 words minimum

Sample Reading Text:

David's victory over Goliath, in the Biblical account, is held to be an anomaly. It was not. Davids win all the time. The political scientist Ivan Arreguín-Toft recently looked at every war fought in the past two hundred years between strong and weak combatants. The Goliaths, he found, won in 71.5 per cent of the cases. That is a remarkable fact. Arreguín-Toft was analyzing conflicts in which one side was at least ten times as powerful—in terms of armed might and population—as its opponent, and even in those lopsided contests the underdog won almost a third of the time.

In the Biblical story of David and Goliath, David initially put on a coat of mail and a brass helmet and girded himself with a sword: he prepared to wage a conventional battle of swords against Goliath. But then he stopped. “I cannot walk in these, for I am unused to it,” he said (in Robert Alter's translation), and picked up those five smooth stones. What happened, Arreguín-Toft wondered, when the underdogs likewise acknowledged their weakness and chose an unconventional strategy? He went back and re-analyzed his data. In those cases, David's winning percentage went from 28.5 to 63.6. When underdogs choose not to play by Goliath's rules, they win, Arreguín-Toft concluded, “*even when everything we think we know about power says they shouldn't.*”

Consider the way T. E. Lawrence (or, as he is better known, Lawrence of Arabia) led the revolt against the Ottoman Army occupying Arabia near the end of the First World War. The British were helping the Arabs in their uprising, and the initial focus was Medina, the city at the end of a long railroad that the Turks had built, running south from Damascus and down through the Hejaz desert. The Turks had amassed a large force in Medina, and the British leadership wanted Lawrence to gather the Arabs and destroy the Turkish garrison there, before the Turks could threaten the entire region.

But when Lawrence looked at his ragtag band of Bedouin fighters he realized that a direct attack on Medina would never succeed. And why did taking the city matter, anyway? The Turks sat in Medina “on the defensive, immobile.” There were so many of them, consuming so much food and fuel and water, that they could hardly make a major move across the desert. (From Malcolm Gladwell's “How David Beats Goliath”)

Sample ENGL 196 Assignment Schedule:

PROJECT TWO: Analyzing and Reviewing Articles on Happiness	
<p>Essay 2: What makes people happy? How and what do research articles communicate about happiness? After reading one of the articles listed below (Feb. 14), you will be placed in a group to begin analyzing the article's basic structure, thesis, and major supporting ideas. Consider how the writers develop their ideas, how those ideas relate to your own, and how they affect you. Then, write an essay (600 words minimum) that analyzes the style and structure of the article, summarizes the salient ideas of the article, and responds thoughtfully to the ideas it presents.</p>	
M, FEB 12	<i>Read and Annotate: Ed Diener and Martin Seligman's "Very Happy People?" (210).</i> In class: Modeling for analysis and Videos from authors of coming readings.
W, FEB 14	Browse through the following articles in Pursuing Happiness, and choose two that you might like to read and analyze for Essay 2. The choices are Dan Gilbert's "Paradise Glossed" (96); Mihaly Csikszentmihalyi's "If We Are So Rich, Why Aren't We Happy?" (140); Sonja Lyubomirsky's "How Happy Are You and Why?" (179); or Daniel Mochon, Michael I. Norton, and Dan Ariely's "Getting Off the Hedonic Treadmill, One Step at a Time" (324). In class: The instructor will guide students in forming inquiry groups, with each group examining one of these articles. Group members will work together to analyze their article; then, in preparation for the Essay 2 assignment, each of you will write your own analysis of the article.
M, FEB 19	NO CLASS: Washington Day Holiday
W, FEB 21	Due: Essay 1, Final (Revised) Draft. <i>Read and Do Evidence-Interpretation Notes on your group's article (from the list above).</i> In class: Reading and Writing Workshop on your article. Analyzing structure and development of ideas. Summarizing. Bring <i>Little Seagull Handbook</i> . MLA Works Cited.
M, FEB 26	Be Ready: InQuizitive Goals deadline. <i>Continue Reading your group's article, and begin writing your first draft for Essay 2.</i> In class: R/W Workshop. Responding thoughtfully and critically. Thesis statements. Bring <i>Little Seagull Handbook</i> . Due by MAR 12th: Meet with a writing center tutor about your essay (Essay 2).
W, FEB 28	In-class writing: Essay 2, first draft. In class: Videos, Prep for Project 3.
PROJECT THREE: Synthesizing Ideas about Suffering and Unhappiness	
<p>Essay 3: Is it good, or even possible, to be happy all the time? Do pain and suffering have any value? How do human experiences of melancholy, depression, or death relate to happiness?</p>	
M, MAR 5	<i>Skim through the following articles, and choose at least one to read carefully and use as a source for Essay 3: Jennifer Michael Hecht's "Remember Death" (233); Eric Wilson's "Terrible Beauty" (247); and Mohsen Joshanloo and Dan Weijers's "Aversion to Happiness across Cultures: A Review of Where and Why People Are Averse to Happiness" (267).</i> In class: Introduction to selected articles and group analysis.
W, MAR 7	<i>Skim through the following articles, and choose at least one to read carefully and use as a source for Essay 3: Matthew Ricard's "The Alchemy of Suffering"; David Brooks's "What Suffering Does" (284); The Gospel of Matthew, Chapter 5 (59-61).</i> In class: Article analysis continued, and <i>Staging Assignment for Essay 3.</i>
M, MAR 12	Due: Essay 2, Final (Revised) Draft. <i>Read and Annotate your chosen articles.</i> In class: Writing summaries, paraphrases, and quotations. Bring <i>Little Seagull book</i> .

English 1A: College Composition

COURSE DESCRIPTION: This course develops the reading, critical thinking, and writing skills necessary for academic success, emphasizing expository and argumentative writing as well as research and documentation skills. As a transferable course, it presupposes that students already have a substantial grasp of grammar, syntax, and organization, and that their writing is reasonably free from errors. A research paper is required for successful completion of the course. This course may be offered in a distance education format.

Sample Writing Assignment:

ENGL 1A Essay 2:	Responding to Visual Texts	(5-6 pages/200 points)
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ROUGH DRAFT: Mon., Feb. 26th for peer review in class

FINAL DRAFT DUE: Mon., March 5 (Upload to Turnitin.com by 11:50 p.m.)

Assignment:

Visual literacy is defined as the “ability to recognize and understand ideas conveyed through actions and images.” In this assignment, you will be asked to demonstrate your visual literacy by selecting three images either from the graffiti artist, Banksy, or from a well-known brand’s advertisement campaign. Then, you will write a coherent, well organized essay in which you describe your images, explain the argument that each one is making, and then analyze the importance of your image series as a whole. Your essay’s analysis portion should address the following questions:

What messages are these visual texts trying to convey, and how do they use visual strategies to do this?

Based on this series of visual texts, what conclusions do you come to regarding the importance of these values and themes, and why?

Your thesis must articulate your interpretation of the motif or theme in your texts and their cultural meaning, or it may attempt to respond to the cultural arguments you find within the texts by articulating your own thinking on the problem, issue, or theme in your image series.

Sample Reading Text:

From “Civil Disobedience” - Henry David Thoreau (1849)

I heartily accept the motto, "That government is best which governs least"; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe— "That government is best which governs not at all"; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient.

This American government— what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed on, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this

government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way.

But, to speak practically and as a citizen, unlike those who call themselves no-government men, I ask for, not at once no government, but at once a better government. Let every man make known what kind of government would command his respect, and that will be one step toward obtaining it.

Sample ENGL 1A Assignment Schedule:

Week 6: Using Sources to Support a Thesis

Mon. *Feb. 19

6.1 *NO SCHOOL- HOLIDAY

Read: MLA 2c-d "Integrating Quotation and Summary"
"The Hidden Curriculum of Work", by Jean Anyon (Canvas)

Wed. Feb. 21

6.2 DUE: Quiz 4

Read: *A Writer's Reference* MLA-2a-b "Understanding MLA & Plagiarism"
"The Bachelor's Degree is America's Most Overrated Product", by Marty Nemko (Canvas)

Week 7: Synthesizing Sources

Mon. Feb. 26

7.1 Due: Activity 2 & Peer Review Essay 2 Rough Draft / Visual Analysis (4-5 pages/ 200 points)

Read: *Citation at a Glance: *Short Work From a Website*

Wed. Feb. 28

7.2 Quiz 5

Read: *A Writer's Reference* MLA-3a-b "Using Quotations Appropriately"
"Brainology" by Carol Dweck (Canvas)

Week 8: Citing Sources and Avoiding Plagiarism; Punctuation Strategies

Mon. March 5

8.1 Due: Essay 2 Visual Analysis (5-6 pages / 200 points)

Read: Sandel, *Justice* 1-30
A Writer's Reference MLA-4 "Documenting Sources"

Wed. March 7

8.2 Quiz 6

Essay 3 Prompt: Synthesis (6-7 pages/200 points)
Read: Sandel, *Justice* 31-57

Week 9: **** Student/ Teacher Conferences****

*****Mon. March 12: Conferences (Office 918) – NO Class Meeting*****

9.1

Read: *A Writer's Reference* C-4a-b "Preparing a Portfolio"
Sandel, *Justice* 58-74

*****Wed. March 14: Conferences (Office 918) – NO Class Meeting*****

9.2 Due: MIDTERM REVISION PORTFOLIO

Read: Sandel, *Justice* 75-91

Who should take English 1A+101A?

Those who want/need

- Most direct route to completing transfer English course
- Extra help and support
- Confidence boost

Those who have

- 2.3 or higher GPA (ideally in coursework/track that prepares for college writing)
- Written some essays before; read a book

Who should take English 196?

Those who want/need

- More time and preparation to succeed in ENGL 1A
- Quick way to prepare for and enter transfer-level English course
- Extra help and support
- Confidence boost

Those who have

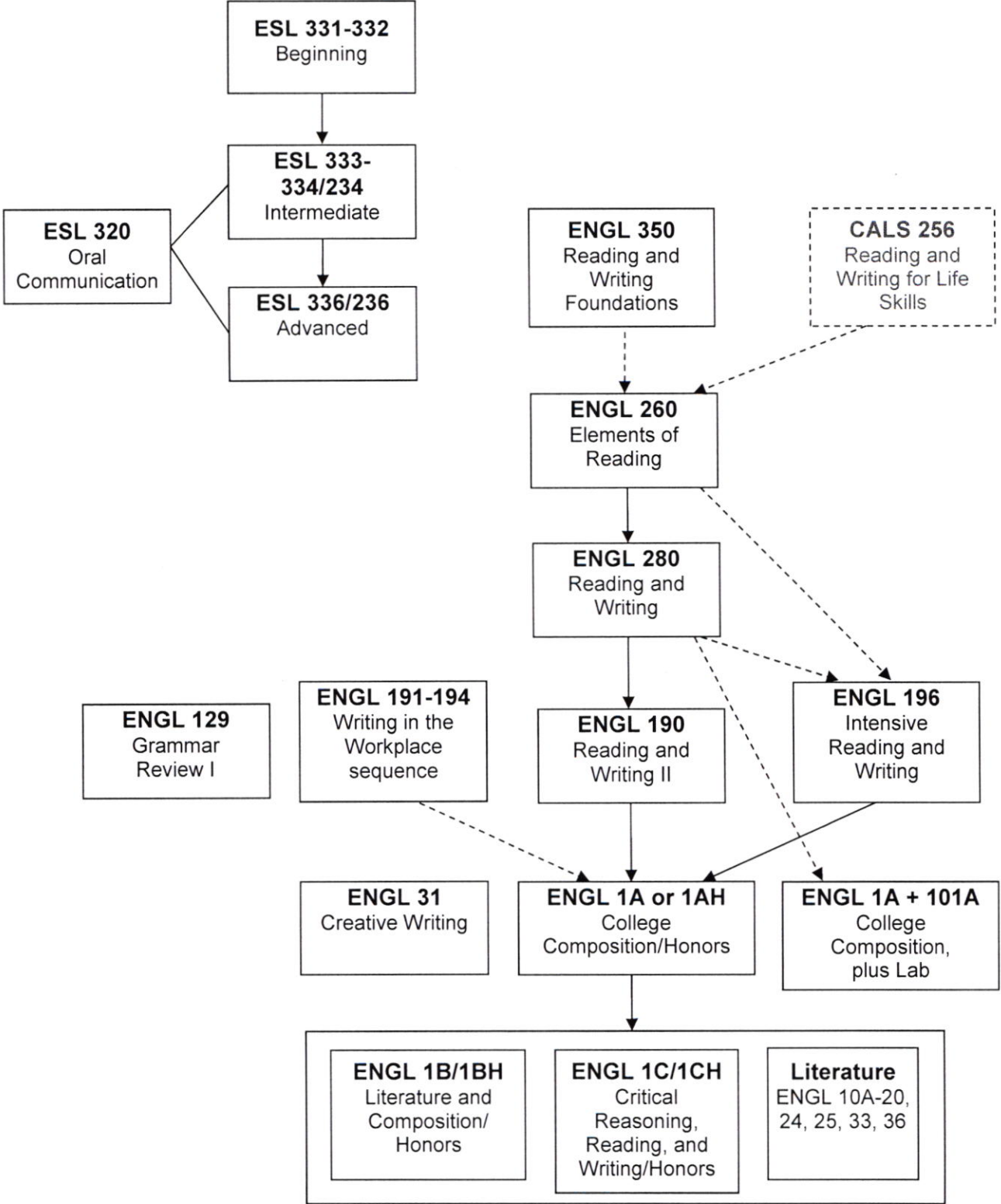
- Less than a 2.3 GPA
- Written at least a short, narrative essay before; read stories, articles, or more

Who should take English 260 and/or 280?

Those who

- Choose to (based on self-evaluation and course materials)
- Have studied exclusively in special education, ESL, or other coursework that has not prepared them for success in transfer-level or intensive transfer-preparation English courses.
- Need significant amounts of time and low pressure to succeed
- Do not intend to take transfer-level English courses

Flowchart of ESL/English Prerequisites



Who should take English 1A+101A?

Those who want/need

- Most direct route to completing transfer English course
- Extra help and support
- Confidence boost

Those who have

- 2.3 or higher GPA (ideally in coursework/track that prepares for college writing)
- Written some essays before; read a book

Who should take English 196?

Those who want/need

- More time and preparation to succeed in ENGL 1A
- Quick way to prepare for and enter transfer-level English course
- Extra help and support
- Confidence boost

Those who have

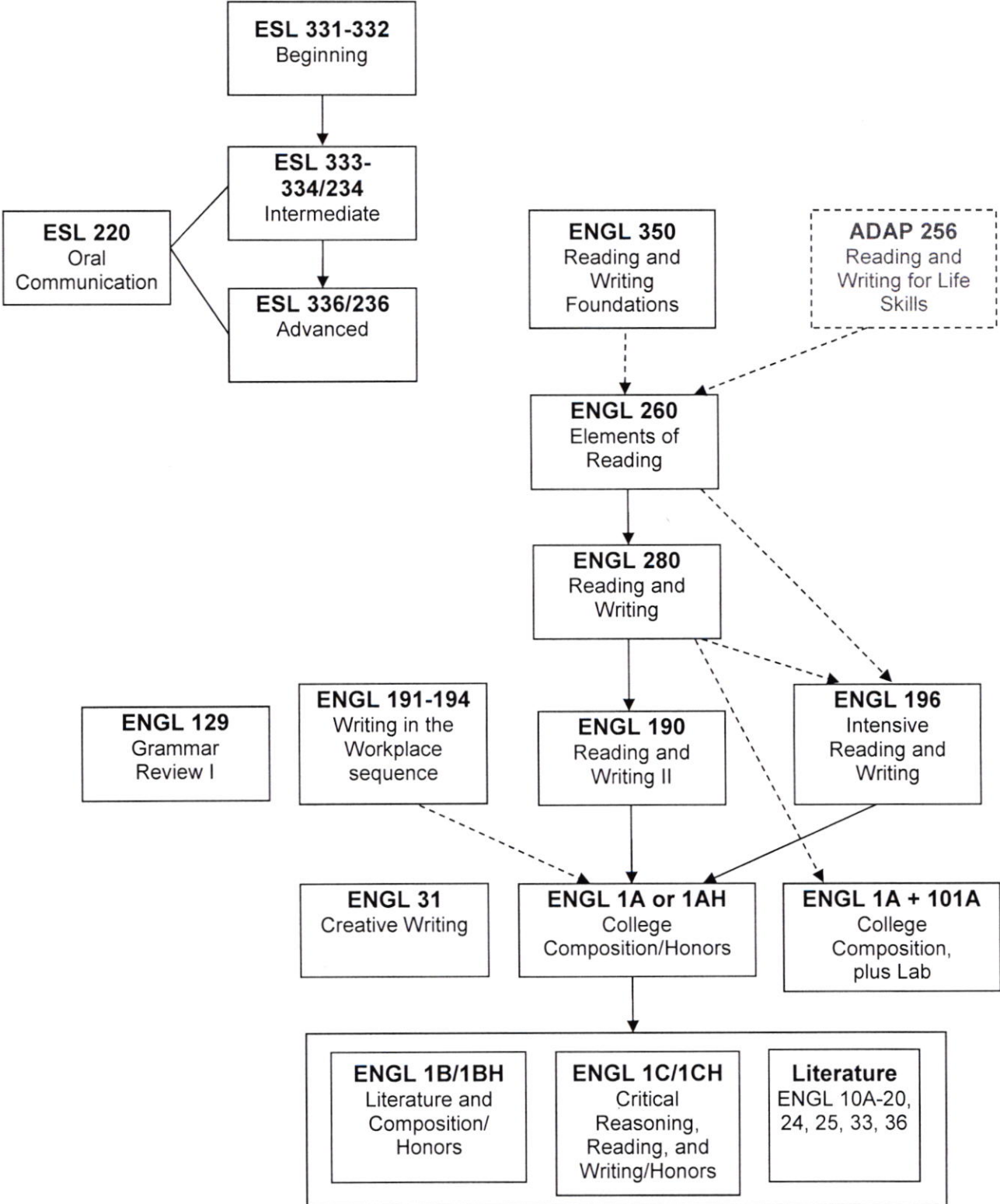
- Less than a 2.3 GPA
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Who should take English 260 and/or 280?

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- Have studied exclusively in special education, ESL, or other coursework that has not prepared them for success in transfer-level or intensive transfer-preparation English courses.
- Need significant amounts of time and low pressure to succeed
- Do not intend to take transfer-level English courses

Flowchart of ESL/English Prerequisites



Placement tips for pre-transfer level English courses at Shasta College

ENGL 260	Designed to help students progress from the 6 th to 8 th grade levels in reading and writing.
ENGL 280	Designed to help students progress from the 8 th to the 10 th grade levels in reading and writing.
ENGL 190	Designed to help students progress from the 10 th grade level to the college level in reading and writing. Prepares students for college level, ENGL 1A.
ENGL 196	Accelerated pre-college/transfer reading and writing course with intensive standards and support. Designed for <i>motivated</i> adult students, with 8 th grade (late ENGL 260) reading level or above, who want to reach college transfer level, ENGL 1A, quickly. Also helpful for weaker ENGL 190 students who need a confidence boost.
ENGL 101A	Co-requisite with ENGL 1A. Accelerated pathway to college/transfer level English. Designed for 10 th grade level/ENGL 190 adult students who are motivated to complete transfer level English, or weaker ENGL 1A students who need a confidence boost or could succeed at the college level with a little extra help.

Shasta College Institutional Assessment Plan

1. Purpose Statement

Integrated Assessment Planning at Shasta College: Dialog and Improvement across Campus

Integrated assessment ensures that all Shasta College employees directly involved in student learning and success regularly evaluate their practices and improve them as necessary. A strategic and systematic assessment process can improve student learning and help to ensure students leave Shasta College with a core set of values and abilities that will aid their personal success in a variety of contexts. Periodic assessment focuses on what is best for our students, helping to increase student learning and success and narrow achievement gaps, which will subsequently contribute to persistence and completion rates. Faculty, Student Support Services and Library Services work together to assess ~~and support student learning across campus~~ and to ensure that its resources and processes support student learning; (see pgs. ___ to ___ for SS and LS outcome information).

2. Philosophy and Guiding Principles for Instructional Learning Outcomes

Philosophy

Assessment: It's a flashlight, not a hammer.

Faculty routinely conduct a variety of formative and summative assessments in their classes, but it is equally beneficial to carry out these assessments with Shasta College's Institutional Student Learning Outcomes in mind. A thoughtfully aligned assessment plan can improve teaching and learning at Shasta College and make the connections between individual courses, programs, and a Shasta College degree more meaningful for both faculty and students.

Shasta College Instructional Learning Outcomes Assessment defined:

Learning outcomes assessment is an intentional, collaborative and systematic practice of design, inquiry, and reflection whose goal is to enhance students' learning at the course, program, and institutional level.

Learning outcomes assessment is only one component of a reflective and comprehensive assessment practice. Learning outcomes are not synonymous with course grades or course objectives, nor do learning outcomes replace existing methods of assessment. In fact, many of the assessments already in use by faculty can and should be employed as learning outcomes assessments. Learning outcomes assessment provides one pedagogical tool among many for inquiry, data-gathering, and reflection on and improvement of teaching.

An institutionally integrated approach to learning outcomes assessment encourages instructors to design curriculum for our students with key, mutually agreed-upon institutional learning outcomes (ISLOs) in mind.

These ISLOs are a crucial component of the Shasta College Mission Statement: “Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills.”

Guiding Principles

The “Guiding Principles of SLO Assessment” adopted in Fall 2010 by the Academic Senate for California Community Colleges provide the philosophical framework for Learning Outcomes Assessment at Shasta College.

Principle One: Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential.

Principle Two: Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals.

Principle Three: SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes.

Principle Four: SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment.

Principle Five: SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty.

Principle Six: Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs.

Principle Seven: Assessment data do not exist in a vacuum and must be analyzed alongside all other factors that may impact achievement outcomes.

Principle Eight: SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other.

Principle Nine: Effective outcomes assessment requires a college commitment of sufficient staff and resources.

Principle Ten: SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.

Principle Eleven: Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is a good professional practice that can benefit programs and students.

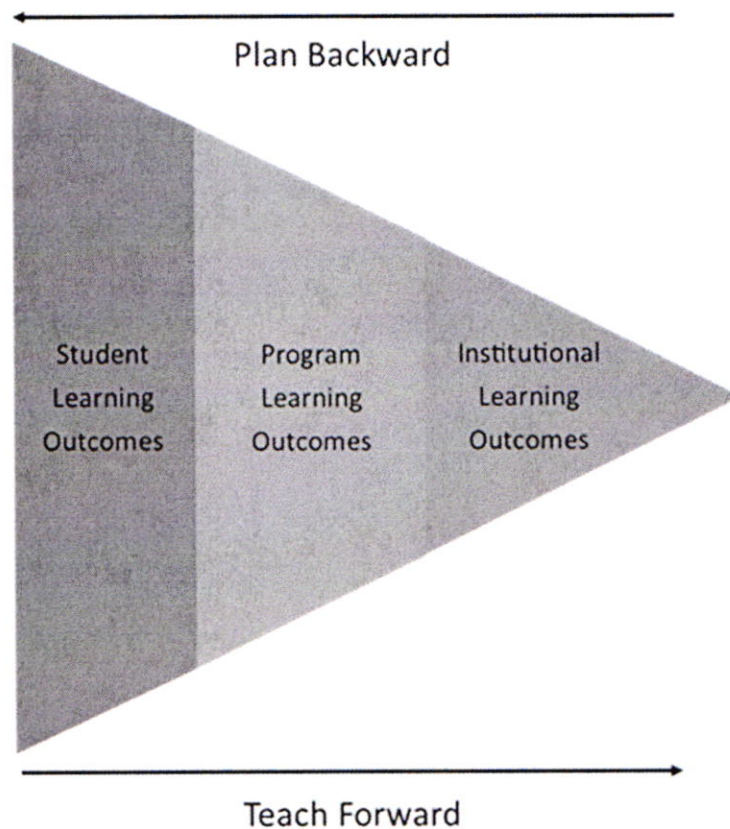
3. Instructional Learning Outcomes Process

An Interrelated System of Assessment

There are three levels of interrelated and linked instructional learning outcomes at Shasta College:

- ISLOs (Institutional Student Learning Outcomes) at the institutional level.
- PLOs (Program Learning Outcomes) at the program level
- SLOs (Student Learning Outcomes) at the course level

The connection between each level is explicit. That is, course-level outcomes inform program-level outcomes, which subsequently inform institutional level outcomes. Reporting at the course level provides feedback to the program and reporting at the program level provides feedback to the institution. Assessment information feeds up from each level to the next; however, the key principle of backward design guides the creation of course-level SLOs. Faculty should design course SLOs by considering the students' desired learning outcomes at the institutional level.



Student Learning Outcomes

SLOs Defined

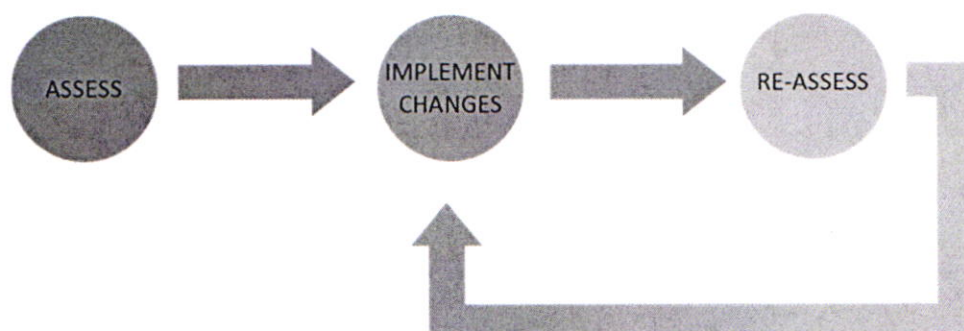
A course-level student learning outcome (SLO) is a statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of a course.

SLO Process

The 2-Year SLO Cycle

The 2-Year SLO Cycle, approved in 2016 by the SLO Committee and the Shasta College Academic Senate, provides faculty a substantial timeframe within which to reflect upon the results of their learning outcomes assessments, dialog with others, and implement changes to their practice as necessary.

The cycle is comprised of a year of assessment (Year 1: Assessment) followed by a year of reflection, discussion and implementation of changes to improve student learning (Year 2: Reflection and Implementation).



Year 1: Assessment

- The primary means of data for outcomes will be derived from course-level SLO assessment. Given this, attention to the careful construction of SLOs and assessments and meaningful mapping between the outcomes levels is essential
- SLO assessment results are entered when grades are submitted in the fall and spring semesters of the assessment year
- Data is entered at the course section level so that the college can disaggregate key course elements to improve outcomes and meet accreditation standards. Entry of info at the section level will allow the college to compare online, face-to-face, dual enrollment, and ITV. This will allow faculty to identify outcome related gaps based on mode of delivery.
- Section level data aggregates to the course level so that faculty have access to the aggregate information each semester.
- Faculty have easy access to their own SLO data from previous semesters.

- Faculty begin dialogue about outcomes results and discuss needed changes
 - SLO committee provides prompts/guides for the process
- Faculty can propose an individual or collaborative SLO assessment that differs from the mutually agreed upon department or course assessment.

Year 2: Reflection and Implementation

- When necessary, faculty make changes to SLOs or PLOs, assessments, and/or course design during the Reflection year.
- The SLO Committee provides the guidelines for reflection year reporting—a narrative form that explains how faculty will "close the loop" of assessment in individual courses by implementing any necessary changes and re-assessing. Reflection year reporting can be submitted by individuals or groups of faculty.
- Faculty revisit SLO/PLO/ISLO mapping and adjust as needed
- Use the backward design process to guide changes
- Two optional FLEX days will be scheduled: one providing time for area planning/program review SLO and PLO work and one focusing on assessment-related pedagogical workshops.
- Faculty inquiry groups may work on department-, program-, or institution-level learning outcomes activities and receive flex credit.

Program Learning Outcomes

PLOs Defined

A program learning outcome (PLO) is a measurable statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of requirements for the degree or certificate.

PLO Process

- SLOs are mapped to PLOs so that assessments of course outcomes lead to program assessment. This will provide data for program review.
- Success indicators are designated for each program outcome (such as 85% of sections report individual outcomes are being met)
- PLO results will be reported in program reviews every two years in a brief narrative that indicates collaborative discussion amongst faculty when relevant and that examines trends, points of inquiry, and/or key results for each PLO
- Faculty may choose to create supplemental assessments for program level outcomes, such as a capstone project with a separate rubric, if doing so meets program needs
- Program faculty will have access to tools and resources that provide useful aggregate data, to include aggregate level course success and retention information (disaggregated by demographics and mode of instruction), fill rates, and mode of instruction.
- To preserve the purpose of learning outcomes work as an inquiry-based practice that helps program faculty understand and improve student learning, PLO results will not be used as a basis by the Program Review Committee (PRC) for recommending corrective action to or discontinuance of individual programs.

- Program faculty should complete the curriculum review as part of the program review cycle rather than arbitrary updating to meet the regulatory review requirements.
- Program reviews should include an analysis and discussion related to Institution-set Standards for course success rates.
- Program reviews should indicate planned improvements and initiatives/resource requests that will be submitted into the planning process.

Institutional Student Learning Outcomes

ISLOs Defined

Institutional Student Learning Outcomes (ISLOs) are statements about the knowledge, skills, attitudes, and abilities a student is expected to develop as a result of their total experience with any aspect of the college, including courses, programs, and student services. ISLOs help to clarify our mission to ourselves and our students.

Shasta College ISLOs

Shasta College assesses the following seven ISLOs:

1. Critical thinking: the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques.
2. Effective communication: the ability to effectively use written, oral and nonverbal communication
3. Quantitative reasoning: the ability to use appropriate mathematical methods
4. Information competency: the ability to find, evaluate, use and communicate information in all its various formats.
5. Community and global awareness: an understanding of community and global issues and cross-cultural awareness.
6. Self-efficacy: the confidence and ability to perform the courses of action required to effectively meet personal, social, academic and professional goals.
7. Workplace skills: the ability to perform effectively at work.

ISLO Process

- All PLOs are mapped to ISLOs, so that program-level data is the primary means of assessing ISLO achievement.
- Two ISLOs are assessed per semester
- Indicators for achievement are designated (such as 85% of linked program outcomes achieved)
- Direct ISLO assessments can be used if advised by the SLO committee or Academic Senate. These may be needed during a transition/mapping/alignment period.
- Direct ISLO assessment through focused, interdisciplinary, artifact-driven projects (for example, using the VALUE rubrics from the AACU's Leap Initiative to assess student artifacts) is a valuable practice for institutional inquiry and knowledge, and should be supported and guided by the SLO committee
- Faculty receive FLEX hours for involvement in ISLO faculty inquiry groups.

4. Roles and Responsibilities

Faculty

Learning outcomes assessment encourages intentional and effective design practices that guide faculty in considering how their course assignments lead to the knowledge, skills, abilities, or attitudes students should gain from a specific course, as well as how course outcomes align with program and institutional outcomes. To this end, faculty play a crucial role and have a variety of responsibilities in instructional learning outcomes assessment. This systematic process provides one means of pursuing excellence in the classroom through consistent assessment and subsequent improvement.

Year 1: Assessment

- Administer SLO assessments to students to assess rates of student success in acquiring the course SLOs (the core knowledge, skills, attitudes and abilities expected upon successful completion of the course)
- Submit SLO assessment results for each course for future discussion and accreditation compliance, including the rates of success and a summary analysis of the results.
- Courses taught "off-cycle" (in non-assessment years) should be assessed in the year they are taught.

Year 2: Reflection and Implementation

- Implement improvements at the course level by reflecting on results for each course; this may be done individually and/or in dialog with other instructors
- Submit reflection results individually and/or in dialog with other instructors

Ongoing:

- Develop and review course-level SLOs and assessments
- Consult resources such as the Learning Outcomes Resource Center and Shasta College Learning Outcomes Handbook as necessary
- Participate in optional SLO Discussion Days, Faculty Inquiry Groups (FIGs), or professional development in assessment
- Provide representation on the SLO Committee and other learning-outcome-related work groups
- Collaborate with colleagues to analyze, adjust, and improve all aspects of course design, delivery, and services based on assessment results
- Participate in optional ISLO faculty inquiry groups or campus-wide assessments

Program Review:

- Review and report PLO results during each 2-year Program Review cycle
- Complete the program review in collaboration with the Program Review Committee every two years, according to established criteria

SLO Coordinators

The SLO Coordinators are responsible for providing leadership and guidance to faculty and staff for the development, assessment, and ongoing sustainability of student learning outcomes at the course, program, and institutional levels. The role of the learning outcomes coordinators includes:

- Serve as co-chair of the SLO Committee and take a leadership position in related goal-setting
- Work collaboratively with the Division Liaisons, the SLO Committee, Research staff, and the Dean of Institutional Effectiveness to ensure learning outcomes goals are achieved
- Coordinate with Academic Senate and College Council to update and maintain currency of the Institutional Assessment Plan (IAP).
- Provide educational and training activities pertaining to the assessment of student learning outcomes for faculty
- Provide training for faculty on the assessment management system
- Maintain the SLO Committee webpage, the Learning Outcomes Resource Center, and other online college resources related to assessment
- Regularly update the Vice President of Instruction, the Academic Senate, and other groups on assessment goals and progress
- Keep current on assessment policies and practices at the state and local level and actively disseminate this knowledge to faculty, staff, and administrators on a regular basis.
- Keep current on accreditation requirements related to learning outcomes assessment and work to align campus-wide assessment practices with those requirements

SLO Committee

The Student Learning Outcomes (SLO) Committee is a standing subcommittee of the Academic Senate. The Academic Senate, acting through the Executive Committee, relies primarily upon the recommendations of the SLO Committee for matters concerning Learning Outcomes. The Academic Senate will ordinarily accept the SLO Committee's recommendations, except when exceptional circumstances and compelling reasons exist. All actions of the SLO Committee requiring actions by the Board of Trustees must be approved by the Executive Committee before transmission by the Academic Senate, or designee, to the board.

- Each cycle year, the SLO Coordinator and SLO Committee will provide structure and support for the successful completion of learning outcomes assessment work by sponsoring assessment-related workshops, answering questions, and directing faculty to relevant resources.
- Provide guidelines and standards for the implementation of the SLO Cycle at the course, degree, certificate, and institutional level.
- Provide resources in support of the SLO process and to assess needs for additional campus-wide resources in support of the SLO process, making recommendations and requests, as appropriate.
- Initiate campus-wide communication on the SLO process, including dissemination of information as well as interactive dialogue.
- Research and make recommendations on the inclusion of SLOs into institutional decision-making processes.

SLO Division Liaisons

SLO Division Liaisons are faculty trained in assessment practices to assist division faculty members with learning-outcomes-related policies and procedures.

- Assist Area Coordinators in their division with learning outcomes assessment and process-related questions
- Support division faculty with SLO training opportunities
- Help train new division faculty on SLO reporting processes and expectations
- Assist with division-related activities and planning for SLO Discussion Days
- Attend SLO meetings as necessary
- Report out during division meetings on assessment-related professional development opportunities and campus assessment activities
- Relay faculty feedback regarding assessment projects to the SLO Coordinator and Committee

Area Coordinators

- Assist in coordinating assessment efforts for individual departments or areas
- Support area faculty's submission of course-level assessment results
- Periodically review mapping of SLOs/PLOs/ISLOs in individual departments or areas and connect area faculty to resources (SLO Coordinator, Division Liaisons) who can assist with mapping as necessary

Deans

- Ensure time at division meetings for assessment-related updates
- Support and disseminate professional development opportunities related to assessment
- Ensure new faculty receive information about assessment duties and request appropriate access for new hires to the Assessment Management System

Academic Senate

- Reviews and makes recommendations regarding any proposed changes to learning outcomes policies and procedures. In accordance with ASCCC Resolution 17.04 S 15, "Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures," "the adoption and revision of local policies and procedures regarding student learning outcomes data collection, assessment, and use are academic and professional matters requiring collegial consultation with local academic senates, with either mutual agreement or a primary reliance on the recommendation of the academic senate prior to implementation."
- As a local senate of the ASCCC, Shasta College's Academic Senate should support faculty participation in the learning outcomes process as described by the ASCCC "Guiding Principles of SLO Assessment."

Office of Research and Institutional Effectiveness

- Provides timely and comprehensive information to faculty, liaisons, divisions, campus and community regarding data trends
- Provides adequate staffing to support faculty research-based inquiry, including the support of learning outcomes assessment

- Provides timely and relevant data in support of program review, area planning, and resource allocation
- Provides adequate staffing to support faculty in navigating the Assessment Management System

Program Review Committee

In accordance with AP 4020, "Program Review is a process designed to assist instructional programs to review base line quantitative and qualitative data, and when necessary, define corrective action that leads to measurable improvement of a program. Through the auspices of the Program Review Committee (PRC), a collective supportive effort is formalized that assists in the analysis and assessment of programs that need to develop a plan of action that leads to program improvement."

- Program Reviews are reviewed every other cycle (i.e., every four years) by the Program Review Committee.
- The PRC will review and discuss a program's PLO assessment results as one component of the program's efforts to improve student learning rather than as a set of data indicative of the program's success. To preserve the purpose of learning outcomes work as an inquiry-based practice that helps program faculty understand and improve student learning, PLO results will not be used as evidence for recommending corrective action to or discontinuance of individual programs.

5. Philosophy and Guiding Principles for Student Services and Library Outcomes

~~Information from *Student Affairs Assessment, Theory to Practice*~~

~~Process for Student Service and Library and Student Service Outcomes~~

~~Library Services Student Learning Outcomes~~

~~A Library Student Learning Outcome (LSLO) is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successfully using library services.~~

~~The Student Services Division assesses Service Area Outcomes (SAOs) and Student Service Learning Outcomes (SSLOs).~~

~~Service Area Outcomes (SAOs)~~

~~Service Area Outcomes (SAOs) occur across campus and are designed to assess and improve institutional effectiveness. SAOs measure the extent to which the services within specific areas ~~enhance a supportive learning environment~~ and support the pathway to student success. Often, an SAO is a statement about what a customer will experience or receive as a result of a given service. A customer can be anyone receiving a service, including: students, faculty, staff or community members.~~

- ~~• students~~
- ~~• faculty~~
- ~~• staff~~
- ~~• community members~~

Each service area should have outcomes defined that focus on either:

- **a process**, which focuses on services being provided efficiently, accurately, and equitably, OR
- **client satisfaction**, which focuses on support being provided by the program/department in a satisfactory manner

Student Services Learning Outcomes (SSLOs)

A Student Services Learning Outcome (SSLO) is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successful completion of a student services activity (e.g. counseling appointment, orientation, assessment, field trip).

SAO/SSLO Process

Aligned with the Instruction Assessment schedule, the 2-Year SAO/SSLO Cycle provides student serves staff a substantial timeframe within which to reflect upon the results of their learning outcomes assessments, dialog with others, and implement changes to their practice as necessary.

The cycle is comprised of a year of assessment (Year 1) followed by a year of reflection, discussion and implementation of changes to improve practice (Year 2: Reflection and Implementation). Service Area Outcomes are mapped to ISLOs and will be assessed on an alternate cycle from Instruction.

<u>2017-2018</u>	<u>SAO/SSLO Reflection</u>
<u>2018-2019</u>	<u>SAO/SSLO Assessment</u>
<u>2019-2020</u>	<u>SAO/SSLO Reflection</u>
<u>2020-2021</u>	<u>SAO/SSLO Assessment</u>
<u>2021-2022</u>	<u>SAO/SSLO Reflection</u>

Year 1 Assessment

- The primary means of data for outcomes will be derived from a common survey distributed to all students in the fall.
- SAO/SSLO assessment results are entered by the middle of the spring term.
- Student Services faculty and staff begin dialogue about outcomes results and discuss needed changes
- Individual departments may develop separate instruments to gather SSLO data at the time of service. (For example, Transfer Center field trips, Counseling appointments, etc.)

Year 2: Reflection and Implementation

- When necessary, Student Services faculty and staff make changes to SAOs or SSLOs, assessments, and/or service design during the Reflection year.
- The SLO Committee provides the guidelines for reflection year reporting—a narrative form that explains how Student Services faculty and staff will "close the loop" of assessment in individual departments by implementing any necessary changes and re-assessing.

- Student Services faculty and staff revisit SAO/SSLO - ISLO mapping and adjust as needed and use the backward design process to guide changes.

6. Accountability

Yearly reporting on the status of assessment efforts at the institution and a periodic review of the IAP processes will help to ensure the success of the Institutional Assessment Plan.

- A yearly report by the SLO Coordinators, with input from SLO Committee, will be presented to the Academic Senate and College Council, highlighting the year's assessment activities, outcomes work done by the coordinators and committee over the year, and any special faculty assessment projects.
- Periodically, the effectiveness of the Institutional Assessment Plan will be reviewed by an ad hoc Institutional Assessment Committee formed by College Council, to report to Academic Senate and College Council.

7. Requirements for Implementation of the IAP

The following requirements have been identified by the Institutional Assessment Task Force, in consultation with the SLO Committee, as necessary for the implementation and success of the Institutional Assessment Plan.

1. Compensated division liaisons (10-hr stipends/semester)
2. Faculty FLEX hours (from the floating 42) for any assessment-related activities, including workshops, FIGs, etc., not directly related to the actual assessment and submission of assessment results.
3. Consistent training on assessment practices for faculty and staff, including the creation of explanatory resources for new and existing employees.
4. Consistent timelines and expectations disseminated to all faculty and staff responsible for student learning and success
5. Assessment liaisons for Student Services learning outcomes
6. Assessment Management System Requirements
 - Data visualization tools
 - Faculty dashboard in which they can readily see/find results from their own courses, chart/graph outcomes over longer periods (year to year) for their courses, see aggregate results from multi-section courses they teach.
 - SLOs should aggregate and feed to PLOs so that there is aggregate data for both SLOs analysis and PLOs. PLOs are linked to ISLOs to support the assessment of institutional outcomes.
7. Institutional Assessment Committee formed by College Council periodically to review the IAP and assess our campus-wide assessment efforts (both instructional and student-services sides).
8. Adequate staffing in Research to support faculty and staff outcomes assessment.

Initiative	Main Guided Pathways Pillars	Strategic Plan/ Integrated Plan	Struct Onboard	Redesign BS	Programs Mapped & aligned	Proact Aca career advis	Response Tracking	Inst Support Co- curr act
1.0 Persistence								
2.0 Three-Year Completion Rate								
3.0 Undergraduate Credentials Awarded per 100 FTE Undergraduate Students								
5.0 Improved Throughput								
Automated student education planning solution Implement & Assess Multiple Measure Placement (ab705)	Help students stay on their path	sp1.2b; ip1.1.3; 2.1.3; 3.1.3; 5.1.6	x					
	Help students choose and enter	sp 1.1a; ip 1.1.4; 4.1.3; 5.1.3	x					
	Help students stay on their path	(sp1.2b; ip1.1.5; 3.1.3; 4.1.5; 4.2.4; 5.1.5)					x	
Early Alert Software								
Implement transfer pathways such as a college honors program and expanded concurrent enrollment	Help students choose and enter	1.3c_ip2.1.2; 3.1.2; 3.3	?		?			
Implement innovative technology-enabled services to improve access to existing on-line student support	Help students stay on their path	sp2.1f; ip2.1.6; 3.1.5						x
Identify and promote Associate Degrees for Transfer	Help students choose and enter	sp 1.3a; ip2.1.5; 2.1.5; 2.2.2, 2.2.3; 3.1.4						x

SS/Other	Ideal Location	Student Services Departments / Areas	POC	Employees Capacity	Capacity w/ students	Notes
Student Services	100	Enrollment Services	Tim Johnston	3	4	
Student Services	100	Brusar's Office	Tim Johnston	2		
Student Services	100	Assessment	Tim Johnston	3		
Student Services	100	Counseling	Tim Johnston	15-25	3 per office	Potential for 10+ counselors to be embedded in dept. buildings as part of the Guided Pathways approach with 12 in the 100 building.
Student Services	100	Financial Aid	Becky McCall	11		Blended w/ A&R
Student Services	100	Admissions & Records	Becky McCall	11	14	Blended w/ FA
Student Services	100	Student Success Center	Tim Johnston	3		
Other Needs	100	(1) Conference Room	N/A	40	40	w/ soundproof partition wall to create (2) smaller rooms
Other Needs	100	(1) Workshop Space	N/A	2	30	w/ computers for on-going workshops
Other Needs	100	Reception / Welcome Area	N/A	1	5	
Other Needs	100	Staff Lounge w/ kitchen	N/A			Second Floor?
Other Needs	100	Ample Restrooms	N/A			At least (1) Gender Neutral
Other Needs	100	Multi-Use Office	N/A	1 / (3 Capacity)		Utilized by: H&HS, CalWORKs, SMART, etc.
Other Dept.'s	100	Bookstore	N/A			
Other Dept.'s	100	Campus Safety Office	Lonnie Seay	1 / (2 Capacity)		To be highly utilized during peak registration/fin. aid disbursements.
Student Services	2000	Support Services	Sandra Hamilton Slane	1		
Student Services	2000	EOPS	Sandra Hamilton Slane	8 / (8 Capacity)		
Student Services	2000	PACE (Partners in Access to College Educ.)	Sandra Hamilton Slane	8 / (30 Capacity)		
Student Services	2000	TRIO	Sue Huizinga	7 / (8 Capacity)		
Student Services	2000	SCI*FI	Bob DePaul	3 / (20 Capacity)		
Student Services	2000	Foster Kinship	Sheri Wiggins	2		
Student Services	2000	StepUp	Robert Bowman	??		
Student Services	2000	College to Career	Amber Perez	2 / (25 Capacity)		
Student Services	2000	Equity & Inclusion	Sharon Brisolaro	2-3		
Student Services	2000	Center for Equity & Inclusion	Sharon Brisolaro	1-2 (35-50 Capacity)		
Other Dept.'s	2000	Food Services	Denise Axtell			
Other Dept.'s	2000	Health & Wellness	Debbie Goodman			Include discreet indoor entrance &/or outdoor entrance.
Student Services	2000	Transfer Center	Daniel Valdivia	3		
Student Services	2300	VP Student Services	Kevin O'Rorke	2		
Student Services	2300	Student Life	Tina Duenas		11	
Student Services	2300	Global Education Center	Tina Duenas	2 / (15-20 Capacity)	15-20	
Student Services	2300	Student Senate	Tina Duenas	0 / (30-33 Capacity)	30-33	
Student Services	2300	Food Pantry	Tina Duenas		3	
Student Services	2300	Club Room	Tina Duenas	0 / (20-25 Capacity)	20-25	
Student Services	2300	The Lance	Tina Duenas		5	
Other Needs	2300	Coffee Shop / Café / Student Store / Meeting or Conference Room / Study Rooms	N/A			In current bookstore location
Student Services	Adjacent to 100 (North)	Veterans Services Center	Becky McCall/S. Brisolaro	3	20	

SS/Other	Ideal Location	Student Services Departments / Areas	POC	Employees Capacity	Capacity w/ students	Notes
Student Services		Career Development (Moving w/ EWD)?	Leann Williams	1		Currently in Student Employment but discussed splitting duties.
Student Services		Student Employment (Moving w/ HR)?	Leann Williams	1		Currently in Student Employment but discussed splitting duties.
Other Needs		Board Room?	N/A	40 Capacity?		
Other Needs		HR - (2) Interview Rooms & (1) Testing Room	Greg Smith	0 / (10 & 1 Capacity)		
Other Needs		Mailroom				
Other Dept.'s		Administrative Services	Morris Rodrigue			
Other Dept.'s		Business Office	Jill Ault			
Other Dept.'s		Dual Enrollment	Teresa Doyle			
Other Dept.'s		EWD	Eva Jimenez			
Other Dept.'s		Extended Education	Andrew Fields			
Other Dept.'s		Human Resources	Greg Smith			
Other Dept.'s		Office of Instruction	Morris Rodrigue			
Other Dept.'s		President's Office	Joe Wyse			
Other Dept.'s		Foundation	Scott Thompson			
Other Dept.'s		Research	Kate Mahar			
Other Dept.'s		Marketing & Public Relations	Peter Griggs			
Other Dept.'s		Grants Office	Amy Webb			
Other Dept.'s		Innovation Office	Theresa Markword			
Other Dept.'s	200	Library Services	Will Breitbach			
Other Dept.'s	200	Gateway to College	Nancy Berkey			
Other Dept.'s	500	ACSS	Stacey Bartlett			
Other Dept.'s	700	Information & Technology	James Crandall			
Other Dept.'s	700	Learning Resource Center	Teresa Doyle			
Other Dept.'s	900	SLAM	Frank Nigro			
Other Dept.'s	1300	Campus Safety	Lonnie Seay			
Other Dept.'s	1800	PEAT	Mike Mari			
Other Dept.'s	2700	Physical Plant	George Estrada			
Student Services	3000	Student Housing	Nicholas Webb	14 / (126 Capacity)		Potential new build with non bond funds at a later date
Student Services	Downtown	CalWORKs	Nadia Elwood	2 on campus		To utilize "Community Office" when on campus
Other Dept.'s	Downtown	HSUP	Kathy Royce			
Other Needs	All Inst./New CTE	(1) Community Office	N/A	1 (2 Capacity)		CTE/Instructional Program Counselors, etc.
Other Dept.'s	New CTE	BAITS	Michael Sloan			
Other Dept.'s	New CTE	Bistro	Mike Mari			

A One-Stop Student Service Approach

Recommendations and Review

Spring 2018

Prepared by: Anita Kermes

“Shasta College provides a diverse student population open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, intellectual, and economic development of our communities. Comprehensive student services programs support student learning and personal growth”




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Executive Summary

The Districts Institutional goals for 2012-2030 defined as part of the Educational Master Plan were meant to drive decisions in support of the master plan. Two of these institutional goals speak to the enhancement of student services and , while student services is a broad term that encompasses everything from Admissions to classroom instruction I have focused my recommendations for enhancements on the following two goals:

1. "To support Shasta-Tehama-Trinity Joint Community College District will use innovate 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".
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"

As I visited Shasta's Redding and Tehama campuses I was impressed by the enthusiasm and level of commitment each of the staff had for their individual role on campus. It was apparent staff all possess the desire to assist students and all seek to find a creative way to take the existing student service model to the next level. As I spent time learning more about existing services and operations on the Redding campus I did a bit of discovery with staff and together we learned where there exists a duplication of efforts, where students are being bounced from department to department and why it may not always be clear to the student where to start to get their questions answered. In comparison, the student services model on the Tehama campus is more effective and efficient due in large part to the size of the campus and the centralized office that intakes questions, sets appointments and handles other student services for the campus.

On most college campuses the student will need to visit multiple offices, wait in multiple lines and be redirected once or twice before all of their questions are answered. These offices may be located in close proximity, or spread out across the campus. When a student has to visit multiple offices to get answers you will find that no one staff member is taking ownership of the student's needs and managing the case to ensure all the student's questions are answered. There is no communication between staff from the various offices regarding a student's concerns and the assumption is the student will be fine, and if not, they will return again for assistance. Next?

I recommend the Redding campus implement a similar one stop service model found on the Tehama campus. Directing students to a single location where the student will receive assistance on a broad range of topics from knowledgeable staff; eliminating the need to redirect the student to multiple offices. The concept is simple however; the execution of such a model takes thoughtful planning, cooperation and collaboration from all staff and the full support from the administration.

Recommended Actions and Desired Outcomes

To engage in the successful implementation of a one stop service model Shasta College will need to allow 18-24 months of planning and discussion with current staff. The focus for all planning and discussion will be: "What will best serve our students?"

I've listed below the ten action items and desired outcomes for the campus to engage in over the next 18 to 24 months. Details on each of these items may be found later in this report.

#1 Action: Identify a cross functional Project Team

Pull together a project team with cross-representation of the various offices currently providing services to students.

#1a: Outcome: This team will represent the individual offices and ensure open lines of communication with all campus partners as the vision for a one stop student center is further defined for Shasta College.

#2 Action: Create inventory of Core Services

The first charge of the Project Team will be to define all services, who provides the service and what the process of each service entails. Defining the core services will help the campus determine what may be transitioned to a one stop office, what services may be duplicative, what services require a Subject Matter Expert (SME), and what services may be enhanced in the future.

#2a: Outcome: A comprehensive list of potential services to be offered in the one stop student center. This list will include short-term and long-term services; where efficiencies may be created and where duplication of efforts can be eliminated.

#3 Action: Create an organizational structure

Staffing a one stop office will require professional level staff trained in a breadth of knowledge. Best practices from other "One Stop" offices show how staff will become very marketable after going through extensive training and acquiring a broad knowledge base in student services. In order to minimize costs related to staff turnover you want to start with a model that will retain staff and create an organization structure that will allow for growth opportunities.

#3a: Outcome: An organizational structure that will support the mission and vision of the one stop student center; leveraging existing expertise among campus staff and identifying the skill set required to successfully launch the new center.

#4: Create Service Level Agreements (SLA)

All participating offices will need to agree to services, training and support, and escalation process as well as understanding their role in the delivery of services. The SLA will clearly define expectations, key performance indicators, and a process for continuous feedback and improvement. (See page 13)

#4a: Outcome: An agreement by all involved parties in full support of the mission and goals regarding the delivery of student services. All must agree on the importance of and commitment to keeping the lines of communication open and the willingness to move beyond any disagreements to provide the best service to the students.

#5: Identify Key Performance Indicators (KPI's)

Measuring success and identifying opportunities for enhancement will be critical. Invest time early in the process to identify the key performance indicators you want to measure and track year over year.

#5a: Outcome: The project team will identify baseline metrics to be used to measure success and process improvement going forward. KPI's should include average wait times during peak and non-peak times for in-person and telephone calls, referrals to subject matter expert in home office, referral response times, repeat student visits, and reasons for visits. This data will be used to drive operational improvements over time.

#6: Develop a training program

The Project Team will be able to identify where training is needed. Each home office will need to commit to providing training for their office operations. Remember, the one stop office serves the student and all offices support services to students and play an important role in the success of the one stop center.

#6a: Outcome: Define the training required to onboard new staff. Define the required refresher training as each phase of the student life cycle begins. Refresher training will ensure communication of operational changes are understood and any new staff are prepared to properly respond to student questions.

#7: The Website

Regardless of how a student seeks services it is imperative to ensure the student experience is the same at all touch points. Prepare to launch your website 6 months before you open the physical office location. This will begin to prepare students and staff for the change in service model.

#7a: Outcome: A website portal for students to seek answers to a variety of questions or to be directed to more detailed information. This website will reflect the student in-person experience and require input from all involved offices. The intent is not to duplicate information. The intent is to simplify the ease of access to timely information.

#8: The Phone Tree

Staying with the same theme of creating the same student experience across all medians, examine your existing phone tree. What number does a student call to reach the office? Do you have a phone tree with multiple options or do you have individual office numbers?

#8a: Outcome: The student calling in to campus will experience similar efficiencies. Ideally, each call is answered by a live person however, when experiencing high volume this may not be feasible. Automated options presented to the caller should be minimal and a reasonable response time should be identified and communicated.

#9: Physical Space

Ask yourselves what you want the student to experience? When asked of the staff during our initial meeting the first word that came to mind was "Welcoming". This is a great starting point - now let's talk about what a welcoming environment looks like and feels like for Shasta College.

#9a: Outcome: Create an open and flexible space that is welcoming to students and will encourage collaboration and teamwork among staff. Think "Apple" store experience compared to "DMV" experience. The space will be able to handle the office needs during peak student traffic and other office needs when student traffic is not the primary focus of the one stop student center.

#10: Celebrate Success

Don't forget to celebrate each milestone along the way.

#10a: Outcome: Change is difficult for all of us. Individuals will react differently to the unknown. Consistent communication and recognition of the smallest of milestones along the way will encourage staff and keep all engaged in the journey.

To maintain focus on the successful implementation of a one stop student service center the project team will want to communicate often with all campus partners of the following desired outcomes for the student:

1. Reduce the wait time for students.
 - a. Over time create operational efficiencies that will lead to reduced wait times for individual student visits.
 - b. Within this single location the student will obtain a variety of services and have their questions answered regarding
 - o Financial Aid - general information and next steps
 - o Registration - guidance on class registration
 - o Tuition Payment - options and expectations
 - o Admissions - general questions and expectation
 - c. Long term the one stop center may provide more pro-active counseling with individual students
 - o Transfer to 4-year institution
 - o College to Career transition

The remainder of this report identifies findings during the on-site visit and more importantly, provides direction for Shasta College to move forward and successfully achieve the ten recommended actions and desired outcomes. Moving forward with these recommended actions will assist Shasta College in achieving the goals mentioned earlier - implementing innovative best practices to increase student success.

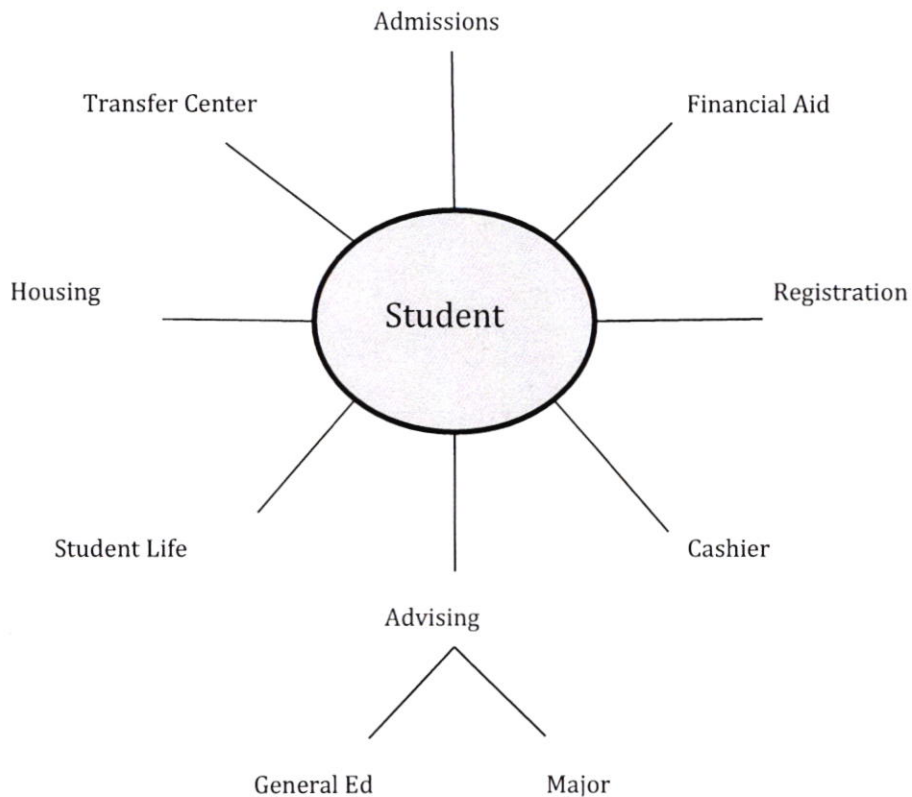
In summary, Shasta College stands ready to implement innovative best practices to increase student success.

Today's Current Student Interactions

When meeting with staff from Shasta College the first question posed to them was; "What do you want the student experience to be for your campus?" The staff unanimously agreed the student experience should be welcoming and easy to navigate. And, the goal of each visit would be the student leaving the campus well-informed and knowledgeable about resources and where to find additional support, as needed.

A discussion facilitated with staff from various student service offices; Admissions & Records, Financial Aid, Transfer Center and the Student Service Office revealed what the current student at Shasta College experiences. The discussion started by asking staff what offices a student may visit when coming to campus, or calling, or even searching the web? As you can see by Diagram A below, there are many!

DIAGRAM A



While the need exists for the services provided by each of these each offices there is opportunity to take a closer look at the individual services offered to determine two things:

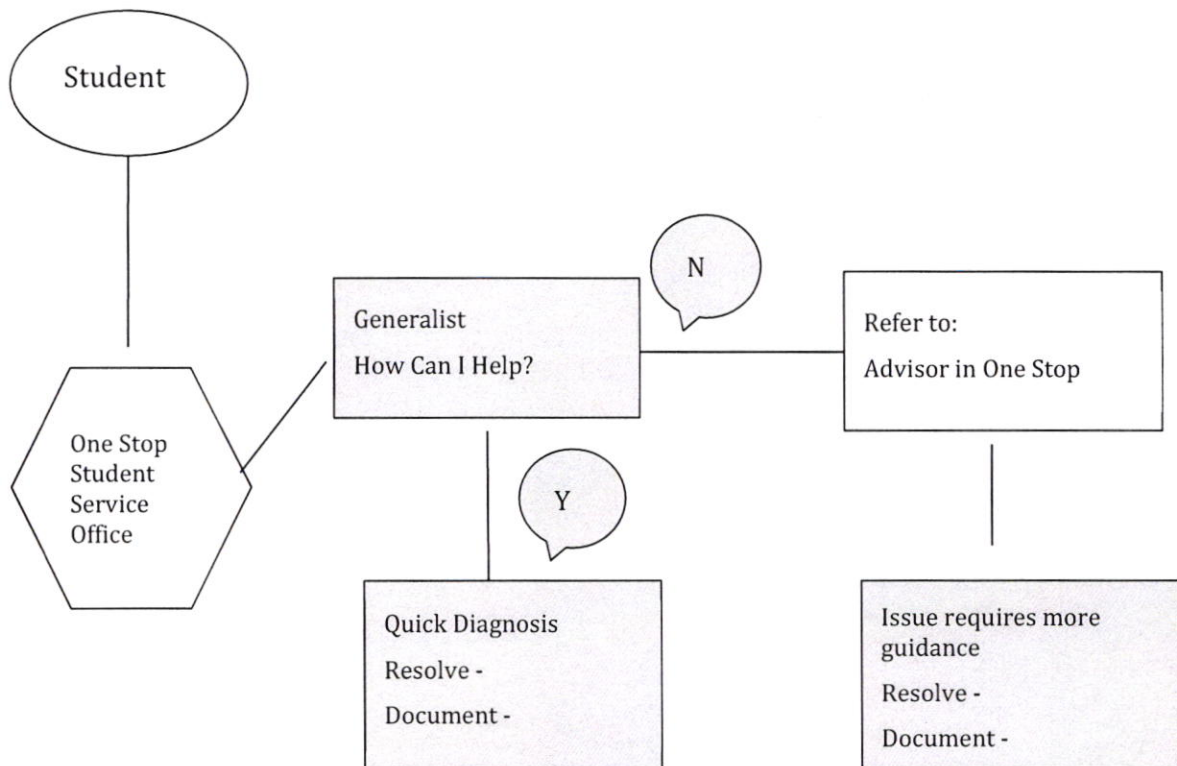
1. Are there currently overlaps in services provided between offices, and
2. Of the services being offered, which are transactional in nature that could be provided by knowledgeable staff in a central or single location?

The One Stop Approach

I am going to use the analogy of walking into a hospital emergency room. The patient knows they need care but not necessarily the type of care. Here, someone will check the patient in and quickly assess the level of assistance needed. The patient may be taken care of immediately, or they may be asked to wait for the appropriate staff to receive more individualized care and attention, or the patient may be rushed immediately to a specialist for surgery.

Applying this concept to a student service model may look similar to Diagram B below:

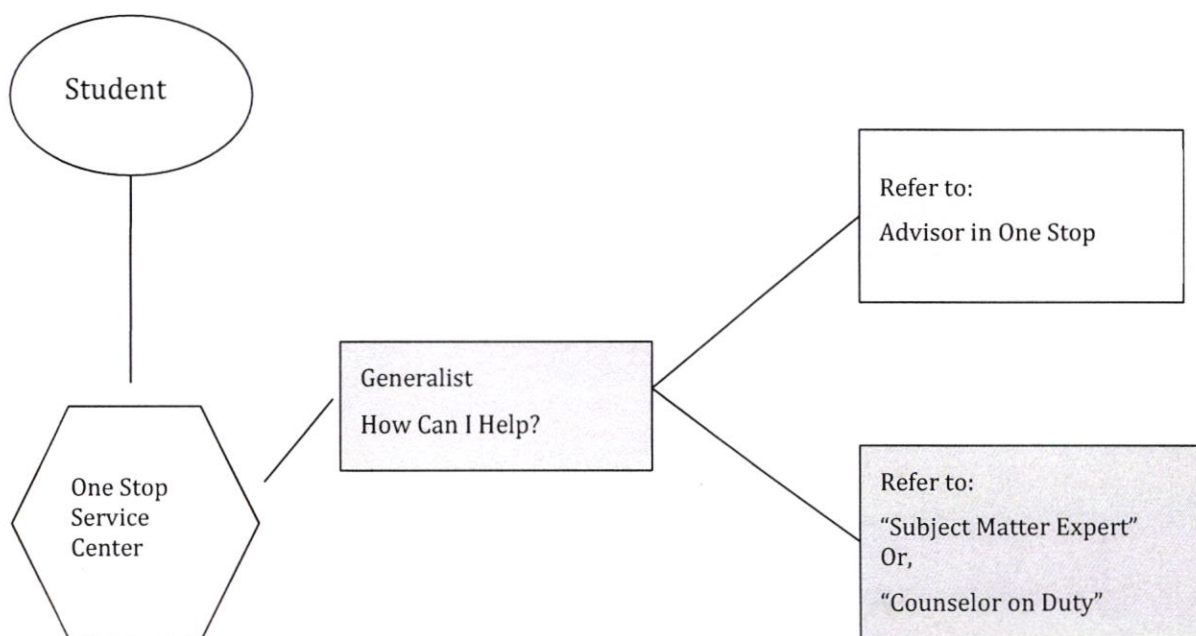
DIAGRAM B



The student may need to see a “subject matter expert” to receive individualized care and attention. Think of the case where the patient needs immediate surgery and they are rushed off to the operating room. In these instances you may have the student referred to a more experienced Advisor or a “Counselor on Duty”. The idea of a “counselor on duty” is to have the Subject Matter Expert (SME) from the home office located within the One Stop Student Service Office. The home office referring to your business partner for who the one stop is providing defined services on their behalf. The most common business partners collaborating and coming together in a One Stop service model are often Financial Aid, Records and perhaps Admissions. There is no right or wrong answer and each campus will have the flexibility to determine what structure will work best for their individual student population.

The illustration in Diagram C below; allows the One Stop Service Office to provide student support from this single location for the majority of needs that arise, simply by having access to the SME.

DIAGRAM C



Core Services

How do we begin to create a welcoming experience for students and reduce the “back and forth” between multiple offices? The next step is to begin looking at the specific services offered by each office and put some definition around the services. We also want to begin to distinguish between customer-facing “quick” transactional services and those services requiring a subject matter expert. Here are some service definitions to get the conversation started:

- L1 = Level one services are quick and transactional in nature. Usually a frequently asked question, assistance with a form, or guidance navigating the student portal. These services may easily transition to a single one stop service center where staff are trained on a breadth of knowledge.
- L2 = Level two services will require more time with the student and more in-depth knowledge of staff to answer. Usually a closer look at their student portal and assistance with the various holds, messages or documents that are requested. One question will lead to a more detailed explanation of what the student can expect next or what follow up may be required later.
- SME = Subject Matter Expert are those items that require in-depth knowledge and a level of experience and expertise to perform. An example from the Financial Aid Office would be performing file review and verification for purposes of determining a financial aid award. This not only requires knowledge of how to perform the task but also requires knowledge of regulations governing verification and disbursement of aid.
- Hybrid Support = As the staff are trained and become more familiar with providing a wide variety of support to students you may begin looking at some of the more complex tasks
 - As example: Professional Judgment (PJ) for Unusual Financial circumstances would require a SME to perform the specific task; the explanation of what is required for review and the collection of documentation could be performed by trained one stop service staff.

While creating a list of services offered by each office you also want to identify areas where there may be an overlap occurring. For example - where can a student submit requested forms? Does it depend on the type of form being submitted? Why? Could a single office be designated to collect all forms and then be responsible to distribute internally to the appropriate office?

To complete this exercise for all services a core project team of individuals from each service area will want to come together and begin to list each service provided and the office that owns the process. Once you have the comprehensive list you can begin to review each task and categorize into the level of service using the definitions above. As we begin to learn more about what role each office plays and the services provided we can put this information into context around the overall student experience. As we bring definition to the core list of services we will be able to identify opportunity to simplify the navigation, eliminate the duplication and provide a better experience for the student!

Below is a sample of some of the services identified during the initial on-site discussion with Shasta College staff members. What I have done is break them out into proposed service levels for illustration purposes.

Service Description			
Answer phones	L1		
Assist with forms	L1		
MyShasta Support	L1		
Office 365 Support and Cloud-based services	L1		
Assist with Forms	L1		
FAFSA and FSA ID	L1		
IRS Data Retrieval Tool	L1		
Processes			
Loans		SME	
Scholarships		SME	
BOG-CCPG		SME	
FAL, CCCC, FTSSG		SME	
Pell, SEOG, FWS		SME	
Chafee		SME	
Hybrid Possibilities			
SAP - Pace, GPA, Quantitative			X
Appeals			X
Verification			X
PJ - Unusual Financial Circumstances			X

There is no right or wrong answer and final decisions will be based on your service definitions, office agreements, and the willingness of staff to create a different student experience. The Service Level Agreement between offices (SLA) will help define the level of support, the escalation process for a student case within the one stop and the referral process to the subject matter expert. The referral may still be accomplished within the One Stop office if your space will accommodate a “drop in counselor” on duty. The need for the additional support will be determined by time of year, student life cycle, and recent communications driving student traffic.

Attached Appendix A: the results from the initial discussion around services provided by the various participating offices. I’ve made a first attempt at identifying ‘core services’ and those services that would require a subject matter expert. This is based on experience and not on the specific processes at Shasta College.

Next Steps – the project team of individuals representing each office will go through several process mapping exercises. As the team further identifies and defines services provided by each office, look for:

- Handoffs
- Duplication of efforts
- Student friendly or Office friendly process?
- Who is currently performing the task?
- Who could perform the task?
- What is the risk?
 - Regulatory- Financial Aid processing and disbursement
 - Regulatory - Degree evaluation and confirmation
- From a student perspective what makes sense to centrally locate?
- What would be required to make the shift?

Clearly define service expectations and develop a way to measure. Staff want to know if they are meeting the mark or where they may improve. It is important to be able to empower staff to assist students and ensure staff have the tools they need.

Clarify the expectations for consistency in services. Everything from how a student is greeted to what all students are to be reminded of before leaving. Even though a student may not come in for that specific question, how do to anticipate the unasked question and provide answers for the student so they know what to expect next.

Work with other offices to encourage positive conversation and positive collaboration. Remember we are all one team and we are all here to service our students. Staff will be expected to exercise sound judgment and know:

- when and how to resolve a student case,
- when and how to refer a student case,
- when and how to escalate a student case.

Service Level Agreements

Placing some structure around agreements in the form of an MOU may seem unnecessary but will help alleviate confusion and keep everyone on the same page. This agreement will also hold all parties accountable, keep the lines of communication open, and alleviate confusion should there be staffing changes.

The Service Level Agreements (SLA) will bring all parties to an agreement and understanding of their roles and also define what is needed for all parties to be successful. As example: what resources, training, system access and staffing support may be required? As staff become proficient and you continue to track and evaluate your key performance indicators you will want to revisit your SLA with each office. It is to be considered a living document to be used as a guideline for success. It is not meant to create barriers but to identify opportunities and overcome challenges to better serve students.

Key components of a Service Level Agreement may include:

- Resources to be provided by home office (business partner)
- System Access to be provided by home office (business partner)
- Communication plan between offices
- Training plan
- Referral process
- Evaluation / Assessment to measure success
- Define process to establish a continuous feedback loop

Attached Appendix B: Sample Service Level Agreement (SLA)

Staffing Model

While you may find that everyone shows an interest to work in the “one stop” not everyone is suited for this type of a job. The expectation to deliver world class service to each student, each day, every day and maintain a welcoming environment for students will set a new standard of excellence. I highly recommend you work closely with your Human Resources department and require staff to apply for the open positions as you create the organizational structure of the new office.

Characteristics of a successful candidate you may want to consider:

- Willingness to learn
- Sound judgment
- Anticipate and answer the “unasked” question(s)
- Positive attitude
- Empathy
- Patience
- Compassion
- Heart for service

Creating the Position Description

I encourage you to begin discussions early with HR to help them to understand your vision for the new service model and what you are trying to achieve. It is important to gain the understanding and support for your vision and organizational structure early in the process. You are not trying to displace existing staff but rather create a new department that will deliver streamlined services to students.

The new position description will incorporate the broad range of knowledge required, the need for independent thinking and staff's ability to make sound decisions. Set high expectations for the level of professionalism to be demonstrated by staff. These positions are considered professional level staff positions. You are going to invest time and effort to train and you want staff to remain in these positions or promote up within the organizational structure. The last thing you want to do is to hire and train "entry level" positions and have them leave for other higher paying positions.

Training Program & Feedback Loop

You have your staff hired and in place and you have a place for your staff. You have identified services and set expectations. You have held discussions with the offices you will serve and have drafted your first round of Service Level Agreements. To ensure success you will need a training program.

A successful training program will encompass all areas defined in the SLA along with team building exercises and soft skills training. To accommodate various learning styles, Lecture - Observe - Perform, you want to be flexible in the delivery of the training. This will mean incorporating a blend of lecture, self-paced review, shadowing and hands-on performance of duties. You will want to involve the home offices (business partners) to train and provide train the trainer sessions.

As staff perform tasks on behalf of the home offices consider how you will evaluate the completion and accuracy of tasks performed. Identify a means to perform quality control along with a way to address areas of concern, when found. This becomes your process for "internal controls" and helps identify issues before the student brings them to your attention. Because much of the work is cyclical having these internal controls in place will help identify areas where refresher training may be needed.

Attached Appendix C: Sample Training Schedule

Model for Success:

As you build your training program create the opportunity for the "one stop" service staff to train within the home office on the processes they will support. Also, identify a liaison with in the home office to shadow the "one stop" staff. You will find this creates collaboration and communication among staff that is focused on providing student service. As the One Stop Service Center holds regular staff meetings include liaisons from the home offices to share updates, provide reminders, or conduct quick refresher trainings.

Resources:

Policies and Procedures, User Manuals, and Training Workbooks! These are all great ideas in concept but time consuming to create and maintain. When you open the One Stop Service Office it will be critical to have created a resource for staff to reference after the training is complete. I recommend creating an online resource binder for easy access from the staff's desktop computer. A tool such as OneNote has worked well for some - allowing the writer to set up tabs for the various topics this tool allows you to create a very comprehensive reference tool online. As I stated - it takes time and you may find the home offices already started their individual resource binders, or you may find yourself writing the P&P for both yourself and the home office. This tool will help ensure consistency and accuracy.

Key Performance Indicators

Executive management will want to know if the One Stop Service Model is effectively and efficiently providing services to students. As the offices come together to discuss Service Level Agreements consider what information are they able to collect and what story will the data tell.

A student survey regarding the effectiveness of services provided is one you may consider. Other examples of KPI's may be:

- Number of student visits,
- Reason for visit,
- Number of student referrals to home office,
- Reason for student referral,
- Number of calls
- Reason for calls
- Wait time on phones
- Wait time for in-person visit

Determining what data you collect will be driven by technology. You may initially have a sign-up sheet until you move to an online kiosk with queueing software. As you collect KPI's begin to establish a baseline to measure year to year performance and demonstrate improvements.

Organizational Change

Change is difficult for all of us but one way to help minimize anxiety around an organizational change such as this is to be fully transparent and keep staff involved in the process. You will find champions for the change within each office. They will be excited about the possibilities and the positive impact this will have on students. Leverage these folks as your champions and keep them engaged in the planning process. Stay focused on the student experience and when you can, solicit student input and feedback. If possible include students as part of the planning process so they also have a voice in the creation of the new service model.

Attached Appendix D: Example of one organizational structure created by moving "customer facing" staff positions from the operational offices to the One Stop Service office. This allowed for all customer transactions to occur within the One Stop while allowing the operational staff from the various home offices to remain focused on operational duties; such as degree evaluations, financial aid verifications, loan processing, etc.

Space

Where will this new One Stop Service office be located? What will the space look like? How will it function? It is difficult to image so let's go back to how we defined the student experience. Defining the type of student experience you want to create will help you define your space needs. Knowing it is difficult to predict the future- I have provided some guidelines to help you create a flexible space that will be adjustable as the needs of the office change. A few things to keep in mind:

- Create a space that is flexible - today there are more and more options for moveable/ adjustable furniture to create a more flexible space,
- Think open, welcoming, spacious,
- Create the ability to add or remove seating,
- Create the ability to add or remove tables,
 - What space you need for "peak season" will be different the other 80% of the time,
- Create a space conducive to collaboration ,
- Do you need privacy or do you need to create a sense of privacy,
- Consider shared offices / workspaces,
- Consider how to repurpose space during slower traffic times,
- Ensure the space conveniently located for students.

Offices and office space can make a statement about the campus environment and campus culture. I've walked through workplaces where everyone had their own offices and wondered how anyone collaborated or shared information? I've walked through open office space where the energy and excitement was evident as you watched people engage in conversation and collaborate on projects. Planning a space is easier when you are creating something brand new versus working within constraints to remodel an existing building. I recommend working closely with an architect and spend considerable time to define the student experience you are wanting to create and the services to be offered within the space.

In-Person vs Website vs Phone

The One Stop Service experience does not start and end with the physical space. You will also want to create the same or similar experience online and by phone. When you have your list of services completed and you know what will be moved to the One Stop begin to create the new web presence. The website provides the opportunity to introduce the concept to students early and helps staff begin to imagine how the student traffic will flow.

When it comes to phones start with the current phone tree. What number(s) does a student call and how is the call routed? When Sacramento State looked at our phone tree we found multiple entry points and multiple options to choose from in the phone tree. Eliminate multiple entry points and simplify the number of options a student may select. Your technology staff will be able to help you understand the phone system capabilities. You may even learn you have features to help you track volume, monitor wait times and listen in on calls. Create the same or similar experience for the caller as you do for the student coming to campus or searching the web.

Summary:

Below I've provided a summary of recommendations discussed in this report. You will not get to them all right away and you may not entertain others. The One Stop Service office will be unique to your campus as will how you choose to provide services to your students. The office will take on the personality of the staff that work there. The space will define the student experience. Throughout the process it is important to enjoy the ride - after all this is the fun stuff!

1. Start by selecting a cross-functional project team with representation from Financial Aid, Admissions and Records, Transfer Center, Student Center, Advising and others,
2. Create an inventory of core services, along with definitions and business process flow,
3. Define the organizational structure,
4. Create Service Level Agreements,
5. Identify Key Performance Indicators and how they will be measured,
6. Define and develop staff training,
7. Create and/ or update the website to reflect the new service model,
8. Create and/ or update the phone tree to reflect the new service model,
9. Define and build your physical space,
10. Lastly, be sure to Celebrate You Success along the way!

Thank you to the following staff who took time to meet during the initial campus visit. Everyone was cooperative and willing to share openly and honestly. These are all positive indicators of the commitment staff have to move the campus forward.

Shasta College Staff

Timothy Johnston, Ed.D Interim Associate Vice President and Dean of Enrollment Services

Andrew Fields, Dean Extended Education Division

Becky McCall, Associate Dean Student Services

Natalie Tucker, Enrollment Services - Administrative Secretary

Susan Ayers, Administrative Assistant

Ryan Loughrey, Enrollment Services - Categorical Program Coordinator

Cindy Silva, International Students & Subpoena

Daniel Valdivia, Transfer Center Coordinator

Lorelei Harzler, Financial Aid Technician

Student Success Committee

Daniel Valdivia, Transfer Center Coordinator

Chelsea Kefalas, Transfer Center Facilitator

Melian Manas, Student Success Facilitator

James Konopitski, Student Success Facilitator

Appendix A List of Services							
KEY							
L1 - General Inquiry Assistance							
??Place in one stop service center							
L2 - Counselor / Professional Staff assist							
??Place in one stop service center							
Home Office							
If Blank = Unsure of process							
Student Service Center		Admissions		Financial Aid			
Answer phones	L1	Main Operator					
VA support		Application questions		transfer center			
Fax forms	L1	Probation questions				FAFSA workshops	L1
MyShasta Support	L1	High School Graduation				FA Appointments	L1
Office 365 Support	L1	electronic				Disbursement Schedules	L1
Cloud-based Services	L1	fax					
Assist with Forms	L1	Intake Forms	L1	Assist with Forms	L1		
Schedule Appointments w/ Counselors	L1	Enrollment Verification	L1	Book Loans	L1	Cash 4 College	L2
Q&A student questions	L1	Mail	L1			Outreach	L2
Application Support				Application Support			
FAFSA	L1			FAFSA	L1	Financial Literacy workshops	L2
FSA ID	L1	Withdraw from Class	L2			Independent Status Request	L2
IRS Data Retrieval Tool	L1	SSN update/change/verify	L2				
Loans		Census Enrollment Verification	L1 or L2	Emergency Loans	L2		
Online MPN	L1	Positive Attendance	L1 or L2 or SME				
Loan Counseling	L1						
Build Class Schedule							
register for class	L1	Class Registration	L1			OP's	
navigation	L1					Step-Up	
Navigate CANVAS							
homework	L1	Processes		Processes			
Password Access	L1	Degree Evaluations	SME	Loans	SME	R2T4	SME
Assist with Bank Mobile	L1	Degree Applications	SME	Scholarships	SME	Athletics	SME
		Certificate Applications	SME	BOG-CCPG	SME	SAP - Pace, GPA, Quantitative	SME
		Nursing / LVN	SME	FAL, CCCCCG, FTSSG	SME	Appeals	SME
FYE support		Residency	SME	Pell, SEOG	SME	Verification	SME
Early Alerts		GPA Verification	SME	FWS	SME	PJ - Unusual Financial Circumstances	SME
Student Lingo				Chafee	SME		
VA Support				Grants	SME		
CDDA Application				VA Certifications	SME	Listen to financial aid complaints	SME
Emotional Support							
Refer to other campus resources							
Orientation		Payment					
	in-person		Student IDs				
	on-line		Refunds/ Fees				
Probation workshops			Sponsorships				
	early alerts						
	support with appeals process						
Cal Promise Grant							
Admissions							
BOG							

Appendix B

Sample Service Level Agreement

OFFICE "A"
&
OFFICE "B"

DOCUMENT INFORMATION AND APPROVALS

VERSION HISTORY			
Version #	Date	Revised By	Reason for change
1			
2			
3			

DOCUMENT APPROVALS			
Approver Name	Project Role	Signature/Electronic Approval	Date

FINAL SIGN-OFF			
Approver Name	Project Role	Signature/Electronic Approval	Date

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1.0 SERVICE LEVEL AGREEMENT OVERVIEW

This is a Service Level Agreement (SLA) between the *One Stop and....<office>* the purpose of this written agreement is to define the level of services to be provided by the *One Stop* for the office of *Financial Aid & Scholarship Office*. Within this document the *Financial Aid & Scholarship Office* will be referred to as the "Home Office".

This SLA covers the period from *mm/yyyy* to *mm/yyyy* and will be reviewed and revised yearly to allow for service adjustments and/or enhancements, or as needed and agreed upon by both parties.

Background

Description of Application/Service

The One Stop is to provide services to students as outlined in this agreement on behalf of the defined Home office, *Financial Aid & Scholarship Office*. Included in this document are the following:

- A description of the agreed upon services to be provided on behalf of the Home office
- A defined referral process for specific transactions requiring completion and/or action by the subject matter experts in the home office.

2.0 DESCRIPTION OF SERVICES AND SERVICE HOURS

Services	Description
What systems/applications are included in this SLA?	
Access to	A new security role will be defined and systems access will be granted to areas necessary in order to provide guidance to students, faculty, staff, and the University community and perform services defined within SLA.
Imaging System Access	Access will be granted to areas necessary in order to provide proper guidance to students, faculty, staff and the University community and perform services defined within SLA
What services are included in this SLA?	
<ul style="list-style-type: none"> • Distribution and Collection of financial aid forms • Respond to Frequently Asked Questions <ul style="list-style-type: none"> ○ In-person ○ Phone ○ Email ○ Chat • Evaluate and refer student to Subject Matter Expert (SME) as defined in attached Escalation Procedures. • Sort and Distribute mail on a daily basis. 	The One Stop will address inquiries related to financial aid, distribute and collect financial aid forms and relay estimated processing times.

Services	Description
<ul style="list-style-type: none"> Ensure scholarship checks are received and securely stored. Adhere to office Policy & Procedures as outlined by home office. 	
<p>How will services be delivered?</p>	
<ul style="list-style-type: none"> General Office Hours Front-counter/ In person 	<p>Non-Peak M-F 9am - 4pm</p> <p>Peak M-Th 8am – 6pm, Fri 8am – 5pm</p>
<p>Phones</p>	
<ul style="list-style-type: none"> Phones will be staffed 	<p>Non-Peak M-F 9am - 4pm</p> <p>Peak M-Th 8am – 6pm, Fri 8am – 5pm</p>
<p>Financial Aid Counselors</p>	
<ul style="list-style-type: none"> Financial Aid will have counseling staff available daily for drop-ins The FA Counselor may arrange for a student to schedule an appointment time, on an as needed basis 	<p>Non-Peak M-F 9am – 11:30am and 1pm – 3pm</p> <p>Peak M-Thurs 8am – 6pm</p> <p>Friday 8pm – 4pm</p> <p>FA Counselor to alter One Stop Staff when student appointments are scheduled</p>
<ul style="list-style-type: none"> Support during normal business hours 	<p>FA& S staff will make themselves available, as needed, during normal business hours for:</p> <ul style="list-style-type: none"> Questions/ Clarification Student referrals <p>Home office staff will be added the Coverage Schedule and rotate through the One Stop, during peak</p>
<ul style="list-style-type: none"> Support during Peak Processing 	<p>Member(s) of the FA&S staff will be available and a schedule will be created in agreement with both offices.</p>
<ul style="list-style-type: none"> Escalation or Referral process 	<p>See section 3.2</p>
<ul style="list-style-type: none"> Duplicative? 	
<ul style="list-style-type: none"> Support/ Help Line 	<p>See section 6.1</p>

Services	Description
<p>What services is NOT a part of this SLA?</p> <p>The following will remain the responsibility of the Home Office:</p>	<ul style="list-style-type: none"> • Processing of Documents/Forms • Packaging and Disbursement • Website maintenance to FA& S site System maintenance of all FA&S processes • R2T4 (Return of Aid) • Title IV Program State Aid program

2.1 ASSUMPTIONS

The One Stop enters into this agreement with the *Financial Aid & Scholarship Office* with an understanding of the following assumptions:

1. The Home Office will be responsible for:
 1. Ensuring any and all service updates are communicated with the One Stop Staff in a timely fashion
 2. Ensuring One Stop staff are aware of any and all messages going out to students in a timely fashion
 3. Providing a contact/ liaison for all service tickets (referrals) back to the Home Office
 4. Agreement and adherence to defined methods for continued communication to stay informed and up to date on changes, dates, timelines, policy changes, etc. related to service performed on behalf of Home Office.
 5. Working in conjunction with the Student Services Center in assisting with coverage, as needed, during defined peak processing times.
 6. Adhering to SLA (Service Level Agreement) with regard to response times and agreed upon customer service standards.
 7. Documenting all student transactions and tracking (pending Customer Response Management system)
 8. Granting access to the necessary CMS Screens, Imaging System, and other tools necessary for the staff in the One Sop (pending new security role).
 9. Providing continuous and ongoing training of One Stop staff.
 10. Inviting One stop's designated liaison to attend bi-monthly meetings to ensure open communication.

2.2 SERVICES PROVIDED AND PROCESS IMPROVEMENTS MADE:

Business Process	Description
	Current Process:

Business Process	Description
	<p>Time Frame: 2-3 business days</p> <p>Proposed Change:</p> <p>Revised Time Frame: Same day</p> <p>Process: Agreed to by both parties</p> <p>Effective Date: MM/YYYY</p>
<p>Intake Documents</p> <p>This includes but is not limited to verification, SAP supplemental documents and counseling documents requested for professional judgment, budget increases, etc.</p>	<p>Current Process: Students come to the One Stop to submit various financial aid documents. One Stop staff is trained to review forms for accuracy and completion, date stamp with initial and route to scanning. One Stop staff will review documents for accuracy and completion during intake. All documents must be date stamped, initialed and coded if applicable.</p> <p><i>**Note: some documents require staff to view the original document, these documents must be date stamped, initialed and marked viewed original</i></p> <p>Proposed Change: None</p> <p>Process: Agreed to by both parties</p>
<p>General Financial Aid Programs</p> <p>One Stop staff communicates to a student via phone, email and in-person (possibly live chat in the future).</p>	<p>Current Process: Students are able to call, email and/or come in to speak to someone about financial aid. Staff are expected to be knowledgeable on Financial Aid dates and deadlines, processing timelines and knowledgeable on the basics of the financial aid process and programs such Grants, Loans, Scholarships and the FAFSA/DREAM application process.</p> <p><i>FA will have staff (possibly student staff) available on the FA phone line during business hours.</i></p> <p>Proposed Change: None</p> <p>Process: Agreed to by both parties</p>

Business Process	Description
Email	<p>Current Process:</p> <p>Proposed Change: None</p> <p>Process:</p>
Mail	<p>Current Process:</p> <p>Proposed Change: None</p> <p>Process: Agreed to by both parties</p>
Phones	<p>Current Process:</p> <p>Proposed Change:</p> <p>Process: Agreed to by both parties</p> <p>Date Effective: Discussion will be revisited in one year</p>

3.0 SERVICE EXPECTATIONS – SEE APPENDIX A

3.1 KEY PERFORMANCE METRICS AND SERVICE COMMITMENT

Performance Metric	Service Commitment	Measurement
Referral Response Time	Average response on referrals to home office will be: <ul style="list-style-type: none"> • 3 business days during non-peak • 3-5 business days during peak 	From date ticket open to close. Contingent upon referral mechanism
Students assisted by the One Stop	80% of transactions will be resolved by OneStop staff with goal to show improvement year over year.	Inquiries tracked
Student Satisfaction Survey	Demonstrate student overall satisfaction and understanding of the One Stop	Survey mechanism
FAQ's		
Response Time on Open Tickets	<ul style="list-style-type: none"> • 3 business days during non-peak • 3-5 business days during peak 	SRM/OnBase
Email Response Time	<ul style="list-style-type: none"> • 3 business days during non-peak • 3-5 business days during peak 	
Percentage of Referrals to Home Office	20%	CRM/OnBase
Phone–Level of Service	Non-Peak: Wait time <10 minutes Peak: Wait time <30 minutes	N:Focus/CRM

3.2 INCIDENT/PROBLEM MANAGEMENT

This section will outline the agreed upon *escalation process* between the One Stop and the Home Office.

Incident/Problem Management

Severity Level	Description	Response time	Resolution/ Mitigation	Status Updates	Metric/ Measurement
Level 1 Incidents (LOW)	<ul style="list-style-type: none"> Lost Documents Delayed Disbursement 	Within 1 business day	One Stop	Notify student	Per SLA
Level 2 Incidents (MEDIUM)	<ul style="list-style-type: none"> Immediate Processing of Form(s) or Document(s) 	Immediate	One stop/ SME	Notify student	Per SLA
Level 3 Incidents (HIGH)	<ul style="list-style-type: none"> Issue evaluated by management staff in The Student Center and must now be referred to Home Office for resolution 	Within 3 business days	Home Office	Notify student	Per SLA

4.0 SERVICE COSTS

List any costs for services described in this SLA (if applicable).

- a. Printing of Document and Forms * *changing the name on all forms to One Stop*
- b. Trainings/Webinars
If One Stop staff is required to attend trainings/webinars, cost to be covered / shared with the Home Office.

5.0 SERVICE PROVIDER RESPONSIBILITIES

5.1 SERVICE PROVIDER DUTIES AND RESPONSIBILITIES

The One Stop is responsible for ensuring:

- Office is open and staffed appropriately during normal business hours,
- Contacting home office for staff support during peak processing times
- The One Stop will handle calls on behalf of the *Financial Aid & Scholarship* office during business hours,
- All Staff adhere to University Policy and Procedures when disseminating information to students, parents, faculty, staff and University Community,
- All Staff adhere to University Policy related to information security, FERPA and other related policies,
- Methods for continued communication are consistent and staff remain informed and up to date on changes, dates, timelines, policy changes, etc. are clearly defined,
- Appropriate training is offered initially and a schedule is established with the Home Office to provide ongoing training to all staff,
- A tracking system for escalation and student referral is established,
- The maintenance of department procedures and policy manuals (hard copy and electronic),

- The annual review of SLA, or as needed with the *Financial Aid & Scholarship office*.

6.0 PROBLEM MANAGEMENT AND ESCALATION PROTOCOL

List any problems and how they will be managed; contingency plans.

- To be updated if/as issues occur.
- See section 3.2

6.1 SUPPORT & PROBLEM ESCALATION CONTACT LIST

Support Help Line			
Name	Role	Phone	Email

NOTE: Home Office will update the Associate and/or Assistant Director of the One Stop with any changes to the contact list above.

6.1A Support & Problem Escalation Contact List

Escalation Contacts			
Support Contacts			

6.2 CHANGE MANAGEMENT PROCESS

Financial Aid & Scholarship Office will keep the Associate and Assistant Director aware of major changes in their business processes that may impact the One Stop, staff, faculty, Sacramento State students, and/or the University Community. The One Stop will discuss recommendations to business process improvement with the Financial Aid & Scholarship office, as necessary based on the ability to deliver world class service to students.

7.0 PERIODIC PROCESS REVIEW

This SLA is a dynamic document and will be periodically reviewed and changed when the following events occur:

- ◆ The services provided have/will change,
- ◆ The students' needs have/will change,
- ◆ Workloads/assignments have/will change,
- ◆ Metrics, measurement tools and processes have evolved,
- ◆ Business process improvements have been identified and revised, updated, or eliminated

All parties within this agreement reserve the right to add and/or remove services at any time, depending on the needs of the Student Services Center, Home Office, student service, etc. Before modifications to services can be implemented, the Assistant Director and the Associate Director of the Student Services Center, and the Home Office Contact Person will meet to discuss the appropriate course of action, which includes but is not limited to training staff, timing on the delivery/removal of services, proper and timely communication to faculty, staff, and students.

This Service Level Agreement will be reviewed at a minimum once per calendar year. Contents of this document may be amended as required, provided mutual agreement is obtained and communicated to all affected parties. The Associate Director will incorporate all subsequent revisions and obtain mutual agreements / approvals as required.

Document Owner: *This area will be completed once finalized I propose the initial review be quarterly (every 3 months from implementation date) to discuss what is working and/or what needs to be adjusted so there are no surprises at the annual review.*

Review Period:

Previous Review Date:

Next Review Date:

8.0 TERMINATION OF AGREEMENT

All parties will re-evaluate this Agreement on an annual basis.

9.0 SIGNATURES

Title & Name
Service Provider and Document Owner

Date

Title & Name
Service Provider and Document Owner

Date

Title & Name

Date

Home Office

Title & Name
Home Office

Date

Title & Name
Home Office

Date

Title & Name
Home Office

Date

Appendix C: Sample Training Schedule

WEEK 1 TRAINING SCHEDULE

KEYS:

One Sotp	Financial Aid	Registrar	Admissions	Bursar
----------	---------------	-----------	------------	--------

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	HR Orientation/Key Request/Software Permissions	Customer Service Experience	Team Building Scavenger Hunt (teams)	Team Building Activity	Software - Business Analyst
8:30 AM	HR Orientation/Key Request/Software Permissions	Customer Service Experience	Team Building Scavenger Hunt team A (team B phones/desk)	Team Building Activity	Software - Business Analyst
9:00 AM	Building tour and Introductions	FAFSA/Dream Application	Front Counter/Phones (Shadow)	Case Study Training	Software - Business Analyst
9:30 AM	Building tour and Introductions	FAFSA/Dream Application	Front Counter/Phones (Shadow)	Case Study Training	Team Activity
10:00 AM	Settle into office space	FERPA-Provided by Records Office	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Break
10:30 AM	Settle into office space	Office Culture & Meeting with Director	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
11:00 AM	Office & Schedule Overview-Director/ Associate Director	Office Culture & Meeting with Director	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
11:30 AM	Lunch w/ supervisors	NASFAA Training set up	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
12:00 PM	Lunch w/ supervisors	Lunch	Lunch	Lunch	Lunch
12:30 PM	Lunch w/ supervisors	Lunch	Lunch	Lunch	Lunch
1:00 PM	Award Notice Guide-Financial Aid	NASFAA Best Practices in Customer Service	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
1:30 PM	Award Notice Guide-Financial Aid	NASFAA Best Practices in Customer Service	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
2:00 PM	Award Notice Guide-Financial Aid	NASFAA Best Practices in Customer Service	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
2:30 PM	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
3:00 PM	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Break	Break	Break
3:30 PM	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)
4:00 PM	Front Counter/Phones (Shadow)	Front Counter/Phones (Shadow)	Front Counter (Shadow) Mail/email	Front Counter (Shadow) Mail/email	Front Counter/Phones (Shadow)
4:30 PM	Questions & Feedback	Questions & Feedback	Questions & Feedback	Questions & Feedback	Questions & Feedback

*Consider splitting the tour of the building in 2 groups

*Scavenger hunt's objective is to learn the location of services outside our office

Appendix C: Sample Training Schedule

WEEK 2 TRAINING SCHEDULE

KEYS:

One Stop	Financial Aid	Registrar	Admissions	Bursar
----------	---------------	-----------	------------	--------

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Team Builder w/ Training Team	Mail/email/Prescreen	All Staff Meeting	Mail/email/Prescreen	Team Builder w/ Training Team
8:30 AM	Team Builder w/ Training Team	Mail/email/Prescreen	All Staff Meeting	Mail/email/Prescreen	Team Builder w/ Training Team
9:00 AM	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow
9:30 AM	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow
10:00 AM	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow
10:30 AM	Break	Break	Break	Break	Break
11:00 AM	NASFAA Training	One Note-FA docs: FA Office	Nasfaa Washington Update	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow
11:30 AM	NASFAA Training	One Note-FA docs: FA Office	Nasfaa Washington Update FA	Lunch	Reverse Front Counter/Phones shadow
12:00 PM	Lunch	Reverse Front Counter/Phones shadow	Lunch	Lunch	Lunch
12:30 PM	Lunch	Reverse Front Counter/Phones shadow	Lunch	Reverse Front Counter/Phones shadow	Lunch
1:00 PM	Case Study Training Team A	Lunch	Front Counter/Phones	Reverse Front Counter/Phones shadow	Front Counter/Phones
1:30 PM	Case Study Training Team B	Lunch	Front Counter/Phones	Reverse Front Counter/Phones shadow	Front Counter/Phones
2:00 PM	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Front Counter/Phones	Reverse Front Counter/Phones shadow	Front Counter/Phones
2:30 PM	Reverse Front Counter/Phones shadow	Reverse Front Counter/Phones shadow	Front Counter/Phones	Reverse Front Counter/Phones shadow	Front Counter/Phones
3:00 PM	Break	Case Study Training Team A	Break	Break	Break
3:30 PM	Reverse Front Counter/Phones shadow	Case Study Training Team B	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
4:00 PM	Front Counter Mail/email/Prescreen	Front Counter Mail/email/Prescreen	Front Counter Mail/email/Prescreen	Front Counter Mail/email/Prescreen	Front Counter Mail/email/Prescreen
4:30 PM	Questions & Feedback	Questions & Feedback	Questions & Feedback	Questions & Feedback	Questions & Feedback

Appendix C: Sample Training Schedule

WEEK 3 TRAINING SCHEDULE

KEYS:

One Stop	Financial Aid	Registrar	Admissions	Bursar
----------	---------------	-----------	------------	--------

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Settle in	Repeat Coursework Training	All Staff Meeting	Prescreen Case review	SSC All staff w/ Registrar
8:30 AM	Meet with the AVP	Repeat Coursework Training	All Staff Meeting	Email	SSC All staff w/ Registrar
9:00 AM	Meet with the AVP	GRE Fee Reduction Training	Drop In counseling Shadowing	Drop In counseling Shadowing	Drop In counseling Shadowing
9:30 AM	Referral Prescreen training-Business Analyst	GRE Fee Reduction Training	Drop In counseling Shadowing	Drop In counseling Shadowing	Drop In counseling Shadowing
10:00 AM	Referral Prescreen training-Business Analyst	UEH Counseling and Review	Drop In counseling Shadowing	Drop In counseling Shadowing	Drop In counseling Shadowing
10:30 AM	Prescreen Case Studies	UEH Counseling and Review	Prescreen Case Studies	Team Building Activity--Conflict Resolution	Prescreen Case Studies
11:00 AM	Prescreen Case Studies	NASFAA Training	Prescreen Case Studies	Team Building Activity--Conflict Resolution	Prescreen Case Studies
11:30 AM	Prescreen Case Studies	NASFAA Training	Prescreen Case Studies	Team Building Activity--Conflict Resolution	Prescreen Case Studies
12:00 PM	Lunch	FA Awareness	Lunch	Lunch	Lunch
12:30 PM	Lunch	FA Awareness	Lunch	Lunch	Lunch
1:00 PM	Federal Program Overview	FA Awareness	Counselor Program Overview	FA Counselor Training per SLA	Scholarship Overview
1:30 PM	Federal Program Overview	FA Awareness	Counselor Program Overview	FA Counselor Training per SLA	FA Systems Overview
2:00 PM	Federal Program Overview	Lunch	Counselor Program Overview	FA Counselor Training per SLA	FA Systems Overview
2:30 PM	Break	Lunch	Break	Break	Break
3:00 PM	State Program Overview	E/E Loan Counseling	Counselor Program Overview	FA Counselor Training per SLA	Phones/Desk/Email/Mail
3:30 PM	State Program Overview	E/E Loan Counseling	Counselor Program Overview	FA Counselor Training per SLA	Phones/Desk/Email/Mail
4:00 PM	State Program Overview	Loan Repayment Options	Counselor Program Overview	FA Counselor Training per SLA	Phones/Desk/Email/Mail
4:30 PM	Questions & Feedback	Questions & Feedback	Questions & Feedback	Questions & Feedback	Questions & Feedback

Appendix C: Sample Training Schedule

WEEK 3 TRAINING SCHEDULE

KEYS:

One Stop	Financial Aid	Registrar	Admissions	Bursar
----------	---------------	-----------	------------	--------

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Settle in	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All staff w/ Registrar
8:30 AM	Meet with the AVP	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All staff w/ Registrar
9:00 AM	Meet with the AVP	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
9:30 AM	Referral Prescreen training	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
10:00 AM	Referral Prescreen training	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
10:30 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
11:00 AM	Front Counter/Phones	NASFAA Training	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
11:30 AM	Front Counter/Phones	NASFAA Training	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
12:00 PM	Lunch	Front Counter/Phones	Lunch	Lunch	Lunch
12:30 PM	Lunch	Front Counter/Phones	Lunch	Lunch	Lunch
1:00 PM	Federal Program Overview	Front Counter/Phones	Counselor Program Overview	Front Counter/Phones	Scholarship Overview
1:30 PM	Federal Program Overview	Front Counter/Phones	Counselor Program Overview	Front Counter/Phones	Systems Overview
2:00 PM	Federal Program Overview	Front Counter/Phones	Counselor Program Overview	Front Counter/Phones	Systems Overview
2:30 PM	Break	Front Counter/Phones	Break	Front Counter/Phones	Break
3:00 PM	State Program Overview	Front Counter/Phones	Counselor Program Overview	Front Counter/Phones	Front Counter/Phones
3:30 PM	State Program Overview	Front Counter/Phones	Counselor Program Overview	Front Counter/Phones	Front Counter/Phones
4:00 PM	State Program Overview	Front Counter/Phones	Counselor Program Overview	Front Counter/Phones	Front Counter/Phones
4:30 PM	Questions & Feedback	Front Counter/Phones	Questions & Feedback	Front Counter/Phones	Front Counter/Phones

Appendix C: Sample Training Schedule

WEEK 4 TRAINING SCHEDULE

KEYS:

One Stop	Financial Aid	Registrar	Admissions	Bursar
----------	---------------	-----------	------------	--------

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All Staff Meeting	Prescreen Processing/Email/mail	Registrar Meeting
8:30 AM	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All Staff Meeting	Prescreen Processing/Email/mail	Registrar Meeting
9:00 AM	Registrar Form Review	Front Counter/Phones	Registrar Form Review	Bursar Office: website, form & Team Exercise	Admissions website & Team Exercise
9:30 AM	Registrar Form Review	Front Counter/Phones	Registrar Forms & Team Exercise	Bursar Office website, form & Team Exercise	Admissions website & Team Exercise
10:00 AM	Case Study Training	Front Counter/Phones	Front Counter/Phones	Bursar Office: website, form & Team Exercise	Admissions website & Team Exercise
10:30 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Questions/Feedback	Questions/Feedback
11:00 AM	NASFAA Training	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
11:30 AM	NASFAA Training	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	Front Counter/Phones	Front Counter/Phones	Student Verification Request-Records Office	Bursar Office Shadowing-Team A	Admissions Shadowing Team A
1:30 PM	Front Counter/Phones	Front Counter/Phones	Student Verification Request-Records Office	Bursar Office Shadowing-Team A	Admissions Shadowing Team A
2:00 PM	Front Counter/Phones	Front Counter/Phones	Student Verification Request-Records Office	Bursar Office Shadowing-Team A/Questions & Feedback	Admissions Shadowing Team A/Questions and Feedback
2:30 PM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Bursar Office Shadowing-Team B	Admissions Shadowing Team B
3:00 PM	Registrar Website	Front Counter/Phones	Front Counter/Phones	Bursar Office Shadowing-Team B	Admissions Shadowing Team B
3:30 PM	Registrar Website	Front Counter/Phones	Front Counter/Phones		Admissions Shadowing Team B/Questions and Feedback
4:00 PM	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail
4:30 PM	Overview & Feedback	Overview & Feedback	Overview & Feedback	Overview & Feedback	Overview & Feedback

*Pre-build/select case studies according to training

Appendix C: Sample Training Schedule

WEEK 5 TRAINING SCHEDULE

KEYS:

One Stop	Financial Aid	Registrar	Admissions	Bursar
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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All Staff Meeting	Prescreen Processing/Email/mail	Registrar Meeting
8:30 AM	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All Staff Meeting	Prescreen Processing/Email/mail	Registrar Meeting
9:00 AM		One Stop L2: Training per SLA : Verification Request:	Desk/Phones/Email	Desk/Phones/Email	Campus Walking Tour
9:30 AM	Onee Stop L2:Training per SLA (Records): Grad Date Change	One Stop L2:Training per SLA: Verification Request	Desk/Phones/Email	Desk/Phones/Email	Campus Walking Tour
10:00 AM	Break	Break	Desk/Phones/Email	Desk/Phones/Email	Campus Walking Tour
10:30 AM	One Stop L2: Training per SLA (Records): Grad Date Change	One Stop L2:Training per SLA : Verification Request	Break	Break	Break
11:00 AM	One Stop L2:Training per SLA (Records): Grad Date Change	One Stop L2:Training per SLA: Verification Request:	Team Building Exercise	Team Building Exercise	Training Q/A
11:30 AM	Training Q/A	Training Q/A	Team Building Exercise	Team Building Exercise	Lunch End of Training
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch End of Training
12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch End of Training
1:00 PM	email catch up	One Stop L2:Training Transfer Credit Eval Process Overview-	One Stop L2 Training: Records Process Overview--	Desk/Phones/Email	Desk/Phones/Email
1:30 PM	One Stop L2: Training per SLA (Records Office): Withdrawal:	One Stop L2:Training Transfer Credit Eval Process Overview	One Stop L2 Training: Records Process Overview--	Desk/Phones/Email	Desk/Phones/Email
2:00 PM	One Stop L2:Training per SLA: Withdrawal:	One Stop L2 Training: Degree Eval Process Overview:	Team Building Exercise	Desk/Phones/Email	Desk/Phones/Email
2:30 PM	One Stop L2: Training per SLA: Withdrawal	One Stop L2 Training: Degree Eval Process Overview	Team Building Exercise	Desk/Phones/Email	Desk/Phones/Email
3:00 PM	One Stop L2:Training per SLA: Withdrawal:	Training Q/A	Team Building Exercise	Training Q/A	Desk/Phones/Email
3:30 PM	Training Q/A	Break	Break	Break	Desk/Phones/Email
4:00 PM	Break	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	Desk/Phones/Email
4:30 PM	Overview & Feedback	Overview & Feedback	Overview & Feedback	Overview & Feedback	Desk/Phones/Email

Appendix C: Sample Training Schedule

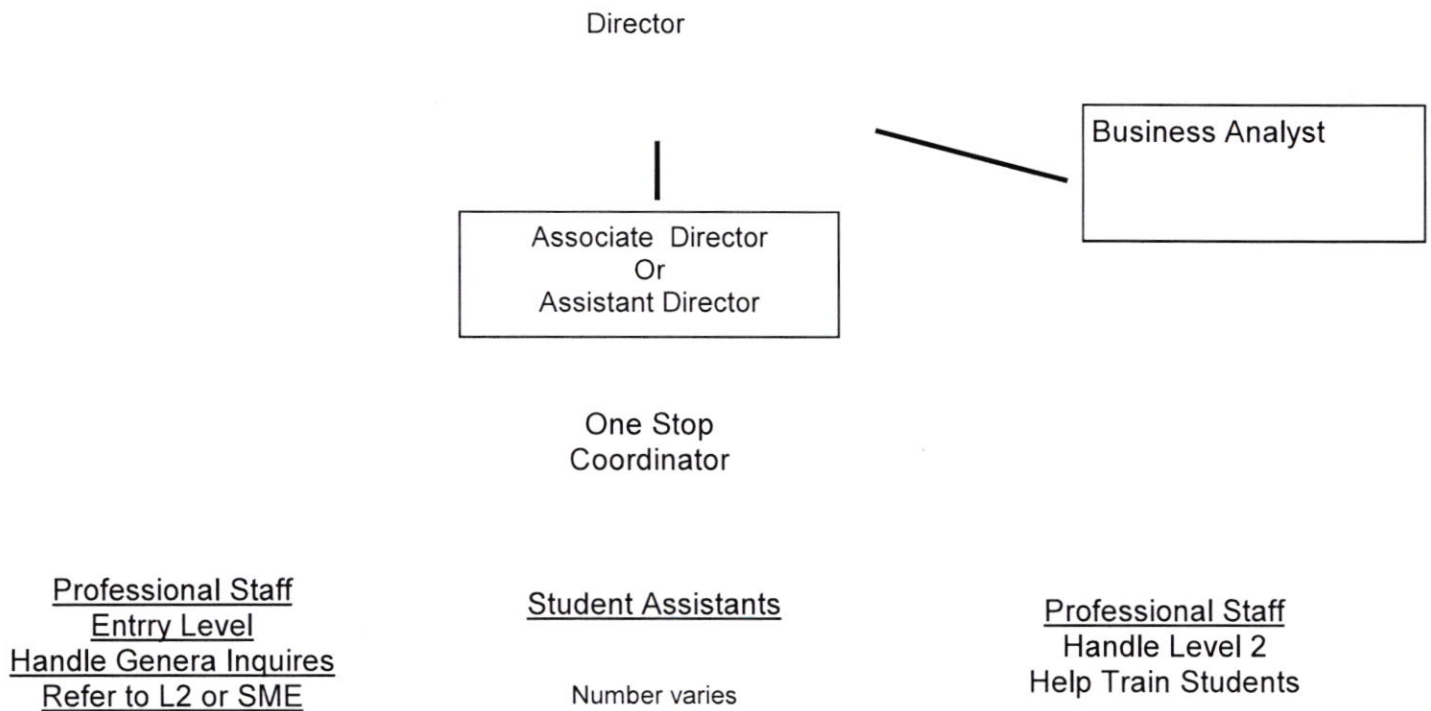
WEEK 5 TRAINING SCHEDULE

KEYS:

One Stop	Financial Aid	Registrar	Admissions	Bursar
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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All Staff Meeting	Prescreen Processing/Email/mail	Registrar Meeting
8:30 AM	Prescreen Processing/Email/mail	Prescreen Processing/Email/mail	All Staff Meeting	Prescreen Processing/Email/mail	Registrar Meeting
9:00 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
9:30 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
10:00 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
10:30 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
11:00 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Training Q/A
11:30 AM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Lunch for end of Training Celebration
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch for end of Training Celebration
12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch for end of Training Celebration
1:00 PM	Front Counter/Phones	One Stop L2 Training TCE Process Overview	One Stop L2 Training: Records Process Overview--	Front Counter/Phones	Front Counter/Phones
1:30 PM	Front Counter/Phones	One Stop L2 Training TCE Process Overview	One Stop L2 Training: Records Process Overview--	Front Counter/Phones	Front Counter/Phones
2:00 PM	Front Counter/Phones	Front Counter/Phones	TeamBuilding Activity	Front Counter/Phones	Front Counter/Phones
2:30 PM	Front Counter/Phones	Front Counter/Phones	TeamBuilding Activity	Front Counter/Phones	Front Counter/Phones
3:00 PM	Front Counter/Phones	Front Counter/Phones	TeamBuilding Activity	Front Counter/Phones	Front Counter/Phones
3:30 PM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
4:00 PM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones
4:30 PM	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones	Front Counter/Phones

Appendix D: Sample Organizational Chart One Stop Services Center



To staff One Stop office without increasing overall number of staffing in the Division:

1) "Customer Service" staff positions from the operational offices were reallocated to the One Stop office.

This allowed for all customer transactions to occur within the One Stop while allowing the operational staff from the home offices to focus on operational duties and improving delivery of services.

Examples: Financial Aid Analysts –Loan Processing, Verification... remained with in Financial Aid.

Redesigning America's Community Colleges
Chapter 2: Guiding Students
Discussion Prompts
June 6, 2018

1. From your perspective, what are one or two "take-aways" from chapter 2?
2. In chapter two, the authors make the case that "a re-designed system would involve an initial mandatory meeting with an advisor, accompanied by online career and program exploration which would help the student choose a broad metamajor." (Bailey, p. 68) What step(s) would need to be taken to institutionalize such an approach?
3. The authors make the case that "(w)ith the combination of more clearly defined default program pathways, more effective use of group counseling via student success courses, and e-advising technology for monitoring and providing feedback on student's progress, advisors and counselors can focus their in-person efforts on helping the students who need them most, before it is too late to get them back on track." (Bailey, p. 80) What internal barriers, if any, may need to be addressed to help students stay on track?