



Shasta College

Student Services Council Meeting
June 28, 2017 • 9:00 AM
McConnell Foundation Guest House

MINUTES

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

1) Soft Skills Workshop with Stacey Bartlett – PowerPoint Presentation

Percentages for each in a typical day

- Listening – 45%
- Reading – 16%
- Speaking – 30%
- Writing – 9%
- 70% of day is doing communication of some kind

The 4 Absolutes of Quality

- Quality equals conformance to requirements
- The system of quality is prevention
- The performance standard is 0 defects
- The measurement of quality is the price of non-conformance

Five Elements of the Listening Process

- Hearing = the physiological dimension
- Attending = the psychological process of selection where we decide what gets through
- Understanding = making sense of a message
- Responding = giving observable feedback to the speaker
- Remembering = the ability to recall information

Reference PowerPoint for remaining topics covered by presentation.

2) Next Board Meeting July 12th – Two important topics

- Sheree's Retirement Announcement
- Leann's Retirement Announcement

3) SAO/SSLO Process/Integrated Data Collection/TracDat

- SSLO/SAO Evaluation Cycle – Handouts
- Student Services Learning Outcome Assessment Cycle
- SSLO/SAO Outcomes
 - Step One: Develop, Review or Revise Learning Outcomes (Spring)
 - Step Two: Develop, Review or Revise on Assessment Method
 - Step Three: Assess the Learning Outcomes
 - Step Four: Analyze the Assessment Results
 - Step Five: Apply Results to Improve and Assess Effectiveness
- 2016-17, Year 2: Reflection
 - "Close the loop" on 2015-16 prior assessments by reflecting on your results and documenting this reflection in TracDat in the "Follow-up" field, under "Application of Results."
- 2017-18, Year 1: Assessment

- Assess all departments in 2017-18. Document assessments in TracDat, up to and including "Application of Results."
- 2018-19, Year 2: Reflection
 - "Close the loop" on 2017-18 course assessments by reflecting on you results and documenting this reflection in TracDat in the "Follow-up" field, under "Application of Results."
- 2019-20, Year 1: Assessment
- 2020-21, Year 2: Reflection
- Review and Repeat...

Points made in discussion:

- Clarified that discussions and analyzing assessment results would take place during the reflection cycle. Suggestion to include detail in language that mentions discussion.
 - Schedule doesn't mean areas are restricted from internal assessments and reflection during the off year. Departments are still free to schedule more frequent
 - Opportunity to strengthen the process of inquiry.
 - Noted on page 28 Step 4: Analyze the Assessment Results – "This step is the heart of the Assessment Cycle. This is the step that provides faculty and staff with the opportunity to dialogue on effective practices. The goal is energetic, dynamic, positive, constructive and supportive conversations amongst faculty and staff about how to improve student learning."
 - Will want to complete some data collection this fall. Discuss in spring to have a common instrument, a common survey.
- Student Services SAO/SSLO 2017-18 Survey - Handout
 - Meta Process Concept. Rough draft provided, but open to revision and needs of the departments.
 - Research Dept soliciting feedback
 - Suggestion to begin with initial general questions regarding satisfaction or dissatisfaction with each Student Services department.
 - A broad assessment can provide the indicators for what requires follow up, as well as what may be working well already.
 - Agreement to have a common starting point , but that questions will be customized for each department.
 - Are there any external requirements for service, beyond accreditation? Responded that there are performance indicators in regards to some of the programs/grant supported
 - Suggestion to have a sub group meet with Research. Jenna will initiate a follow up email.
- TracDat - Toni Duquette
 - TracDat is a place to record activities
 - General Information Area for notes
 - Service Planning → Service Assessment Plan
 - When ready to do some recording go to Results area Service Planning → Results
 - Document Repository is where one can upload and save documents. You can drag files over and link the evidence to the proper topic.
 - Reports listed are standard, but Research can assist with reporting if something additional is needed.
 - Question regarding integrated planning and initiatives
 - Going to add ranking option, so as projects move up or down in the initiative process, it can be adjusted.
 - Work group is reviewing to figure out how to fully utilize TracDat, so that it isn't just used for storage of plans.
 - Service Planning → Results → Edit Analysis of Assessment Results –
 - TracDat Resource Center_– sections on Student Learning Outcome Results

4) Hobsons Starfish Early Alert Workflow (first review)

- Soft roll out 3rd week of September. Student Success Committee members have agreed to participate and will include additional volunteers.
- Shasta College Early Alert Workflow Chart - Handout
 - Instructor initiates alert

- Alert received by the Success Center
- Intervention cycle begins
- Alert case closed
- There are also positive feedback "kudo's" options.
- Flag Workflow Example
- Examples of Early Alert Contacts

5) District/ CSEA Agreement/Fall 2017 Schedule

Develop common agreements regarding implementation that is student focused and balances employee benefit with public availability.

- CSEA 7.1.1 Work Year, Week, Day
- Consider the ways to collectively agree on schedule and develop common agreements.
- Key goal remains providing excellent customer service.
- Preferred language for trying out alternative schedules is to describe as "piloting", which allows time for review after a period of time has passed to evaluate how the schedule is working out.
- Adjusted schedule agreements could be for the year, but refer to it as a pilot stage.
- Goal for future summers will be to return to the 4 10's for all staff.
- It can provide some opportunities for scheduling for unique staff, example mentioned are the interpreters, who can work evening hours, and would have to split their shift at times.
- Could begin receiving requests as of July 1, 2017.
- Comp time with an understanding that they need to ac
- Determine needs first and then look at the requests and see if they align and can be accommodated.
- Another positive outcome can be the incentive for more cross training of staff.
- Hours of operation and value of consistency. Does 6 pm sound reasonable?
- Suggested idea - Monday through Thursday 8 – 6 pm, Friday 8 – 12 pm.
- Another idea floated was to have some closed door time, but offer "by appointment" options.
- Meeting/training time on Fridays mentioned, but alternative schedules could affect attendance on Fridays.
- While there are the urgent student needs at the windows and through phone calls, there are also the needs to develop .
- Since next meeting is delayed council will go back to staff to address alternative schedules and then report results via email by July 17th.

6) Developing Focus Areas for 2017-18

Accreditation/Strategic Plan/Integrated Plan/Enrollment Management Plan/CCSSE/ALFI – Jenna and Sarah

- Integrated Planning Goals
 - Five goals
 - First-Year Persistence
 - Three-Year Graduation Rate
 - Undergraduate Credentials Awarded per 100 FTE Undergraduate Students
 - Course Success
 - Throughput
 - Questions from Research Dept
 - How do we define First-Year Persistence?
 - Remaining questions Jenna and Sarah will combine and email to Tim to review first.
 - Example Jenna shared is the textbook grant for students, questions re: how many students know about it, how many could use it?
 - Theme of Flex Day will be Persistence, as contributing to student success

NEXT MEETING

The next meeting is scheduled for Wednesday, July 26, 2017 at 9:00 a.m. in Room 2314.

Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services.

Student Services Council Retreat!

Stacey Bartlett

June 28, 2017

McConnell Foundation Guest House

9:10-10:10 AM

"Communication is a skill
that you can learn. It's like
riding a bicycle or typing.
If you're willing to work at
it, you can rapidly improve
the quality of every part of
your life."

~ Brian Tracy

What to expect

- Some singing (La, la, la) and fun!

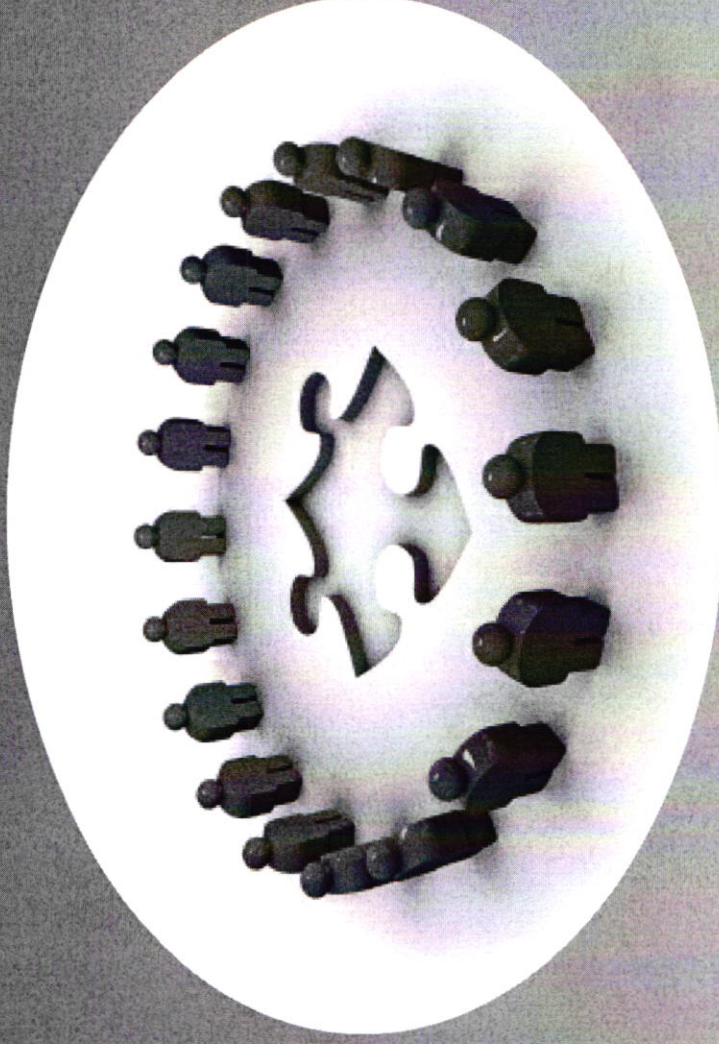
“...when leaders lighten up and create a fun workplace, **there is a significant increase in the level of employee trust, creativity and communication** -- leading to lower turnover, higher morale and a stronger bottom line. The research also shows that managers who have taught themselves to be funnier are more effective communicators and better salespeople, have more engaged employees, earn a lot more than their peers and are much thinner. OK, maybe not the last one.”

(Why Fun at Work Matters Monster.com accessed on 06.05.2017)

- A little lecture (blah, blah, blah)
- Activities (Wee!)
- Take-a-ways (Ideas to use)

Life with the Wright Family

- Please stand and quickly form a circle



WHAT DID YOU HEAR?

☛ “Who didn't go on the vacation with the family?”

Answer: Aunt Linda Wright

☛ “Why did Timmy have to run back home?”

Answer: Father Wright left his wallet so Timmy went to get money

☛ “Who got sick in the car?”

Answer: Susan Wright

General Causes of Poor Listening

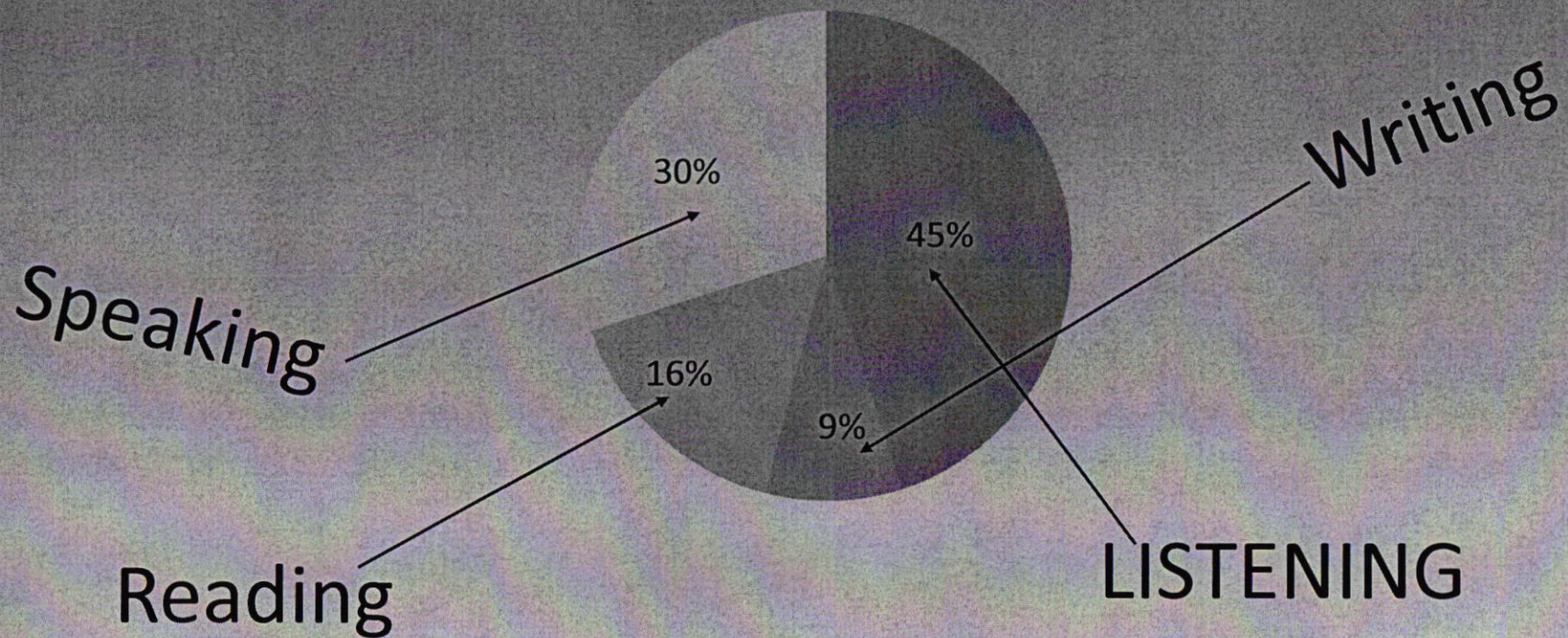
- Information overload
- Preoccupation
- Not concentrating
 - We speak between 120 - 150 WPM
 - We can process 400 - 800 WPM
- Listening too hard
- Jumping to conclusions
 - Thinking you know what is coming next
 - Rejecting prematurely
- External interferences
- We think we are good listeners
- We think speaking will earn more rewards than listening
- Focusing on personal appearance...

POOR



DISTRAC
LISTENIN

What is the percentage for each in a typical day?



Adler & Proctor, 2011

The 4 absolutes of quality

- Quality equals conformance to requirements
- The system of quality is prevention
- The performance standard is 0 defects
- The measurement of quality is the price of non-conformance



May the 4's be with you

*Listening
is often
the only thing
needed
to
help someone.*

An Idea of Truth

Role Playing Activity

- Find a partner
- You will each be given instructions describing your role
- Please do not share your instructions with your partner
- Once both partners have read his or her instructions begin the role play activity.
- Continue until instructed to stop

So, how do we listen?

Can you HAURR me now?

☉ Five Elements of the Listening Process

- **Hearing** = the physiological dimension
- **Attending** = the psychological process of selection where we decide what gets through
- **Understanding** = making sense of a message
- **Responding** = giving observable feedback to the speaker
- **Remembering** = the ability to recall information

(Adler & Proctor, 2011)

A Few Key Elements to Active Listening *(That you probably already know)*

- Take it seriously!
 - It takes effort and commitment
- Provide effective feedback
 - Body language and nonverbal communication
- Talk less
- Listen to the words, tone and feelings
- Listen with your eyes and ears
- Ask questions to clarify meaning
- Paraphrase to ensure your understanding
- Suspend judgment and evaluate thoughts
- Be sincerely interested in the other person

We Can't Always Listen Carefully!

- ☛ Mindless Listening
 - Occurs when we react to others' messages automatically and routinely
- ☛ Mindful Listening
 - Involves giving careful and thoughtful attention to the messages we receive






(Adler & Proctor, 2011)

THE CHALLENGE IS KNOWING

WHEN TO BE MINDFUL:

The precursor to Active Listening

4 Content Types of Listening

Type of Listening	How is it used	
Appreciative		Pleasure or enjoyment
Empathetic		Provide emotional support
Comprehensive		Listen to understand
Critical	 	Listen to evaluate the message; accept or reject it

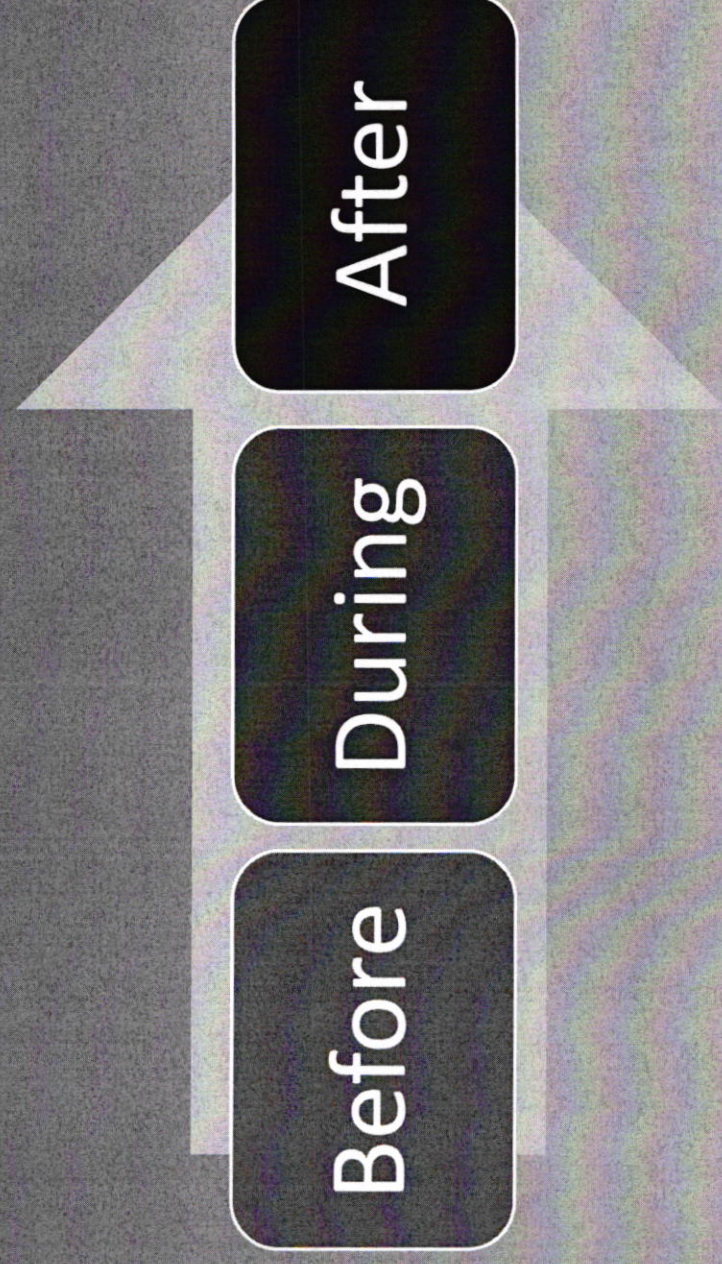
(Lucas, 2012)



Think about it: Sometimes based on the content, and the context, it's easier or harder to really listen.

Think back to the Wright story at the beginning of the session...which content type of listening would best have aided your effort to recall facts of the story?

Steps in Active Listening for Skills Improvement: A Continuum



Before Active Listening

It's not always possible but when it is, preparation is HUGE.

- Assess yourself and your listening environment

- Is it conducive to **mindful listening**?

- Remove/reduce physical and mental distractions

- Take a moment to assume good listening posture and physically orient your body to be open

- Take stock of your feelings and emotions

- Be sincere in your desire to understand



During Active Listening

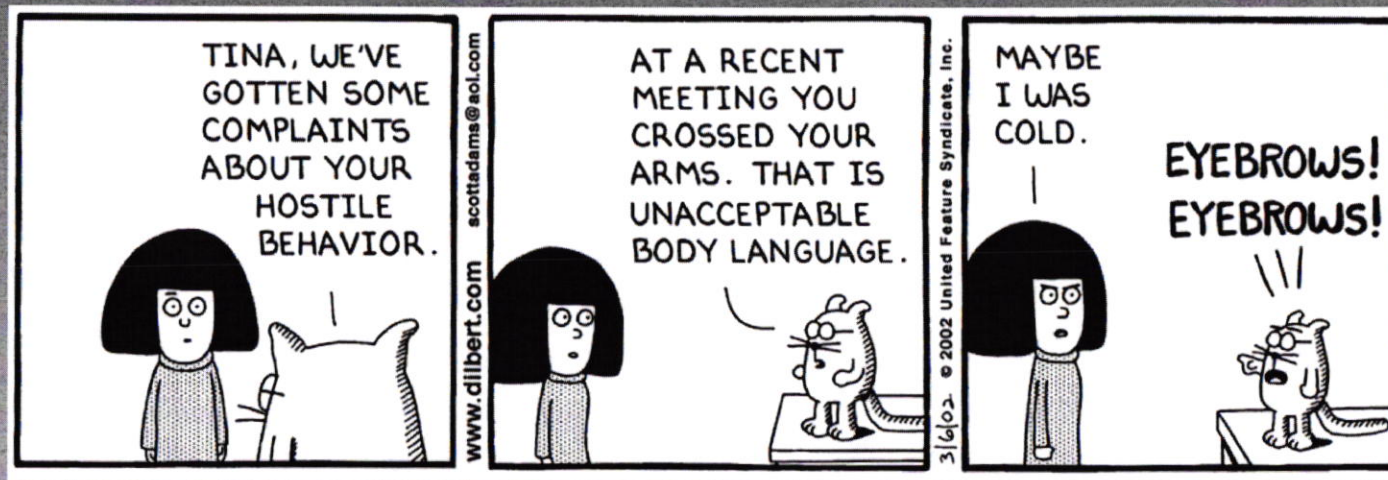
- Remove mental and physical distractions
 - Cell phone off? Chewing gum out? Mind cleared?
- Stay quiet & let the story unfold
 - Don't interrupt internally or externally
- Orient your body to face the other person
 - **Be relaxed but posture attentive and interested**
 - If sitting, lean slightly toward the person
 - Make eye contact; maintain it as appropriate
 - Smile, and give positive body language signals such as nodding, and nonverbal indicators such as “mmhmm”



This thing is
everywhere!

A little more on body
language

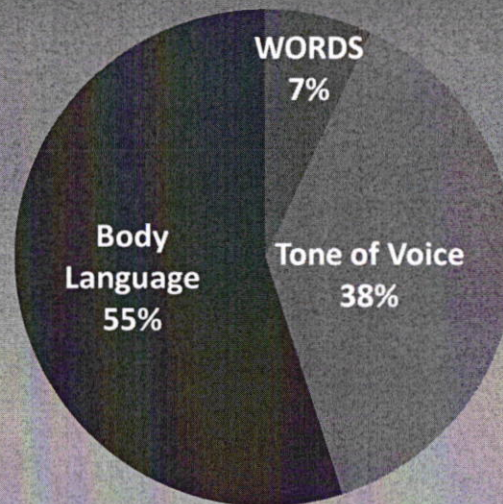
Are you cold? activity



Body language: Some say it's just about 65%...(Burgoon, 1994)

Other's have suggested the message impact % below when messages are related to feelings and attitudes:

What we do know for sure is that when words and body language don't align, we believe the body language and paralanguage.



Based on the work by Albert Mehrabian

During Active Listening continued...

👉 Paraphrasing:

- Restate the other person's comments in your own words verifying your understanding
- Use phrases like: "What I'm hearing is..." and "It sounds like you are saying..."

After Active Listening

- Active Listening requires action and the action begins with a choice to improve your listening skills
- Be willing to review your listening and communicative exchanges and to reflect on your own performance.

As with any skill, you must first want to improve, so take listening seriously & practice.

Steps in Active Listening for Skills Improvement: A Continuum

You must want to improve
and that means **YOU** take
steps and modify your own
behavior

It's okay to be:

- Mindless (at times)
- Mindful (as warranted)

***As long as you
KNOW which is needed***

Before

During

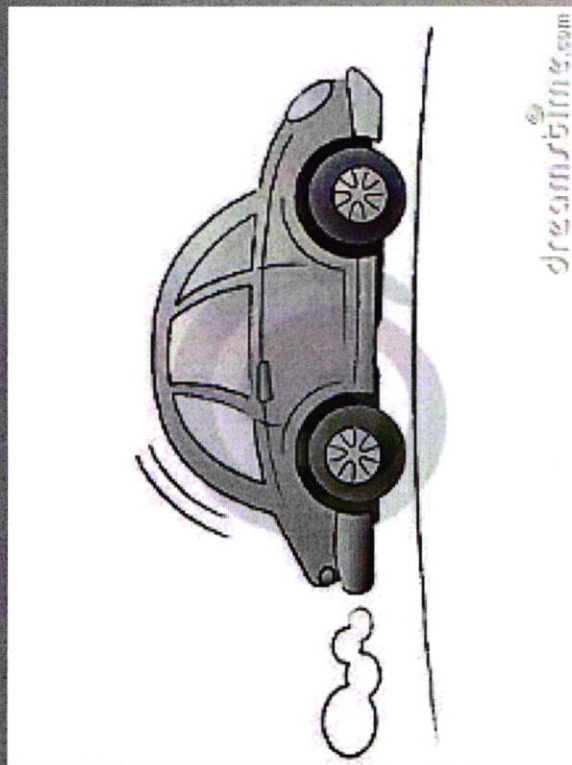
You must want to improve
so reflect and revise your
listening behaviors
Ask other's to help!

After

Active listening practice (time permitting)

- Issues faced on the job discussion.
- Both partners will practice active listening.

2-55

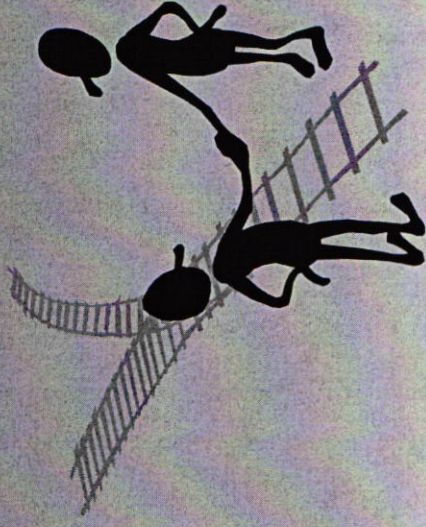


Activity: Self-reflection & creativity

You have brains in your head.

You have feet in your shoes.

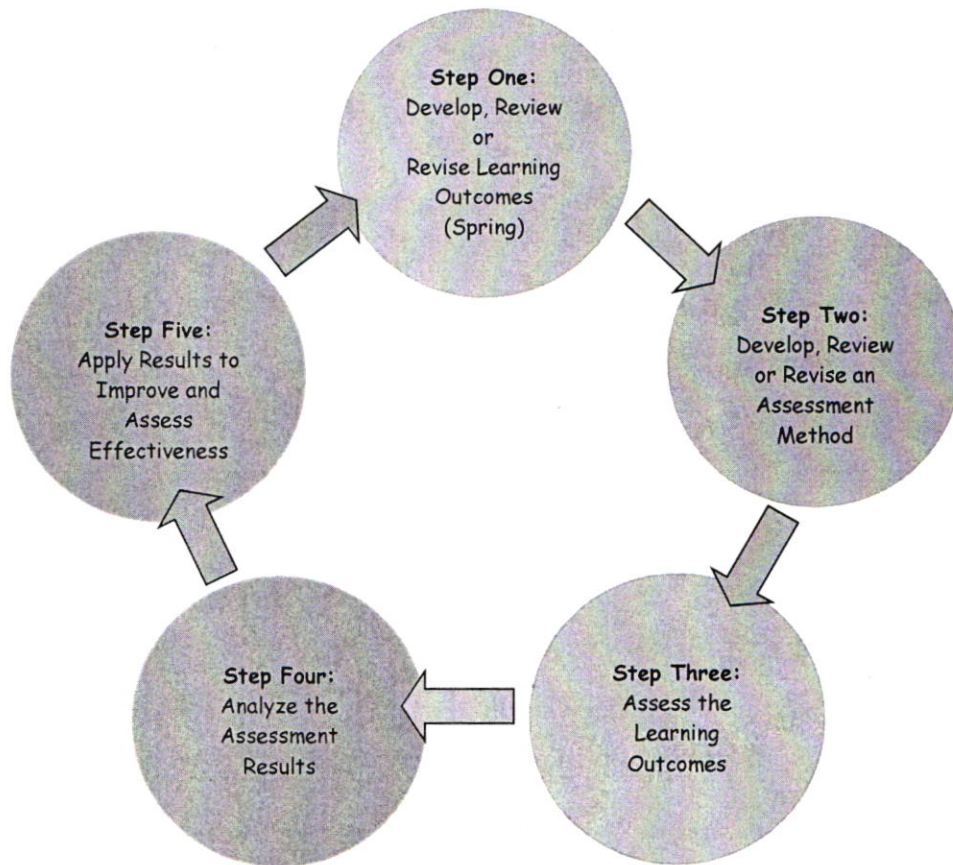
You can steer yourself in any direction you choose.



Dr. Seuss

Thank you!

Questions?
Comments?



- 2016-17, Year 2: Reflection.
 - "Close the loop" on 2015-16 and prior assessments by reflecting on your results and documenting this reflection in TracDat in the "Follow-up" field, under "Application of Results."
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Chapter 3 - The Student Services Learning Outcomes Assessment Cycle

What is a Student Services Learning Outcome?

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). An SSLO starts with the phrase, "Upon successful completion of this activity a student should be able to ..."

A Student Services Learning Outcome statement meets the following four criteria:

1. An SSLO states the knowledge, skills, attitudes or abilities a student is expected to have upon successful completion of the activity.
2. An SSLO is expressed using active verbs.
3. An SSLO is stated in terms that make it measurable.
4. An SSLO supports one of the Institutional Student Learning Outcomes.

What is a Student Services Learning Outcome Assessment?

A SSLO identifies how students will be evaluated to determine whether or not successful completion of the student services activity (e.g. counseling appointment, orientation, assessment, field trip) has been achieved.

A SSLO assessment meets the following four criteria. To evaluate the effectiveness of an SSLO assessment use the Rubric for Evaluating Learning Outcome Methods of Assessment in Appendix C.

1. Successful completion of the assessment is not based on the final course grade.
2. The assessment clearly identifies the criteria for student success.
3. The assessment clearly identifies how and when the assessment will be administered.
4. The assessment is authentic.

The Student Services Learning Outcomes Assessment Cycle has five steps:

1. Develop or revise Student Services Learning Outcomes (SSLOs)
2. Develop an assessment method for each SSLO
3. Assess the SSLOs
4. Analyze the assessment results
5. Apply the results to improve outcomes and then assess the effectiveness of these improvements

Repeat, repeat, repeat...

Following is a description of each step of the Assessment Cycle:

Step 1: Develop or Revise Student Services Learning Outcomes

Who develops or revises Student Services Learning Outcomes?

Faculty have the responsibility to develop or revise SSLOs with the assistance of student services administrators and staff in the assigned areas. Preferably all faculty who are involved in the activity will participate in the development or revision of the SSLOs for that activity.

What is the procedure for developing or revising Student Services Learning Outcomes?

Procedure for developing SSLOs: When a new activity is targeted for assessment of an SSLO, or when a new SSLO is being developed for an existing activity, the faculty and administrators in the area will meet to identify the SSLO and method of assessment. These will be recorded on the *SSLO Form* and submitted to the Student Services Council for verification that the SSLOs meet the four criteria listed above. Note: The *SSLO Form* should list all of the SSLOs for the activity. Upon verification from the Student Services Council, SSLOs will be posted on the Student Services website at <http://shastacollege.edu/student-services/>

Procedure for revising an SSLO: An SSLO may be revised as a result of dialogue that occurs in Step 4 of the SSLO Assessment Cycle. Area personnel will jointly revise the SSLO and complete an *SSLO Form* for the revised SSLO. (Note: The *SSLO Form* should list all of the SSLOs for the activity including the ones not being revised.) The completed form is submitted to Student Services Council for review to ensure that the revised SSLO(s) still meet the four criteria for an SSLO. The approved SSLOs are then posted on the Student Services website at <http://shastacollege.edu/student-services/>

Where are SSLOs published?

Completed *SSLO Forms* are posted on the Student Services website. Additionally, individual areas (Counseling, Transfer Center, Financial Aid, EOPS/CARE, DSPS, etc.) will publicize their Student Services Learning Outcomes so that students are aware of the individual student services learning outcomes expected from that area. Completed forms can be accessed at <http://shastacollege.edu/student-services/>

Additional guidelines for constructing SSLOs:

In generating ideas of SSLOs, here are some questions to consider:

- Ultimately what do you hope students will walk away with when they complete this activity?
- In terms of the big picture, what do you consider to be the main goals of this activity?
- What would you hope or expect that students can do in terms of applying the knowledge or skills that have been developed through participation in this experience?

An SSLO is expressed using active verbs (see Appendix D).

An SSLO is stated in terms that make it measurable.

Example

At the conclusion of an academic counseling appointment, the student should be able to:

- 1) State his/her educational goal or the next step required to determine his/her educational goal

2) Identify which classes to take in the following semester or to complete his/her educational goal

Step 2: Develop an Assessment Method for Each SSLO

There are many ways to assess SSLOs. In developing an assessment method, area personnel will need to answer questions such as the following:

- When will the assessment occur?
- Who will administer the assessment?
- What materials and resources will the students have while completing the assessment?
- How much time will the students have to complete the assessment?
- What instructions or information will the students get about this assessment?
- If there are activities that are offered through distance education formats, what logistics need to be worked out for those activities?
- What are other special considerations for this particular assessment?

The Director of Research and Planning is a resource for helping to develop effective assessment methods.

Some assessments are direct measures and some are indirect measures. Direct measures are usually assessed by area staff, whereas indirect measures are often assessed by the Office of Research and Planning.

Who develops the assessment method?

Faculty have the primary responsibility to develop the assessment method for each SSLO statement, along with assistance from other area personnel.

When is the assessment for an SSLO statement developed?

The assessment method is developed at the same time they develop the SSLO statement. It is necessary to develop the assessment before completing the *SSLO Form* in Step 1 above.

Can the assessment method be revised?

If, during the dialogue that occurs during Step 4, area personnel discover that the assessment method does not effectively measure the SSLO, then the assessment method should be revised. The Director of Research and Planning and the Student Services Council are resources for developing effective assessment methods.

Step 3: Assess the SSLOs

Assessment of SSLOs will occur at designated times throughout the year. This assessment method must be used consistently for the same activity even if it is conducted at different times. It is helpful if faculty and staff dialogue early in the semester about the assessment.

Should every SSLO be assessed every semester?

It is not necessary that all SSLOs for an activity be assessed each semester. Faculty and/or staff in the area will decide which SSLOs to assess. An SSLO should be assessed several times in a row to gain meaningful insight from the SSLO Assessment Cycle. Assessment works best when it is ongoing and not episodic.

Should ALL or SOME students be assessed?

In activities that include a large number of student participants, faculty and staff may opt to select a representative sample of students to assess. The sample should be large enough to provide a good variety of student responses and should be selected randomly.

When are assessment results due?

Assessment results for an activity are due by the end of the fiscal year.

How are assessment results submitted?

Assessment results are submitted on the *SSLO Assessment Reporting Form*. The form can be accessed at <http://shastacollege.edu/student-services/>

Step 4: Analyze the assessment results

This step is the heart of the Assessment Cycle. This is the step that provides faculty and staff with the opportunity to dialogue on effective practices. The goal is energetic, dynamic, positive, constructive and supportive conversations amongst faculty and staff about how to improve student learning.

Step 4 begins in the summer as a part of the preparation for the Annual Area Plan. The assessment results are distributed by the Office of Research and Planning. Generally multiple meetings are required to analyze assessment data in a meaningful way for all activities. The *Annual Area Plan* form can be accessed at <http://www.shastacollege.edu/cms.aspx?id=3383>

Who should analyze the results?

Faculty, in collaboration with student services administrators and staff, have the primary responsibility to analyze the SSLO assessment results.

What questions should be asked when analyzing the results?

Here are a few questions that might serve as conversation starters:

- Was overall student performance acceptable?
- Are there concepts with which many students have difficulty?
- How much variation was there in student performance?
- If the assessment yields several pieces of data (e.g., results for a list of survey questions, scores on various elements of a rubric) look at which areas were stronger or weaker. What sort of patterns emerge?
- How does this data compare to previous results?

- In retrospect, does the assessment method still make sense, or should it somehow be modified to get more useful information the next time around?

What are some possible outcomes of the dialogue in Step 4?

- Dialogue about different instructional strategies and get ideas about new things to try in the future.
- Question the importance or relevance of the SSLO. If this is the case, area personnel may decide to review content and consider revising the activity.
- Identify issues which may be interfering with student success on the SSLO that are not necessarily related to the activity itself.
- Realize that the assessment method, including timing, is a variable. If this is the case, area personnel should agree on the assessment method and its timing.
- Identify resources needed to improve student learning; for example, equipment, materials, expanded student support resources. If this is the case, identify that resource in the Annual Area Plan which ties SSLO assessment data to budget allocation and institutional integrated planning.
- Discover that there are different interpretations about what the SSLO means. If this is the case, area personnel should dialogue until an agreement is reached.
- Discover that there is a wide variety of student responses indicating that the SSLO is ambiguous. If this is the case, area personnel should revise the SSLO to make assessment results more meaningful.
- Agree that they have thoroughly explored effective strategies to improve student learning on a particular SSLO. If this is the case, area personnel should begin to assess a new SSLO.
- Confusion about what the assessment results mean. If this is the case, contact the Office of Research and Planning for training on how to interpret the results.

How is the completion of Step 4 documented?

After area personnel have met to discuss assessment results and plans for improvement, a staff member should be designated to complete *The Annual SSLO Summary Report Form* for the activity. This form must be submitted by the third Monday in September.

Step 5: Apply the results to improve outcomes and then assess the effectiveness of these improvements

Implement the changes and plans for improvement identified in Step 4 and/or assess the effectiveness of any previous improvements. Document the appropriate findings in Annual Area Plans and Program Reviews.

Student Services
SAO / SSLO
2017-18 Survey

Have you used the following services at Shasta College?

Admissions & Records

In-Person (registration / transcript / etc.):

No. (no branch)

Yes. (see below)

Online (registration/ transcript / etc.):

No. (no branch)

Yes.

1. Approximately how many times have you used this service?

One time 2 or 3 times 4 or more times

- SAO -At least 90% of all students, staff and faculty will be satisfied with operations in the Admissions and Records department.

2. Please rate your satisfaction with the service you received from the Admissions and Records Department.

Very Satisfied

Satisfied

Neither Satisfied nor dissatisfied

Dissatisfied

Very Dissatisfied

3. Comments (optional): Please provide additional feedback about the service or interaction you received from the Admissions and Records Department.

Career Services/Student Employment

In-Person

No. (no branch)

Yes. (see below)

Online:

No. (no branch)

Yes. (see below)

1. Approximately how many times have you used this service?

One time 2 or 3 times 4 or more times

- SAO - At least 90% of all students, staff and faculty will be satisfied with operations in the Career Services and Student Employment department.

2. Please rate your satisfaction with the service you received from the Career Services/Student Employment Department.

Very Satisfied

Satisfied

Neither Satisfied nor dissatisfied

Dissatisfied

Very Dissatisfied

3. Comments (optional): Please provide additional feedback about the service or interaction you received from the Career Services/Student Employment Department.

Financial Aid

In-Person

No. (no branch)

Yes. (see below)

Online:

No. (no branch)

Yes. (see below)

1. Approximately how many times have you used this service?

One time 2 or 3 times 4 or more times

- At least 90% of all financial aid students, staff and faculty will report satisfaction with the level of service they receive from the Financial Aid Office.

2. Please rate your satisfaction with the service you received from Financial Aid Department.

Very Satisfied

Satisfied

Neither Satisfied nor dissatisfied

Dissatisfied

Very Dissatisfied

3. Comments (optional): Please provide additional feedback about the service or interaction you received from the Financial Aid Department.

Student Success Center

In-Person

No. (no branch)

Yes. (see below)

Online:

No. (no branch)

Yes. (see below)

1. Approximately how many times have you used this service?

One time 2 or 3 times 4 or more times

2. Please rate your satisfaction with the service you received from the Student Success Center.

Very Satisfied

Satisfied

Neither Satisfied nor dissatisfied

Dissatisfied

Very Dissatisfied

3. Comments (optional): Please provide additional feedback about the service or interaction you received at the Student Success Center.

Enrollment Services Office

In-Person

No. (no branch)

Yes. (see below)

Online:

No. (no branch)

Yes. (see below)

1. Approximately how many times have you used this service?

One time 2 or 3 times 4 or more times

2. Please rate your satisfaction with the service you received from the Enrollment Services Office.

Very Satisfied

Satisfied

Neither Satisfied nor dissatisfied

Dissatisfied

Very Dissatisfied

3. Comments (optional): Please provide additional feedback about the service or interaction you received at the Enrollment Services Office.

Transfer Center

In-Person

No. (no branch)

Yes. (see below)

Online:

No. (no branch)

Yes. (see below)

1. Approximately how many times have you used this service?

One time 2 or 3 times 4 or more times

- Students utilizing the Transfer Center will report that they were satisfied with the services that they received.

2. Please rate your satisfaction with the service you received from the Student Success Center.

Very Satisfied

Satisfied

Neither Satisfied nor dissatisfied

Dissatisfied

Very Dissatisfied

- As a result of participating in transfer services and activities, students will report an increased awareness of the transfer requirements and processes.

3. Please rate your agreement with the following statement: As a result of participating in transfer services and activities, I have an increased awareness of the transfer requirements and processes.

Mostly agree

Somewhat Agree

Neither agree nor disagree

Somewhat disagree

Mostly disagree

4. Comments (optional): Please provide additional feedback about the service or interaction you received at the Transfer Center.

Residence Halls

Do you live on-campus in the Residence Halls?

No. (no branch)

Yes. (see below)

- At least 80% of residents in the Shasta College Residence Halls would recommend living in the Residence Halls for first-time students.

1. Please rate your agreement with the following statement: I would recommend living in the Residence Halls for first-time students.

Mostly agree Somewhat Agree Neither agree nor disagree Somewhat disagree
Mostly disagree

- At least 80% of residents in the Shasta College Residence Halls will report that they were treated fairly by Residence Hall staff.

2. Please rate your agreement with the following statement: I was treated fairly by Residence Hall staff.

Mostly agree Somewhat Agree Neither agree nor disagree Somewhat disagree
Mostly disagree

- As a result of living in the Shasta College Residence Halls students will increase participation in campus activities. Related ISLO: 5. Self-Efficacy, 7. Community and Global Awareness.

3. Please rate your agreement with the following statement: I am actively involved in campus activities.

Mostly agree Somewhat Agree Neither agree nor disagree Somewhat disagree
Mostly disagree

- At the conclusion of the academic year, residents of the Shasta College Residence Halls will report increased autonomy in basic life skills (laundry, cleaning, cooking, hygiene, etc.). Related ISLO: 5. Self-Efficacy

4. Please rate your agreement with the following statement: I am comfortable completing laundry, cleaning, cooking, etc. by myself.

Mostly agree Somewhat Agree Neither agree nor disagree Somewhat disagree
Mostly disagree

Student Life

Are you a member of student government or a club and/or organization?

No. (see below) all respondents to answer...

Yes. (see below)

- As a result of their involvement through Student Life, students feel more connected to the institution (increased knowledge of campus resources, etc.) (SAO)

1. Please rate your agreement with the following statement: I feel connected to the college.

Mostly agree Somewhat Agree Neither agree nor disagree Somewhat disagree
Mostly disagree

- As a result of their involvement through Student Life, students feel more connected to the institution (increased knowledge of campus resources, etc.) (SAO)

2. Please rate your agreement with the following statement: I know what campus resources exist to support my success.

Mostly agree Somewhat Agree Neither agree nor disagree Somewhat disagree
Mostly disagree

- As a result of their involvement through Student Life, students are more satisfied with their overall college experience (SAO)

3. Please rate your agreement with the following statement: I am satisfied with my overall college experience.

Mostly agree Somewhat Agree Neither agree nor disagree Somewhat disagree
Mostly disagree

The following would be otherwise assessed:

Admissions & Records:

- SAO -The Admissions and Records office will increase the number of online transcript requests processed automatically and decrease the number of in-person or manual transcript requests.

CalWORKs:

- After participating in the CalWORKs Student Services orientation, Shasta County CalWORKs students will be able to identify from whom and how to access their entitled supportive services.

CalWORKs Work Study:

- Upon completing the CalWORKs Work Study intake meeting with the CalWORKs Work Study Employment Technician a student will be able to identify the two main requirements of eligibility to the program.

Career Services/Student Employment:

- SAO - Based on an in-person presentation, students will be able to list two resources provided by the Career and Employment Center.

Financial Aid:

- Financial Aid students will receive their financial aid award letter within two weeks from the time of the FAFSA being submitted and/or the last document submitted to the Financial Aid Office.
- Shasta College cohort default rate to fall below 20% by continuing the partnership with ECMC in their efforts to assist manage our cohort default rate.

Residence Halls:

- As a result of living in the Shasta College Residence Halls students will increase access to available learning resources. Related ISLO: 2. Information Competency 5. Self-Efficacy

Student Life:

- As a result of their involvement through Student Life, students will have increased engagement/involvement, peer networking, and confidence (SAO)
- As a result of their involvement through Student Life, students will have increased student success, retention and completion rates in comparison to the general population (SAO)
- As a result of their involvement through Student Life, students will contribute to the positive welfare of the campus, local and broader community (SAO)

Student Life (continued):

- As a result of their involvement through Student Life, students will have an increase in essential (soft) skills surrounding leadership, communication, governance, organization, etc. (SSLO)
- As a result of their involvement through Student Life, students will feel more prepared to enter the workforce as a result of field work, customer service, office experiences, etc. gained (SSLO)
- As a result of their involvement through Student Life, students will recognize, respect, and value diverse experiences, ideas, backgrounds, and identities (SSLO)
- As a result of their involvement through Student Life, students will use critical thinking to solve problems and understand multiple perspectives/points of view to make decisions effectively (SSLO)
- As a result of their involvement through Student Life, students will develop skills to establish and sustain healthy, meaningful interpersonal relationships (SSLO)
- Increase in student satisfaction through involvement and engagement opportunities (SAO)
- 50% of graduates will be involvement in Commencement ceremony (SAO)
- Increased international student enrollment, retention and completion (SAO)
- Students will engage in opportunities for cross-cultural interaction with those who differ from oneself in beliefs, behaviors, values or views (SAO)
- Students will gain an understanding of the cultural and social interconnectedness and differences across diverse groups (SSLO)
- We should see an increase in the number of community vendors at events.
- Increase likelihood of high school students attending Shasta College as a result of High School Preview Day.

TRiO Student Support Services Project:

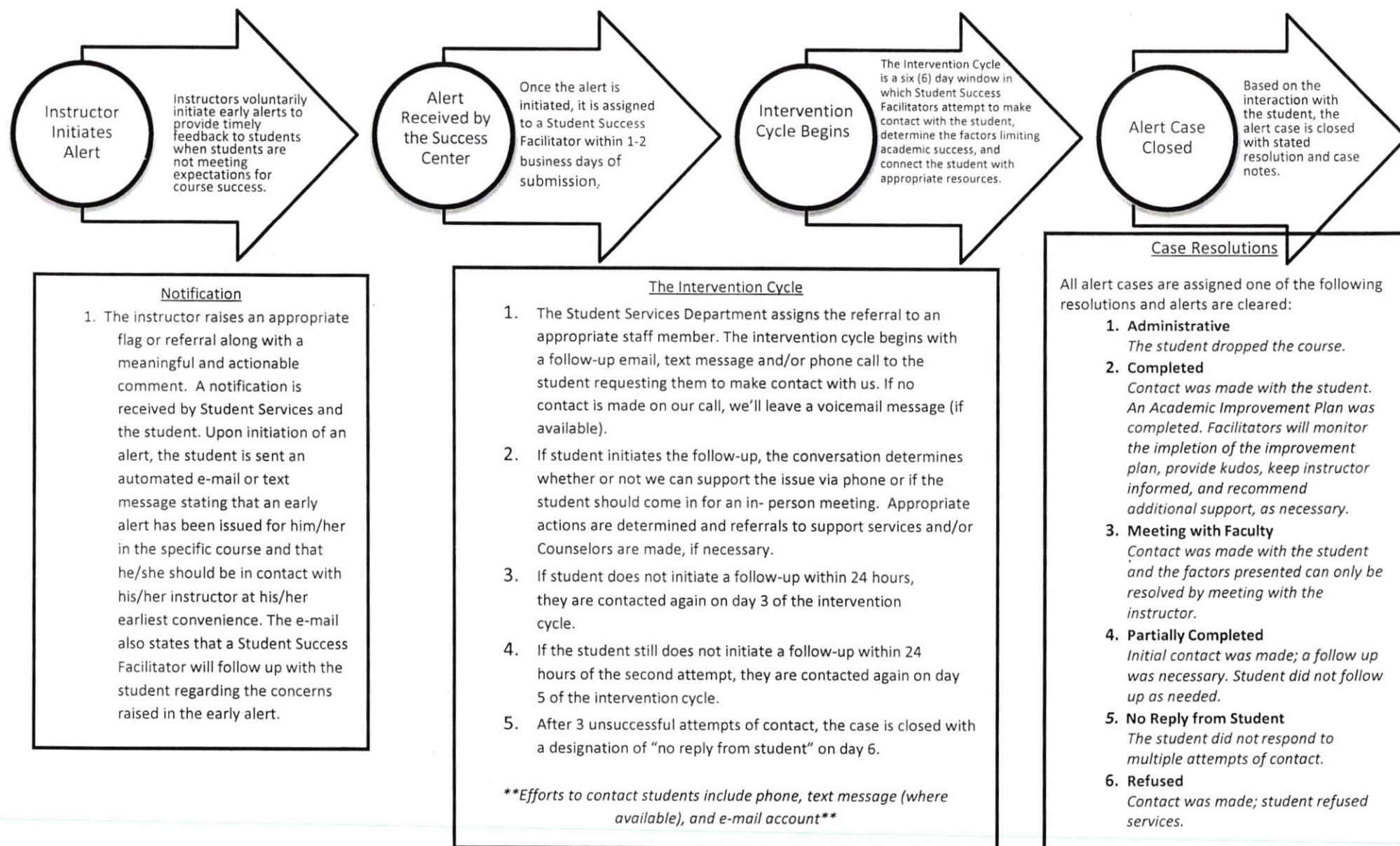
- #1 Persistence: 75% of all students served by the Student Support Services will persist from one academic year to the next or graduate from Shasta College with a degree or certificate
- #2: Good Academic Standing: 80% of all students served by the Student Support Services will be in Good Academic Standing at Shasta College
- #3: Graduation: 35% of all students served by the Student Support Services will graduate with an associate's degree or certificate within (4) years at Shasta College.
- #4: Transfer: 35% of all students served by the Student Support Services will transfer to a 4-year institution within four (4) years.

Transfer Center:

- SAO - Students utilizing Transfer Center resources will transfer at a higher rate than students not receiving these services. Services include but are limited to counseling appointments with the Transfer Center coordinator, meeting with the Transfer Center assistant, attending Transfer Center workshops, visiting with university representatives, and participating in college campus visits.
- As a result of participating in transfer services and activities, students will report an increased awareness of the transfer requirements and processes.
- The Transfer Center will increase the number of students pursuing AS-T / AA-T degrees by expanding outreach and promotion of these degrees as they become available
- The Transfer Center will increase the number of students pursuing University of California (UC) Transfer Admission Guarantees (TAGs) by expanding outreach and promotion of this program.

STUDENT SUCCESS CENTER

Early Alert Workflow



Flag Name	Role	Raise	View	Manage	Assign	Email	Responsible for reaching out after flag is raised	Responsible for: Clearing flag	Responsible for: Following up if flag is not cleared
Attendance Concern	Flagged Student		x			x	Flagged Student		
Attendance Concern	Instructor	x	x	x		x	Instructor	Instructor	
Attendance Concern	General Counselor	x	x						
Attendance Concern	Student Success Facilitator		x			x	Student Success Facilitator	Student Success Facilitator	Student Success Facilitator
Attendance Concern	Student Services Leadership		x	x	x				
Low Participation	Flagged Student		x			x	Flagged Student		
Low Participation	Instructor	x	x	x		x	Instructor	Instructor	
Low Participation	General Counselor	x	x						
Low Participation	Student Success Facilitator		x			x	Student Success Facilitator	Student Success Facilitator	Student Success Facilitator
Low Participation	Student Services Leadership		x	x	x				
Low Average in Course	Flagged Student		x			x	Flagged Student		
Low Average in Course	Instructor	x	x	x		x	Instructor	Instructor	
Low Average in Course	General Counselor		x						
Low Average in Course	Student Success Facilitator		x			x	Student Success Facilitator	Student Success Facilitator	Student Success Facilitator
Low Average in Course	Student Services Leadership		x	x	x				
In Danger of Failing	Flagged Student		x			x	Flagged Student		
In Danger of Failing	Instructor	x	x	x		x	Instructor	Instructor	
In Danger of Failing	General Counselor		x						
In Danger of Failing	Student Success Facilitator		x			x	Student Success Facilitator	Student Success Facilitator	Student Success Facilitator
In Danger of Failing	Student Services Leadership		x	x	x				
Missing/Late Assignments	Flagged Student		x			x	Flagged Student		
Missing/Late Assignments	Instructor	x	x	x		x	Instructor	Instructor	
Missing/Late Assignments	General Counselor		x						
Missing/Late Assignments	Student Success Facilitator		x			x	Student Success Facilitator	Student Success Facilitator	Student Success Facilitator
Missing/Late Assignments	Student Services Leadership		x	x	x				
Flag Name	Role	Raise	View	Manage	Assign	Email	Responsible for reaching out after flag is raised	Responsible for: Clearing flag	Responsible for: Following up if flag is not cleared
No Show	Flagged Student		x			x	Flagged Student		
No Show	Instructor	x	x	x		x	Instructor	Instructor	
No Show	General Counselor		x						
No Show	Student Success Facilitator		x			x	Student Success Facilitator	Student Success Facilitator	Student Success Facilitator

[illegible]

Referral: Personal Counseling	Instructor		View	Manage	Assign	Email	Instructor	Instructor	Instructor
Referral: Personal Counseling	General Counselor		x	x					
Referral: Personal Counseling	Student Success Facilitator		x	x		x	Student Success Facilitator	Student Success Facilitator	Student Success Facilitator
Referral: Personal Counseling	Student Services Leadership		x	x	x				
Referral: Personal Counseling	Student	x							
Flag Name	Role	Raise	View	Manage	Assign	Email	Responsible for reaching out after flag is raised	Responsible for: Clearing flag	Responsible for: Following up if flag is not cleared
Questions about Financial Aid	Flagged Student		x			x			
Questions about Financial Aid	General Counselor		x						
Questions about Financial Aid	Financial Aid Office		x	x	x	x	Financial Aid Office	Financial Aid Office	Financial Aid Office
Questions about Financial Aid	Student Support Services		x	x					
Questions about Financial Aid	Student	x							
Referral: Veterans Services	Instructor		x	x		x	Instructor	Instructor	Instructor
Referral: Veterans Services	General Counselor		x						
Referral: Veterans Services	Student Success Facilitator		x				Student Success Facilitator	Student Success Facilitator	Student Success Facilitator
Referral: Veterans Services	Student Services Leadership		x	x	x				
Referral: Veterans Services	Student	x							

Examples of Early Alert Contacts

"Flags"

Attendance Concern: attended a few times and stopped attending or is attending intermittently; recommended to be used prior to "In Danger of Failing"

Low Participation: not participating as expected, not following participation guidelines in syllabus; recommended to be used prior to "In Danger of Failing"

Low Average in Course: coursework is missing or performance is below standard and affecting grade average; recommended to be used prior to "In Danger of Failing"

In Danger of Failing: student will fail if behavior and coursework continues but there is still time to succeed in the course; ideally preceded by other flags that demonstrate a pattern

"Referrals"

Accommodations: student disclosed disability or concern for ability to learn

Academic Tutoring: needs help understanding course content

Academic Counseling: discuss programs or classes, refer to other services, change class schedule

Career Services: assistance choosing a career, career assessment, job search, resume writing, internships/experiential learning or interviewing techniques

Personal Counseling: concerns about well-being, e.g. anxiety, depression, substance abuse, harm to self, grief, etc.

Student Support Services: financial aid, student emergency funds, support for low-income, first generation, foster youth, disproportionately impacted groups

Veterans Services: VA benefits, changing classes and the impact on benefits or referrals to the VA and other community based outreach services

Recommendation #1: Provide a "meaningful and actionable" comment on a flag, referral, or kudos.

A "meaningful and actionable" comment is directed to the student and includes timely and specific comments about a particular behavior, performance, or pattern. Describe the expectation and how the student is meeting it or falling short.

For example, "Hi (Student Name), you currently have a 40 % in the class. Please take the time to retake the lab practical to make up the points that you lost on it. Come and see me so we can talk about what else you can do to earn a better grade."

Recommendation #2: Follow up a flag with a kudo.

Positive feedback is more motivating than negative feedback. Reinforcing positive behavior with a kudo lets the student, the Student Success Facilitator and the Counselor know that the student made a positive change.

7.1 WORK YEAR, WORK WEEK, AND WORK DAY

7.1.1 The work year of all bargaining unit members shall begin on July 1 and end the following June 30, unless otherwise stipulated in this contract. The normal work schedule for fulltime bargaining unit members shall be five (5) consecutive eight (8) hour days in a seven (7) day period. The work schedule consists of the work day, work week, and starting/ending times. The work schedule may be extended when necessary to carry on the business of the District, as authorized by the District Superintendent/President or his designated representative. The normal work day shall be eight (8) hours and the normal work week shall be forty (40) hours.

Alternative work schedules are available to full-time bargaining unit members throughout the work year, with prior recommendation of the immediate supervisor/manager and approved by the appropriate Assistant Superintendent/Vice President and the Associate Vice President of Human Resources:

- Four (4) ten (10) hour days
- 9/80 schedule which is eight (8) nine (9) hour days and one (1) eight (8) hour day with every other Friday or Monday off
- A modified 9/80 schedule which is two (2) weeks of four (4) nine (9) hour days and one (1) four (4) hour day
- Other variations

Prior to a change, the employee will be given an opportunity to express in writing any concerns to their supervisor. Employee(s) with continued concerns shall have the opportunity to meet with a CSEA representative (if requested), Associate Vice President of Human Resources, and area Vice President. The results of this meeting shall be communicated to the supervisor by Human Resources, at which point the supervisor shall communicate the final schedule.

During a week with a holiday, the employee on an alternative work schedule will only receive eight (8) hours of holiday pay and will need to adjust their schedule/hours accordingly with approval from their immediate supervisor. The employee may use compensation time, vacation time and/or their personal business time to make up the difference or revert back to a five (5) day, eight (8) hours schedule. This adjustment will not be considered a permanent change in schedule and is not a schedule change as defined in Article 7.3.

Goals	Definitions / Calculations	Sources
First-Year Persistence	Percent of fall first-time (full-and Part-time) students returning the following fall semester. The measure combines the most recent three years. Those who complete a certificate or degree within the first year are also counted as "persisting."	NCES, IPEDS Enrollment Surveys
Three-Year Graduation Rate	Percent of fall first-time full-time students earning a certificate, diploma, or are transfer-prepared within three years. "Transfer Prepared" = student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0 and/or transferred to a four-year institution.	NCES, IPEDS Graduation Rate Surveys
Undergraduate Credentials Awarded per 100 FTE Undergraduate Students	Undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent students. Calculation: (undergraduate credentials awarded annually / credit hour generated annual undergraduate enrollment)*100	NCES, IPEDS Completions and Enrollment Surveys
Course Success	Of all credit enrollments, the rate at which students completed courses with a grade (SX04) of A, B, C, or P.	
Throughput	<p>The percentage of credit students who attempted for the first time a course designated at "levels below transfer" in:</p> <ul style="list-style-type: none"> • Math and successfully completed a college-level course in Math within six years. • English and successfully completed a college-level course in English within six years. • ESL and successfully completed a college-level ESL course or a college-level English course within six years. <p>The cohort is defined as the year the student attempts for the first time a course at "levels below transfer" in Math, English and/or ESL.</p>	