



Student Services Council Meeting
 September 6, 2017 • 9:00 AM
 Room 2314

MINUTES

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

CALL TO ORDER

The meeting was called to order by Tim at 9:05 a.m.

1. Approval of Minutes

It was moved by Nadia Elwood and seconded by Becky McCall to approve the Student Services Council August 23, 2017 minutes with revisions. All in favor to approve the minutes. Tina and Stacey abstained

2. *SSSP / Equity / BSI Integrated Plan* – first reading - handout

First reading schedule: Student Equity Committee, Student Success Committee, Instructional Council, Academic Senate, Student Services Council, Student Senate, and College Council. The second reading will travel through the same committees and councils.

Met with an (LAO) Analyst talking about the Baccalaureate Program.

General discussion regarding what it means to move the needle. Move the needle = Student Success Indicators, Retention, Persistence, Completion, and also an eye towards equity. Also awareness of achievement gaps, and the general goal of access and completion.

Backdrop – If the funds were to be integrated, then a block grant could be provided based on outcomes. Another idea presented by a rep was to take into consideration economics and political changes and consider how we would use strategic models and information during a fiscal downturn. It was also noted that during a previous downturn that a core value was people.

Additional comments and questions:

- o What are barriers to completion?
- o Community College Mission is about being inclusive.
- o Identify core programs. Address what are those things we have to do. If changes are forthcoming economically and politically that will affect funding, then Shasta College will already be better prepared.

- Use Annual Area Planning process to institutionalize the core initiatives of SSSP, Equity and Basic Skills. Alternatively, place indirect initiatives on the AAP process to assess relative priorities as compared with other district initiatives. Each district will report on outcomes in 2019.

3. Technology Priority Review - Handout

Student Services staff meet with IT staff the second and fourth Tuesday from 9 – 10 am to discuss priorities. It would be helpful if Student Services could identify common needs to come together on, and relieve some of the requests to IT.

Current list was shared and discussed. Those that included discussion/comments are as follows:

#1 – Financial Aid – BOGFW – loss of BOG programming.

- Suggestion to reduce priority of this one and elevate Hobsons and transcript revision projects.

#2 - IT is currently working on Hobson's Starfish – early alert / automated student ed planning.

- Will continue to be high on the priority list. Implementation meetings weekly, Mondays 11 – 12 pm and biweekly, Tuesdays 12 – 12:30 pm.

#11 - MyShasta Update

- Question posed - Is that still needing to be addressed? Response, yes.

Other notes:

- EOPS Access Database
- Student Portal - landing page for students where students can access Canvas, MyShasta, and in the future Hobson's.
- Program descriptions: ACE/BOLD, EOPS, CalWORKs, PACE, Office of Student Equity & Inclusion (SEI), Get reports as needed
- Tina will be share via email a Colleague Manual she located online.

4. Accreditation Prep Activity

Encouragement for staff to review the Accreditation document and for Student Services staff, review Standard IIC, in particular. Unique in this area is the Quality Focus Essay and request to be familiar with it. (pages Accreditation document can be found on the website here:

<http://www.shastacollege.edu/President/Accreditation/Accreditation%20PDFs%20and%20Docs/2017%20Shasta%20College%20Institutional%20Self-Evaluation%20ReportvWEB.pdf>

Highlights for Student Services from the ACCJC Guide to Evaluating and Improving Institutions:

https://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions_May2017.pdf

Handout - Standard II: Student Learning Programs and Support Services (pages 31-33)

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

- *Evaluation Criteria:*

- *The institution has developed has evaluation processes in place to measure the quality of its student support services. Evaluation occurs at regular intervals.*
- *The institution has established protocols to verify that these services are comparable and support student learning regardless of location or means of delivery.*
- *Student services programs are aligned with the institutional mission.*

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

- *Evaluation Criteria: continued....see handout*

Handout - Evidence (page 39)

C. Student Support Services

- Evidence the institution systematically evaluates its student support services in light of its stated mission.
- Evidence student support services support learning.

Continued...see handout

Examples of preparation for Accreditation from another college:

- Academic Senate/Classified Senate teamed up.
- Institution Day (Flex Day) utilized to share accreditation preparation information.
- Various departments offered presentations in different formats, one example was a game show.
- Preparation ideas – have a plan to speak confidently and highlight something in particular that is great about a dept., and also be prepared to address one thing that needs improvement and the plans/steps being taken to make changes.

By the next meeting identify one to three diamonds and be prepared to share, and then identify one to two gaps/challenges that may present opportunities for growth.

Diamond example: Alternative schedules reflect collaboration of administration, union and staff that provides improved services to students and offers greater flexibility for staff.

5. Area Updates

DACA information has been shared widely as it has been received. Please send request to Sharon Strazzo to see if Kevin would send out his DACA response campus wide.

Student Life

- August door contest winner was TRiO
- Sept. 15th Umoja meeting
- Sept. 15th & 22nd Grad Career Days
- Sept. 20th Aloha Wednesday
- Sept. 25th – full time coordinator position opening

Student Employment

- EWD only handling internships
- Noehly Padilla - new part time counselor picking up career piece
- Refer to HR only those students who have a job lined up and need to pick up the paperwork

6. Other/Announcements

Clarifying question - Should Student Services be involved in Program Review Committee?

- Stacey can bring up at the next Program Review Committee meeting.

Parking Lot:

First-Year Experience
SAO / SSLO Data Collection
TracDat - screen update
CCSSE/Adult Learning Focused Institution (ALFI)
Guided Pathways
Concurrent Enrollment Fees
Hobsons Starfish update / branding
Early Alert workflow
Marketing plan / marketing
Website

Program Review
Regroup
Dub labs app
FAQ
Guided Pathways
Learning goals / progress checks
Increase access/support
Student success – no wrong door
Application follow-up workflow

NEXT MEETING

The next meeting is scheduled for Wednesday, September 20, 2017 in Room 2314.
Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services

**Integrated Budget Template: BSI, Student Equity, and SSSP
for fiscal reporting period July 1, 2017 - June 30, 2018**

Shasta-Tehama-Trinity CCD
Shasta College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
1000	Academic Salaries	\$ 45,380	\$ 368,100	\$ 681,906	\$ 442,923	\$ -	\$ -
2000	Classified and Other Nonacademic Salaries	\$ 15,120	\$ 304,100	\$ 491,153	\$ 570,667	\$ -	\$ -
3000	Employee Benefits	\$ 21,000	\$ 193,271	\$ 363,434	\$ 378,159	\$ -	\$ -
4000	Supplies & Materials	\$ 3,000	\$ 46,000	\$ 3,942	\$ 15,574	\$ -	\$ -
5000	Other Operating Expenses and Services	\$ 5,500	\$ 217,050	\$ -	\$ 133,112	\$ -	\$ -
6000	Capital Outlay		\$ 9,000	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo		\$ 76,887	\$ -	\$ -	\$ -	\$ -



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed



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with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.***

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
<p>1. Decrease achievement gap. (Strategic Plan: 1.2.a, 4.2.a, 2.2.a)</p>	<p>The college is on track to meet this goal by taking the following steps:</p> <ul style="list-style-type: none"> - Through the support of a Research Analyst position and the implementation of Tableau data visualization software, the college has increased awareness of achievement gaps through the timely availability of disaggregated data. - Upon invitation, college counselors now visit each feeder high school in the fall to offer an overview of the college and in the spring to offer core matriculation including in-person orientations, assessment and education plan services. - The college began the implementation of supplemental instruction; became a Multiple Measures Assessment Project (MMA) pilot college; expanded the summer Math Camp bridge program; and revised the English and math course sequences to offer accelerated pathways and a Path to Stats sequence. <p>Promising activities that are ongoing and on-track include:</p> <ul style="list-style-type: none"> - The development of student communities of belonging and learning; - Student/staff equity training designed to raise awareness of campus climate, implicit bias, cultural responsiveness, equity and poverty; - Implementation of a Student Ambassador program providing increased student support and outreach as well as support of Equity Office efforts - The implementation of Hobsons Starfish early alert and automated student education planning software.
<p>2. Improve assessment procedures and address barriers to access. (Strategic Plan: 1.1.b, 3.1.b)</p>	<p>The college is on track to meet this goal by taking the following steps:</p> <p>The college has become a Multiple Measures Assessment Project (MMA) pilot college. Preliminary data revealed positive results</p>



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	<p>for English placement and a need to clarify placement rules for math. The English and math departments have mapped core competencies to the new <i>Common Assessment</i> framework. Math Camp was implemented and continues to grow. English and Math departments revised course sequences to offer accelerated pathways from basic skills through transfer and developed a “Path to Stats” sequence. Through the use of Tableau data visualization software, the college has increased awareness of achievement gaps through the timely availability of disaggregated data.</p> <p>The Office of Equity funded an Outreach counselor for students with disabilities, funded a position to provide support to students transitioning from high school to Shasta College, and funded a position to support high school students in the Gateway to College program in transitioning to Shasta College.</p>
<p>3. Increase opportunities for professional learning that will increase faculty/staff responsiveness to the needs of diverse groups of students.</p> <p>(Strategic Plan: 4.2.e)</p>	<p>The college is on track to meet this goal by taking the following steps: The college has co-created models of Basic Skills acceleration; implemented a New Faculty Institute; promoted 3CSN offerings through North State representation and brought 3CSN workshops to the Shasta College campus; provided Counselor training twice each month during the academic year; offered professional development stipends through the office of Equity for faculty and staff to take advantage of equity related opportunities, sponsored stipends for instructors to learn about, create, and implement culturally responsive instructional practices, and supported a significant number of flex trainings, conversation series and equity-related professional development grants that promoted, among other things, culturally responsive curriculum revision, the adoption of OER, the development of communities of practice and <i>Habits of Mind</i> leadership training.</p>
<p>4. Increase course and degree / certificate completion and persistence through enhanced services.</p> <p>(Strategic Plan: 1.1, 1.2, 2.1, 2.2)</p> <p>SE B. Increase overall course success and completion rates of target population groups experiencing disproportionate impact by increasing the college’s ability to provide culturally relevant and responsive support,</p>	<p>The college is on track to meet this goal by taking the following steps:</p> <ul style="list-style-type: none"> - created a <i>Student Success Center</i> staffed by newly created and hired <i>Student Success Facilitators</i>; - Developed a pilot First-Year Experience program; - Implemented an on-line, new student orientation which highlighted and encouraged participation in support services; - Initiated the implementation of Hobsons Starfish early alert and automated student education planning software (in-progress); - Initiated the implementation of <i>Regroup</i> text messaging; - Expanded follow-up services to include basic skills, students without an education plan and students on level 1 and Level 2 probation;



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<p>instruction, policy creation, and curricular offerings by administrators, faculty and staff through the support and development of awareness, skills and resources.</p> <p>SE D. Increase the number and percentage of students from equity populations who indicate a degree or certificate goal in their education plans who earn / complete a degree or certificate.</p>	<ul style="list-style-type: none"> - Partnered with the regional bus transit authority to provide free transportation to enrolled students for public transportation within the county including to the main campus; - Expanded textbook grants to equity populations, and initiated a meal voucher program providing students in need with a healthy meal on campus; - Created a food pantry; - Implemented and expanded support of Supplemental Instruction; - Became a Multiple Measures Assessment Project (MMAP) pilot college; - Developed and implemented a pilot proactive counseling model for basic skills students; - Implemented <i>Final Exam Jam</i> study sessions; - Implemented the <i>EDGE</i> - student athlete success program.
<p>5. Increase rates of throughput to transfer level course success and rates of transfer.</p> <p>(Strategic Plan: 1.1, 1.2, 1.3)</p> <p>SE C. Increase the number and percentage of students from equity populations completing degree and/or credential-applicable English/math courses who began their studies in basic skills English / math or ESL courses.</p>	<p>The college is on track to meet this goal by taking the following steps:</p> <ul style="list-style-type: none"> - Began the implementation of the Hobsons Starfish automated student education planning tool and associated two-year program /pathway plans. - Developed a pilot First-Year Experience program; - Expanded dual enrollment; - Developed a pilot summer bridge program; - Prepared a draft plan for the development of an UMOJA program; - Developed and promoted a <i>Math My Way</i> and <i>English</i> acceleration curriculum revisions.



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Goals: Student Equity	Progress
SE A1. Increase equity-mindedness as well as cultural awareness, respect, responsiveness, and inclusion in our college community particularly of equity populations and those traditionally underrepresented due to cultural, ethnic, language, class/socio-economic status, gender, gender identity, gender expression, ability, veteran status, ability, gender identity/expression, and/or sexual orientation status.	On track, all 5 activities: A marketing committee was established and greater diversity of representation in materials supported; funded CCSSE; Equity presentations to most divisions and departments completed (Nursing remaining.) Implemented equity-focused trainings, workshops, and cultural events. Hired a transition coordinator.
SE A2. Increase the number of current and former foster youth, students with disabilities and veterans who enroll in Shasta College and become acclimated to the campus environment.	On track, all 5 activities: Established student ambassador program and outreach counselor; supported Student Success Facilitator positions; expanded outreach with Parent Partner; initiated discussion regarding accessible marketing materials.
SE A3. Support and retain a diverse student body that reflects (at minimum) the racial, ethnic, ability, and socio-economic diversity of our service area.	On track, 3 of 4 activities: Student Service Area data disaggregated by equity population and accessible via Tableau; created and distributed databases of campus and community & campus resources; created referral protocols; implemented auto-packaging in Financial Aid. Multi-cultural center on hold until bond construction plans finalized.
SE B. Increase overall course success and completion rates of target population groups experiencing disproportionate impact by increasing the college's ability to provide culturally relevant and responsive support, instruction, policy creation, and curricular offerings by administrators, faculty, and staff through the support and development of awareness, skills, and resources.	On track, all 8 activities: Supported the Center for Education, Learning, & Teaching; professional development expanded; all instructors provided a Canvas shell; work underway on new College Success courses; OER grant and stipends offered and presentations made; student assistive technologies purchased; summer bridge programs established (1) and supported (2);
SE C. Increase the number and percentage of students from equity populations completing degree and/or credential-applicable English/math courses who began their studies in basic skills English/math or ESL courses.	On track, all 7 activities: <i>Math My Way</i> and <i>Path2Stats</i> expanded; English acceleration models planned; Supplemental Instruction and Math Camp expanded; phone call activity revised to reach students not yet enrolled and on academic probation; piloting DSPS screenings in classes on hold currently.



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<p>SE D. Increase the number and percentage of students from equity populations who indicate a degree or certificate goal in their education plans who earn/complete a degree or certificate.</p>	<p>On track for 5 activities, 1 pending: Implemented completion support activities (working on contacting students close to completion); expanded Supplemental Instruction; expanded student success & academic workshops; greatly increased access to community resources; expanded student speaking opportunities; website redesign pending hiring of webmaster position.</p>
<p>SE E. Increase the number and percentage of Shasta College students from equity populations who successfully transfer to a four year university.</p>	<p>On track, all 3: Greater promotion of transfer opportunities and events, including transfer fairs on campus and away, promotion of transfer to CSU Chico and transfer of foster youth.</p>

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Successes were supported by:

- Early discussions between Access and Equity, BSI and SSSP about common goals and strategies for leveraging influence. Integrated support of key efforts.
- Institutional support connecting these programs to our institutional goals, strategic plan and accreditation standards.
- Investment in staff to support program implementation.
- A developing culture of innovation supported by an Innovation Grant Award, participation in 3CSN networks and the integration of these programs into new grant-funded projects.
- Already existing campus-wide, representative groups - including the Student Equity and the Student Success Committees - committed to common goals.
- Implementation of the Student Success Center.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
First-Year Persistence	Created and implemented a “student intake” plan that includes a review of the messages associated with the various points of contact in the admissions cycle and updated enrollment literature to reflect different messaging	Expanded mentor program for part-time faculty that includes training on culturally responsive instruction. (Enrollment Management Plan, 2.1.2) Supported a part-time Outreach Counselor for	Increased participation in collaborative efforts (North State Together, etc.) to improve college readiness. (Enrollment Management Plan, Strategic Plan 3.1.b)



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<p>needs of diverse potential student audiences. (Enrollment Management Plan 1.1.3)</p> <p>Expanded summer bridge activities to targeted equity populations. [EQ B.6]</p> <p>Initiated planning to develop a “microsite” to serve as the “front end” of the College website to streamline the enrollment process for new and returning students. (Enrollment Management Plan 1.2.1, Strategic Plan 2.2.b)</p> <p>Working toward the implementation of technology-enabled student support services including a common assessment, a mobile “app”, an automated student education planning solution, an online new student, noncredit orientation, an integrated BOGFW application process, a financial aid “self-service” process, an enhanced document imaging/ automated workflow solution, and the creation of additional internet hot spots. (Enrollment</p>	<p>students and prospective students with disabilities and other outreach populations. (EQ A 4)</p> <p>Investigated the feasibility of providing diagnostic assessments of college readiness to high school students. (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b)</p> <p>Supported the Edge learning assistance program for athletes (EQ D.4)</p> <p>In the process of creating a data warehouse and support access. (Enrollment Management Plan 4.1.1)</p> <p>Conducted research & evaluation on campus climate and students’ sense of belonging, including CCSSE. (EQ A 2)</p> <p>In the process of developing an Enrollment Management real-time “data dashboard” to promote routine discussion and use of granular data to detect bottlenecks and inform improvements. (Enrollment Management Plan, 4.1.2)</p> <p>Integrated the regular use of disaggregated data that addresses disproportionate</p>	<p>Implemented and evaluated best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2)</p> <p>Implemented best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a)</p> <p>Implemented expanded academic support strategies such as online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, Strategic Plan 2.1.c)</p> <p>Investigated the feasibility of providing diagnostic assessments of college readiness to high school students. (Enrollment Management Plan</p>
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	<p>Management Plan 1.2.2, Strategic Plan 2.1.a)</p> <p>Completed competency requisites in anticipation of implementing the <i>Common Assessment</i>. (Enrollment Management Plan 1.3.1)</p> <p>Investigated the feasibility of providing diagnostic assessments of college readiness to high school students. (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b)</p> <p>Began the implementation of Hobsons Starfish early alert software. (Enrollment Management Plan 2.1.3, Strategic Plan 2.2)</p> <p>Developed and published scheduling patterns for many certificates and degrees that designate courses that are only offered in the fall, those only offered in the spring, and those that are offered during both fall and spring. (Enrollment Management Plan 2.1.4, Strategic Plan 1.2.d)</p> <p>Implemented Regroup text messaging. (Strategic Plan 2.2.b)</p>	<p>impact into reviews of programs (EQ A 6)</p> <p>Established a Center for Equity and Inclusion that promotes resources, connects students with communities of belonging and offers civic engagement opportunities. (EQ B 2.4)</p> <p>Offered professional development activities for faculty and staff which facilitate improvements in such things as pedagogic methods, staff efficiency, leadership development and succession planning, student equity, and student learning. (Strategic Plan, 4.2.e, EQ B 1 &2)</p> <p>Began the implementation of best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Strategic Plan 1.1.a, EQ C.2)</p> <p>Began the implementation of best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan</p>	<p>1.3.2, Strategic Plan 1.1.b)</p> <p>Implemented expanded academic support strategies such as online tutoring for basic skills and general education. (Strategic Plan, 2.1.c)</p> <p>Implemented a proactive counseling pilot program for students in basic skills courses.</p>
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		<p>1.2.a)</p> <p>Provided opportunities to connect equity populations to a developed FYE program through student ambassadors who support students and connect them with resources. (EQ B.2.3)</p> <p>Expanded Math camp summer bridge activities.(EQ C.4)</p> <p>Supported the initial implementation of Hobsons Starfish. (EQ B.8)</p>	
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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

As a Multiple Measure Assessment Project (MMAP) pilot college, Shasta College has realized significant gains in student completion and the closing of achievement gaps. The Multiple Measure Assessment Project is a collaborative effort led by the RP Group and Educational Results Partnerships’ Cal-PASS Plus system with support from the CCCCO to develop a valid system CCCs can use to accurately place students into courses. The goal is to ensure that students are not denied access to a transfer level course if that is more adequately matched to their skills and abilities.

Beginning in spring 2015, Shasta College counselors conducted multiple measures assessments of 471 incoming high school students that resulted in a math and/or English course placement. This group comprised the “Multiple Measures Cohort Group. Two other groups were formed – those students who were “traditionally assessed” (students primarily assessed with placement tests) and “all others” - students not in the multiple measures cohort group and not identified as primarily placed by placement tests (e.g., assessed by professional judgment, self-report, etc.). Only students who received math and/or English course placements between March and August 31, 2015 were included in the placement data set. Students who were placed during this time and then subsequently enrolled in a math or English course in the Fall 2015 semester made up the enrollment data set. If a student was given more than one course placement from multiple assessments, the higher placement was retained (disjunctive placement approach; RP Group, 2015). 2,712 students who received placements between March and August 31, 2015 were included in placement data set. 373 (79.19%) of the Multiple Measures Cohort group received English course placements during this time frame. 1,429 students identified as the Traditionally Assessed group. 910 students identified as the All Others group.



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Use of multiple measures resulted in more placements at transfer level English. Of the students in the multiple measures cohort, 63.17% were placed in English 1A compared to 46.69% of students in the all others group and 55.48% of students in the traditionally assessed group. In contrast, almost 28% of students in the traditionally assessed group were placed at one level below transfer in English 190 compared to 20% of students in the all others group and 10% of students in the multiple measures cohort group. Students traditionally assessed were significantly more likely than both other groups to be placed in one level below.

Use of multiple measures resulted in higher transfer level enrollments in transfer level English. Students from the Multiple Measures Cohort group (86.46%) were significantly more likely to enroll in transfer level courses than students from the Traditionally Assessed (56.56%) and All Others (61.66%) group.

Use of multiple measures resulted in higher retention and no significant differences in success. Although students assessed with multiple measures (i.e., high school transcripts) were not more successful than other groups, they were also not less successful despite higher placements and enrollments. In transfer level English, Multiple Measures Cohort (92.93%) and All Others group (91.52%) significantly more likely to be retained than Traditionally Assessed group (83.97%).

Placement procedures for Math have more options than English including a local self-placement tool developed by math faculty. In the MMAP study, it appears that more clarification was needed regarding definitions of each of the placement procedures and processes for recording each placement option. Lack of clarity may have affected the overall results of the study of Math placement. To mitigate, the research staff met with Students Services leadership and counselors to clarify both definitions and recording procedures.

Feedback from the RP Group MMAP team also indicated that our MMAP decision rules allow students to enter transfer level math courses with lower GPA's than some of the other schools in the MMAP Pilot Project. Once procedures are clarified, this will also be further evaluated to determine if adjustments should be made to placement guidelines.

FUTURE PLANS

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

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.



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- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

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

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



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

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

Goals	SSSP	EQUITY	BSI
<p>1. First-Year Persistence</p> <p>Increase by two percent the number of fall first-time (full- and part-time) students returning the following fall semester. The measure combines the most recent three years and is separately measured each fall. Those who complete a certificate or degree within the first year are also counted as “persisting.” If a student skips the spring term, we would still count them toward persistence if they register the following fall.</p>	<p>Create and implement a “student intake” plan that includes a review of the messages associated with the various points of contact in the admissions cycle and an update of enrollment literature to reflect different messaging needs of diverse potential student audiences. (Enrollment Management Plan 1.1.3, Chancellor’s <i>Vision for Success</i> Goal 5)</p> <p>Expand summer bridge activities targeted to equity populations. (EQ B.6, Chancellor’s <i>Vision for Success</i></p>	<p>Increase professional learning opportunities and training on equity mindedness and cultural responsiveness. (EQ B 1 &2, B 2.1)</p> <p>Support a part-time Outreach Counselor for students & prospective students with disabilities & other outreach populations. (EQ A 4, Chancellor’s <i>Vision for Success</i> Goal 1)</p> <p>Support the Edge learning assistance program for athletes (EQ D.4, Chancellor’s <i>Vision for Success</i> Goal 1,2)</p>	<p>Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor’s <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor’s</p>



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	<p>Goal 5, 6)</p> <p>Develop a “microsite” to serve as the “front end” of the College website to streamline the enrollment process for new and returning students. (Enrollment Management Plan 1.2.1, Strategic Plan 2.2.b)</p> <p>Continue the implementation of technology-enabled student support services including a common assessment (when available), a mobile “app”, an automated student education planning solution, an online new student, noncredit orientation, an integrated BOGFW application process, a financial aid “self-service” process, an enhanced document imaging/ automated workflow process solution, and the creation of additional internet hot spots. (Enrollment Management Plan 1.2.2,</p>	<p>Create a data warehouse and support access. (Enrollment Management Plan 4.1.1, Chancellor’s <i>Vision for Success</i> Goal 5, 6)</p> <p>Conduct research & evaluation on campus climate and students’ sense of belonging, including CCSSE (EQ A 2, Chancellor’s <i>Vision for Success</i> Goal 5, 6)</p> <p>Develop an Enrollment Management real-time “data dashboard” to promote routine discussion and use of granular data to detect bottlenecks and inform improvements. (Enrollment Management Plan, 4.1.2, Chancellor’s <i>Vision for Success</i> Goal 1, 3)</p> <p>Enhance student success through involvement in civic and community engagement opportunities as measured by the number of students involved, faculty adding civic and community engagement opportunities to their courses, higher student persistence and raised scores on the student</p>	<p><i>Vision for Success</i> Goal 3)</p> <p>Fully implement the Common Assessment when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p>
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	<p>Strategic Plan 2.1.a)</p> <p>Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Implement Hobsons Starfish early alert software to a pilot group of faculty in fall 2017. (Enrollment Management Plan 2.1.3, Strategic Plan 2.2, Chancellor’s <i>Vision for Success</i> Goal 5, 6)</p> <p>Develop and publish scheduling patterns for remaining certificates and degrees that designate courses that are only offered in the fall, those only offered in the spring, and those that are offered during both fall and spring. (Enrollment Management Plan 2.1.4,</p>	<p>engagement survey. (Strategic Plan, 3.1.d, Chancellor’s <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Support the development of an expanded Veterans Center. (EQ B 2.4.1, Chancellor’s <i>Vision for Success</i> Goal 1)</p> <p>Expand opportunities to connect equity populations to a developing FYE program through student ambassadors who will also support students and connect them with resources. (EQ B.2.3, Chancellor’s <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Expand Math camp summer bridge activities (EQ C.4)</p>	
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	Strategic Plan 1.2.d, Chancellor’s <i>Vision for Success</i> Goal 3)		
<p>2. Three-Year Completion Rate</p> <p>Increase by two percent the number of fall first-time full-time students earning a certificate, diploma, or are transfer-prepared within three years. “Transfer Prepared” = student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0 and/or transferred to a four-year institution. The institution-set standard for degrees is 600. The institution-set standard for certificates is 100. The cohort consists of first-time students at Shasta College with a minimum of 6 units earned who attempted any Math or English in the first three years.</p>	<p>Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan, 3.1.3, Chancellor’s <i>Vision for Success</i> Goal 2)</p> <p>In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor’s <i>Vision for Success</i> Goal 2)</p> <p>Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental</p>	<p>Promote and connect students to campus and community resources, especially those needed by equity populations, to college staff and faculty, student senate and clubs, and student success facilitators/ambassadors, community liaisons, high school counselors. (EQ B 2.5, D.5, Chancellor’s <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Identify and promote ADTs. (EQ E 1, Chancellor’s <i>Vision for Success</i> Goal 1)</p> <p>Expand transfer activities and promote transfer offerings of particular interest to equity populations and those in populations disproportionately impacted. (EQ E 2, Chancellor’s <i>Vision for Success</i> Goal 1)</p> <p>Contact students close to completion, especially from targeted populations, to assess need for additional information</p>	<p>Streamline and strengthen pathways to degrees and certificates and report to College Council. (Strategic Plan, 1.2, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5,6)</p> <p>Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor’s <i>Vision for Success</i> Goal 1, 4)</p> <p>Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor’s <i>Vision for Success</i> Goal 1, 5, 6)</p>



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	<p>instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees through promotional efforts that include success stories of transfer students, especially those from disproportionately impacted groups. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor’s <i>Vision for Success</i> Goal 2)</p> <p>Develop required services and begin to offer upper division courses to the first cohort of students in the pilot Health Information Management baccalaureate degree program. (Strategic Plan 1.3.c, Chancellor’s <i>Vision for Success</i> Goal 1)</p> <p>Implement innovative</p>	<p>or support. (EQ E 4, Chancellor’s <i>Vision for Success</i> Goal 1)</p> <p>Expand identification and connection of equity populations to resources and support programs, especially those focused on transfer including Puente, TRiO, and possibly UMOJA. (EQ B 2.5, Chancellor’s <i>Vision for Success</i> Goal 2)</p> <p>Provide and increase access to cultural, training, and other events that promote student engagement and sense of belonging. (EQ B 2.2, Chancellor’s <i>Vision for Success</i> Goal 5, 6)</p> <p>Increase student access to textbooks through greater coordination/consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in</p>	<p>Expand activities that support and expand access to supplemental instruction, additional screenings, Math My Way, Path2Stats, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p>
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	<p>technology-enabled student support services to ease access to existing on-line student support services. (Strategic Plan, 2.2.a, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Implement technology innovations such as a mobile app and redesigned website to improve access. (Strategic Plan, 2.2.b, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Identify additional local opportunities to obtain BA and BS degrees via partnerships with four-year colleges/ universities and develop additional partnerships with four-year institutions to increase student transfer opportunities. (Strategic Plan, 3.1.c, Chancellor’s <i>Vision for Success</i> Goal 1, 5, 6)</p>	<p>switching to a OER, targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor’s <i>Vision for Success</i> Goal 1)</p>	
<p>3. Undergraduate Credentials Awarded per 100 FTE Undergraduate Students</p> <p>Increase by one percent the number of undergraduate certificates of one year and</p>	<p>Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan 3.1.3, Chancellor’s <i>Vision for Success</i> Goal 2)</p>	<p>Continue to support First Year Experience through outreach to equity populations. Continue to support <i>MathMyWay</i> pathways and <i>The Edge</i> student-athlete support program. Promote and connect students to campus and</p>	<p>Streamline and strengthen pathways to degrees and certificates and report to College Council.(Strategic Plan, 1.2.d, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p>



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<p>more, associate and bachelor's degrees awarded per 100 full-time equivalent students. Calculation: (undergraduate credentials awarded annually / credit hour generated annual undergraduate enrollment)*100. Credit hour generated annual undergraduate enrollment is equivalent to credit FTES.</p>	<p>In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor's <i>Vision for Success</i> Goal 2)</p> <p>Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor's <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees through promotional efforts that include success stories of transfer students, especially those from disproportionately impacted groups. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor's <i>Vision for Success</i> Goal 2)</p> <p>Develop required services and</p>	<p>community resources and increase knowledge about campus support services. (EQ B 2.5, D.5, B 8, Chancellor's <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Develop and expand supportive programs for students of color including UMOJA and other transfer oriented programs like Puente. (EQ D 7, Chancellor's <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Expand student success and academic planning workshops in extended education sites online and on-site; promote the integration of student success workshops or techniques into classes that have traditionally had high D, F, W rates. (EQ D 4, Chancellor's <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Provide Supplemental Instructional assistance and ensure that SI leaders are trained in equity-minded practices, pedagogy and cultural responsiveness. (EQ D 3, Chancellor's <i>Vision for Success</i> Goal 1, 3, 5, 6)</p>	<p>In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment. (Enrollment Management Plan 3.1.2, BSSOT, Strategic Plan 1.3.b, Chancellor's <i>Vision for Success</i> Goal 1, 5, 6)</p> <p>Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor's <i>Vision for Success</i> Goal 1, 4, 5, 6)</p> <p>Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor's <i>Vision for Success</i> Goal 1, 3, 5, 6)</p>
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	<p>begin to offer upper division courses to the first cohort of students in the pilot Health Information Management baccalaureate degree program. (Strategic Plan 1.3.c, Chancellor’s <i>Vision for Success</i> Goal 1)</p> <p>Implement innovative technology-enabled student support services to ease access to existing on-line student support services. (Strategic Plan, 2.2.a, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Implement technology innovations such as a mobile app and redesigned website to improve access. (Strategic Plan, 2.2.b, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Identify additional local opportunities to obtain BA and BS degrees via partnerships with four-year colleges/ universities and develop additional partnerships with four-year institutions to increase student transfer opportunities. (Strategic</p>		<p>Enhance activities that support and expand access to supplemental instruction, additional screenings, Math My Way, Path2Stats, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Continue to monitor progress through the use of the Basic Skills Tracker. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p>
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	Plan, 3.1.c, Chancellor’s <i>Vision for Success</i> Goal 1, 5, 6)		
<p>4. Course Success</p> <p>Increase by one percent the number of students who complete credit enrollments with a grade (SX04) of A, B, C, or P. The institution set standard for successful student course completion is 70%. This is calculated independently each semester.</p>	<p>Review and update the study skills component of the new student orientation, as necessary. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to support the First-Year Experience program to connect new students with student success resources. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to evaluate and update follow-up services to students on academic and/or progress probation. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to implement multiple measures placement criteria to better ensure proper course placement. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Fully implement the Common Assessment when it becomes available. (Enrollment Management Plan 1.3.1, (Chancellor’s <i>Vision for Success</i></p>	<p>Provide professional development training through and complimentary to the college’s current Professional Development training offerings on evidenced based pedagogical practices, equity mindedness and equity shaped practices for faculty, classified staff, administrators, and community representatives. (EQ B.2, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Expand and diversify Student Success course offerings and methods of delivery, engaging counselors and Student Success instructors in developing guidelines for successful placement in particular Student Success courses; training Student Success instructors in equity-minded pedagogical practices; broadening the range of courses offered to meet the needs of both transfer oriented and basic skills level students. (EQ B.4, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p>	<p>Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor’s <i>Vision for Success</i> Goal 6)</p> <p>Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Fully implement the Common Assessment when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Implement best practices such as first-year experience learning communities, alternative course</p>



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	<p>Goal 3, 5, 6)</p> <p>Support Hobson Starfish and promote use of early alert systems. (EQ B.7, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p>	<p>Increase student access to textbooks through greater coordination/consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to a OER, targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Support Hobson Starfish and promote use of early alert systems including calling students on probation, close to completion, and in need of support through Student Ambassadors and others. (EQ B.7, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Increase access to campus and community financial and support resources by connecting</p>	<p>scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p>
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		<p>students with CalFresh and community food resources, MediCal enrollment, subsidizing childcare options, implementing a Food Pantry, starting a Meal Voucher program, initiating the Housing and Food Insecurity Task Force. (D.5, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p>	
<p>5. Throughput</p> <p>Progressively increasing percentages of full-time students will successfully complete a college-level English or mathematics course, or both, with a sequence of three or fewer courses after enrollment.</p>	<p>Review and update the study skills component of the new student orientation, as necessary. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to support the First-Year Experience program to connect new students with student success resources. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to evaluate and update follow-up services to students on academic and/or progress probation. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to implement multiple measures placement criteria to better ensure proper course</p>	<p>C.1 Expand Math My Way offerings and Path2Stats program offerings. [EQ C.1, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)]</p> <p>In conjunction with the Basic Skills Initiative and the Vice-president of Instruction, create a Shasta College specific model of English acceleration that addresses our specific pattern of disproportionate impact. [EQ C.2, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)]</p> <p>Expand Supplemental Instruction for use in Basic Algebra (Math 101), Intermediate Algebra (Math 102), and additional math and English, providing training to</p>	<p>Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, (Chancellor’s <i>Vision for Success</i> Goal 6)</p> <p>Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Implement best practices such as first-year experience learning</p>



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	<p>placement. (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Fully implement the Common Assessment when it becomes available. (Enrollment Management Plan 1.3.1, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Support Hobson Starfish and promote use of early alert systems. (EQ B.7, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Support the implementation of Hobsons Starfish automated student education planning. (EQ B.7, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p>	<p>faculty, staff, student tutors, student success facilitators in equity-mindedness and the needs of equity populations experiencing disproportionate impact. [EQ C.3, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)]</p> <p>Expand Summer Math Camp to include Math 101 (2 levels below transfer) and Math 102 level students (1 level below), increasing the number of students served, strengthening training and understanding of the needs of our target equity populations, and enriching materials available. (EQ C.4, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Institute follow-up calls to students after receiving intervention services or academic probation notification. (EQ C.5, (Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Pilot making DSPS screenings available in Basic Skills and College Success classes. (EQ C.6, Chancellor’s <i>Vision for</i></p>	<p>communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor’s <i>Vision for Success</i> Goal 1, 3, 5, 6)</p> <p>Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p> <p>Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor’s <i>Vision for Success</i> Goal 3, 5, 6)</p>
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		Success Goal 3, 5, 6)	
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

The categorical or campus-based programs at Shasta College include: DSPS, EOPS, Puente, SSSP, Sci*Fi (Shasta College Inspiring and Fostering Independence foster youth program), programs for Veterans, CalWORKS, student Financial Aid administration / Board Financial Assistance program and BSI.

The college will take the following steps to coordinate across student equity-related categorical or campus-based programs to integrate matriculation, instruction and student support to accomplish our student success goals:

- Student Services and Instructional managers responsible for the SSSP, Equity and BSI plans meet regularly to further streamline and integrate plans as well as review data, progress and implementation.
- The Student Equity and the Student Success Committees reviewed the initial drafts of the Integrated Plan. Representatives from the Student Equity Committee will serve on the Student Success Committee and representatives from the Student Success Committee will serve on the Student Equity Committee. The Student Success Committee is a campus-wide, shared governance committee which will review the general progress and implementation of the Integrated Plan. The Student Success Committee will report findings to the Student Services Council, Academic Senate and, ultimately, to College Council.
- Continued training and support for Student Success Center staff in not only core matriculation and financial aid, but also Equity and BSI goals and resources.
- Expansion of the Student Ambassador program in service of the integrated plan; expansion of supplemental instructors knowledgeable in accessing core matriculation services, equity-mindedness, cultural responsiveness, and skills needed to move through basic skills sequences and successfully complete courses.
- Shared data collection efforts such as student calls, focus groups and out/in-reach with timely, rapid assessment procedures that support “just-in-time” assistance.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including



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post-secondary transitions and employment (250 words max)

Through the support of the Adult Education Block Grant, the Basic Skills Initiative and the Noncredit Student Success and Support program, students are supported as they move toward their goals including post-secondary transitions and employment.

The work of the Northern California Regional Planning Consortium found that as a region, we have the expertise that we need to create a comprehensive, seamless series of courses and programs that will allow adults to transition effectively through our educational pathways. However, we need to continue to build capacity at our educational institutions, better capture what is currently being offered by the college, share that information with consortium partners, and fill in key gaps in services and communication. Creation of a centralized webpage that hosts educational opportunities and serves as an “Adult Education Resource Center” is currently underway. Additionally, work is underway to develop new courses in the region and to ensure that existing developmental courses appropriately align with subsequent courses in the educational pathway from high school to college and from non-credit to credit programs. Work continues to ensure that curriculum is fully integrated with career certificate programs and local employment needs.

In support of the AEBG and through BSI, BSSOT and Noncredit SSSP, Shasta College has developed strategies to improve the progression rate of students needing basic skills instruction into college-level courses by implementing and expanding use of multiple measures assessment. Additionally, the college has implemented a *Pathway to Stats* program and modified math and English developmental course sequences.

(247 words)

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Professional learning and development have long been central to the Student Equity, BSI and SSSP plans. Our integrated plan leverages existing sources of professional learning by integrating training in strategies for addressing achievement gaps through the following offerings:

- Making workshops and webinars available through the Professional Development Committee;
- Expanding participation in the Professional Learning Institute;
- Increasing offerings of Equity, BSI and SSSP related 3CSN workshops;
- Funding participation in statewide events such as the Strengthening Student Success Conference and Chancellor’s Office trainings;
- Funding learning opportunities during division meetings and faculty “flex” days that address integrated planning goals.

(96 words)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Each initiative has developed an evaluation/assessment plan and will continue to gather data to support that plan. The Research Committee, which includes representatives from all three plans, Information Technology, Research and Planning and the Dean of Institutional Effectiveness, will oversee and commit to collecting data related to the indicators chosen. The committee meets monthly and plans to dedicate one meeting each quarter to review progress on the evaluation and achievement of integrated planning objectives. The Office of Research and Institutional Effectiveness is tasked with helping set and monitor progress towards outcomes.

(90 words)

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

N/A

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Executive Summary

Introduction

The Mission of the Office of Student Equity and Inclusion is to help ensure the success of students by working to reduce identified access and achievement gaps, creating a culturally responsive, welcoming environment, and embedding equity mindedness and a commitment to inclusion throughout Shasta College. Established in July of 2015 as the Office of Access and Equity, Student Equity and Inclusion joins committed faculty, engaged leadership, knowledgeable staff, and dedicated administrators, many of whom have been deeply involved in equity work for many years prior to the availability of Student Equity Funding. Working with these individuals, the Student Success and Support Program, the Basic Skills Initiative, academic and support programs, Institutional Effectiveness efforts, Innovation awards, and other campus and community partners, we institutionalize and expand efforts to decrease achievement gaps, increase equity, and ensure success on our campuses.

The work of the Office of Student Equity and Inclusion is an opportunity to significantly further our vision of equity, access, and success for all students by. By integrating our efforts and working for collective impact, we expect to harness the energy and focus of not only the programs and individuals mentioned above, but of our other innovations including our pilot bachelor degree, our Bachelors through Online Degree program and Associate Completion in the Evening programs. The work we have done to build out institutional effectiveness through expansion of our Office of Research and Planning, the implementation of data visualization and democratization tools, and an increased focus on outcomes all combine to create a strong foundation for the equity work that lies at the heart of our college’s mission and Strategic Planning Institutional Goals.

Student Groups and Data

At Shasta College, we followed the Chancellor’s Office guidelines to access data on the required success indicators. For all indicators except for *Access*, our institutional data was analyzed using the ratio method. These methodologies are further explained in the introduction to each section. The table below represents which equity populations demonstrate disproportionate impact for each indicator.

Table i. Disproportionate Impact by Equity Population

Target Population(s)	Access	Course Success	ESL, or Basic Skills	Degree or Certificate	Transfer
American Indian /Alaska Native					
Asian					
Black /African American					
Hispanic or Latino					



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Native Hawaiian/Pacific Islander					
White					
>1 race					
All Students					
Males					
Females					
Foster youth					
Individuals w/ disabilities					
Low-income students					
Veterans					

Goals by Success Indicators

Shasta College’s Equity Committee, in collaboration with other college partners, has slightly revised its initial goals to focus more strongly on Course Completion. The tables below present our goals and related outcomes. We have committed to an evaluation model that establishes outcomes set by the Office of Research and Institutional Effectiveness to measure the collective efforts of our Integrated Plan.

Access

Goal	Outcomes
<p>GOAL A Support and retain a diverse student body that reflects (at minimum) the racial, ethnic, ability, and socio-economic diversity of our service area</p>	<p>All identified equity populations will be represented in college wide visual promotional materials in culturally appropriate and sensitive ways.</p> <p>Student representatives of different equity populations will increasingly report experiencing a positive, welcoming environment, a 5% increase by 2018.</p> <p>Enrollment of students with disabilities, former and current foster youth, and veterans will increase by 5% for each population by 2018.</p> <p>Increase by two percent the number of fall first-time (full- and part-time) students returning the following fall semester. The</p>



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Goal	Outcomes
	<p>measure combines the most recent three years. Those who complete a certificate or degree within the first year are also counted as “persisting.”</p> <p>Students with disabilities, former and current foster youth, and veterans who enroll in the fall of 2016 will persist fall to spring and fall to fall at rates within 3 percentage points of average persistence rates for each period.</p> <p>The percentage of students who receive their first financial disbursements after September will decrease by 20%.</p> <p>Faculty will use disaggregated data on all equity populations when assessing Student Learning Outcomes and/or reviewing annual area plan data.</p>

Course Completion

Goal	Outcomes
<p>GOAL B.1 Increase overall course success and completion rates of target population groups experiencing disproportionate impact by increasing the college’s ability to provide culturally relevant and responsive support, instruction, policy creation, and curricular offerings by administrators, faculty, and staff through the support and development of awareness, skills, and resources.</p>	<p>Increase by one percent the number of students who complete credit enrollments with a grade (SX04) of A, B, C, or P. The institution set standard for successful student course completion is 70%.</p> <p>Foster youth, African American and multi-racial students and students with disabilities will experience improved course success in credit courses as noted by a 50% decrease in the disparity gap between their success rates and average student success.</p>
<p>GOAL B.2 Increase equity-mindedness as well as cultural awareness, respect, responsiveness, and inclusion in our college community particularly of equity</p>	<p>Persistence rates of foster youth, students with disabilities, multi-racial students, and American Indian students from fall to fall will increase by 2%.</p>



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populations and those traditionally underrepresented due to cultural, ethnic, language, class/socioeconomic status, gender, gender identity, gender expression, ability, veteran status, ability, gender identity/expression, and/or sexual orientation status.	
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Basic Skills

Goal	Outcomes
C. Increase the number and percentage of students from equity populations completing degree and/or credential-applicable English/math courses who began their studies in basic skills English/math or ESL courses.	Increase by one percent, the number of students who attempt a course designated at “levels below transfer” and complete a college-level course will increase by 1 % in the following areas: <ul style="list-style-type: none"> • Math, within six years. • 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>

Degree and Certificate Completion

Goal	Outcomes
D. Increase the number and percentage of students from equity populations who indicate a degree or certificate goal in their education plans who earn/complete a degree or certificate.	Increase by one percent the number of undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent students. Calculation: (undergraduate credentials awarded annually / credit hour generated annual undergraduate enrollment)*100. <p>Increase the number and percentage of students from equity</p>



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	<p>populations who have declared a degree and earn a degree by 15% by August 2021.</p> <p>Increase the number and percentage of students from equity populations who have declared a certificate goal and earn a certificate within 4 years by 15% by August 2021.</p>
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Transfer

Goal	Outcomes
<p>E. Increase the number and percentage of Shasta College students from equity populations who successfully transfer to a four year university.</p>	<p>Increase by two percent the number of fall first-time full-time students earning a certificate, diploma, or are transfer-prepared within three years. “Transfer Prepared” = student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0 and/or transferred to a four-year institution. The institution-set standard for degrees is 600. The institution-set standard for certificates is 100.</p> <p>The number and percentage of students from target equity populations who declare (and take courses towards) an associate degree for transfer will increase 5 percentage points by 2021.</p> <p>The number and percentage of students from target equity populations who transfer to a four year college or university will increase by 2%.</p>

Equity Plan Activities

The Equity Plan identifies a number of discrete activities related to our goals and outcomes. These activities can be summarized into the following themes:

Access: Activities that create communities of belonging, improve the campus climate for equity populations/underserved students, improve outreach to diverse and underserved populations, and promote culturally responsive practices/cultural humility.



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Access/Course Completion/Degree & Certificate Completion: Activities that support students with multiple needs, connect students with campus and community resources, and facilitate the delivery of campus resources including financial aid. Activities that improve access to and use of disaggregated data on all equity populations and evaluation findings across departments and institution-wide.

Course Completion/Degree & Certificate Completion: Activities that expand pedagogical practices and professional development experiences aimed at the development or expansion of equity-shaped practices. Activities that increase the use of early alert systems, proactive counseling, and follow-up contacts after services are provided. Activities that increase student access to assistive technologies, tutoring, student success workshops, Student Success courses, summer bridge programs, and affordable textbooks.

Basic Skills/Degree & Certificate Completion: Activities that support and expand access to supplemental instruction, additional screenings, Math My Way, Path 2 Stats, a pilot English acceleration model, and Math Camp.

Degree & Certificate Completion: Activities that better integrate follow-up calls, success/academic planning workshops, provide direct student support, and referrals to services, on campus and off campus resources, and academic assistance, and provide leadership opportunities for students.

Transfer: Activities that expand offerings of transfer fairs and events and of culturally relevant and engaging coursework, improve articulation with CSU Chico programs, and better integrate promotion of Associate Degrees for Transfer into existing programs and offerings.

Resources Budgeted

The Office Shasta College is anticipating a total budget of \$1,220,408 for the 2017-2018 academic year. This was calculated based on an estimate of 80% of the previous year’s allocation plus carryover funds.

These funds will be targeted to the activities noted above as part of the college’s Integrated Plan and focused on addressing disproportionate impact for affected equity populations. Shasta College’s Equity Plan has been designed to be closely integrated with and to leverage investments being made through our Basic Skills Initiative, Student Success and Support Program, Innovation grant, and our recently awarded Cooperating Agencies Foster Youth Educational Services Program (CAFYES) grant to support former and current foster youth.

The design of the plan reflects an awareness of the close relationship between the targeted Student Success Scorecard Indicators that guide our goals and the multi-faceted needs that many students present when engaged in working towards their academic goals. Given the fact that our service area is less racially diverse than many California counties and our numbers of some populations experiencing disproportionate impact are relatively small, our goals and activities often serve multiple populations.

Likewise, we recognize that more significant activities often contribute to outcomes in more than one goal area. For example, several of the activities noted under *Access* also have strong implications for course and degree/certificate completion.

Table ii. Equity Plan Funding Summary Needs DI data from Toni

Goal Area	Focus Equity Groups	Approximate	Number of Populations with	Funding
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		Number of Students Impacted	Disproportionate Impact	
Access	Students with disabilities, Veterans, Men, and increasing communities of belonging for students experiencing DI in other areas.			\$340,203
Course Completion				\$232,210
Basic Skills Completion				\$170,927
Degree and Certificate Completion				\$262,695
Transfer				\$48,899
Total				\$1,054,934

College Contacts

The primary contact for the Office of Student Equity and Inclusion is the Associate Dean of Access and Equity, Sharon Brisolaro. . Dr. Brisolaro is a co-chair of the Equity Committee and can be reached at sbrisolaro@shastacollege.edu or (530) 242.7625. Other contacts include Ramona Quenelle, Student Services Coordinator at rquenelle@shastacollege.edu, (530) 242.7618 and Crystal Mair, Administrative Secretary I at cmair@shastacollege.edu, (530) 242.7612.

Goals 2017-2018	Target Populations	Activities	2017-2018 Resources Budgeted	2016-2017 Resources Spent	2015-2016 Resources Spent	2014-2015 Resources Spent
GOAL A Support and retain a diverse student body that reflects (at	Students with disabilities, Veterans, Hispanic Latino, American	Marketing Plan Research and Evaluation on Climate, sense of belonging	\$216,755	\$318,632	\$348,722	\$176,693



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<p>minimum) the racial, ethnic, ability, and socio-economic diversity of our service area</p>	<p>Indian/Native America, Foster Youth</p>	<p>Transition Coordinator for Gateway t College Expanded outreach Equity counselor Greater use Disaggregated Data/Tableau/Research Analyst Auto-packaging System</p>				
<p>GOAL B. Increase overall course success and completion rates of target population groups experiencing disproportionate impact by increasing the college's ability to provide culturally relevant and responsive support, instruction, policy creation, and curricular offerings by administrators, faculty, and staff through the support and</p>	<p>Foster Youth, African American/Black, multi-racial, students with disabilities, American Indian/Native American (HL, NH/PI)</p>	<p>Professional Learning Opportunities, trainings Support greater use Canvas Expand and Diversity College Success offerings Expand Summer Bridge Promote early alert systems Native American Initiative</p>	<p>\$187,455</p>	<p>\$102,936</p>	<p>\$116,715</p>	<p>\$61,738</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

development of awareness, skills, and resources.						
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Goals 2017-2018	Target Populations	Activities	2017-2018 Resources Budgeted	2016-2017 Resources Budgeted	2015-2016 Resources Budgeted	2014-2015 Resources Spent
GOAL B.2 Increase equity-mindedness as well as cultural awareness, respect, responsiveness, and inclusion in our college community particularly of equity populations and those traditionally underrepresented due to cultural, ethnic, language, class/socioeconomic status, gender, gender identity, gender expression, ability, veteran status, ability, gender identity/expression, and/or sexual orientation status.	Foster Youth, African American/Black, multi-racial, students with disabilities, American Indian/Native American (HL, NH/PI)	Increased Equity mindedness training Cultural events and creation/support of communities of belonging Student Ambassador program Establish Center for Equity and inclusion Promote campus and community resources	\$170,392	\$79,223	\$107,054	\$70,382
GOAL C.	African	Math My Way				



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Increase the number and percentage of students from equity populations completing degree and/or credential-applicable English/math courses who began their studies in basic skills English/math or ESL courses.	American/Black, American Indian/Native American, Hispanic Latino, ESL(Hispanic Latino, students with disabilities, low income)	Expand Supplemental Instruction Support English acceleration models Proactive calling Increased learning screenings in Basic Skills and College Success Classes	\$194,751	\$153,787	\$188,378	\$87,515
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Goals 2017-2018	Target Populations	Activities	2017-2018 Resources Budgeted	2016-2017 Resources Budgeted	2015-2016 Resources Budgeted	2014-2015 Resources Spent
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>GOAL D. Increase the number and percentage of students from equity populations who indicate a degree or certificate goal in their education plans who earn/complete a degree or certificate.</p>	<p>Asian, American Indian/Native American, Foster Youth</p>	<p>Proactive connection, intervention with students close to completion Expanded Supplemental Instruction Increased access to community and expanded campus resources Increased student speaking/leadership opportunities Expanded student success and academic planning workshops</p>	<p>\$290,472</p>	<p>\$306,633</p>	<p>\$213,165</p>	<p>\$86,807</p>
<p>GOAL E. Increase the number and percentage of Shasta College students from equity populations who successfully transfer to a four year university.</p>	<p>Students with Disabilities, Veterans, American Indian/Native American</p>	<p>Identify and promote ADTs Expanded transfer activities a Increased connection/articulation with CSU Chico Puente Connection with students close of completion</p>	<p>\$64,123</p>	<p>\$50,786</p>	<p>\$50,098</p>	<p>\$34,149</p>
<p>Totals</p>			<p>\$1,123,949</p>	<p>\$1,011,997</p>	<p>\$1,024,132</p>	<p>\$517,284</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?
- Greater clarity on what the Chancellor's Office means by evaluation, what evaluation models or approaches are endorsed or preferred and if college-wide level indicators are really what is preferred. We recommend that the Chancellor's Office establish an advisory board on evaluation that includes not only IT and research/planning professionals, but also representatives of individuals responsible for implementation of the various plans from a cross-section of colleges.
 - Required system-wide data collection disaggregated by all Equity populations, have that data available on DataMart, have the ability to disaggregate data by more than one variable and have data easily exported into Excel.
 - Continued 3CSN support in leveraging resources and infusing equity throughout the college system and initiatives.
 - Continuing existing communities of practice and establishing the Equity Community of Practice and Online Community of Practice.
 - Training in integrated budgeting, available in webinar and/or site visit formats.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name: Tim Johnston
Title: Interim Associate Vice President of Student Services / Dean of Enrollment Services
Email Address: tjohnston@shastacollege.edu
Phone: (530) 242-7669

Alternate Point of Contact:

Name: Kevin O'Rorke
Title: Assistant Superintendent/Vice President of Student Services
Email Address: kororke@shastacollege.edu
Phone: (530) 242-2312



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Shasta College

District: Shasta-Tehama-Trinity Joint Community College District

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

_____		jwyse@shastacollege.edu
Chancellor/President	Date	Email Address
Joe Wyse		

_____		mrodrigue@shastacollege.edu
Chief Business Officer	Date	Email Address
Morris Rodrigue		

_____		fnigro@shastacollege.edu
Chief Instructional Officer	Date	Email Address
Frank Nigro		

_____		kororke@shastacollege.edu
Chief Student Services Officer	Date	Email Address
Kevin O’Rorke		

_____		canderson@shastacollege.edu
President, Academic Senate	Date	Email Address
Cathy Anderson		

Technology Project Priority Matrix
Draft_08.21.17

		Update website				
		BOGFW / CCCApply integration				
		Student Portal				
		SSSP data element integration / reporting SSSP Data – Audit Prep / review Datamart Summary Report / Element pathway / Data review				
		PCI Compliance – no counter log-ins/ 90day password change / password structure				
		Noncredit SSSP_ data elements				
		Online noncredit orientation				
		High school e-Tran through Naviance				
		Document imaging – expand implementation				
		Automate BOG qualifying exemptions... -students demonstrating academic improvement -students not enrolled for two consecutive semesters				
		Online Education Initiative				
		Scan Vault docs				
		Transcript evaluation				
		Sierra College				

The above grid outlining existing projects would be completed and updated prior to each meeting.

New projects would be presented and prioritized at each meeting.

New projects would be presented using a Project Proposal Form that includes:

- 1) Project Description
- 2) Service Impact

Technology Project Priority Matrix
Draft_08.21.17

Work Order Ticket ID	Priority	Project	Contact	Description	Status / Next Steps	Target Completion Date
	1	Financial Aid – BOGFW – loss of BOG programming				
	2	Hobsons Starfish – early alert / automated student ed planning			Implementation meetings Mon 11-12am; Tues 12:00 – 12:30 pm	
	3	Probation Programming – return to good standing /sit-out 2+ semesters				
	4	Financial Aid Self-Service / paperless workflow				
	5	Transcript Revision project / posting of transfer credit process / Bacc degree				
	6	Credentials re. processing time; connection with e-transcript / XAP				
		Annual Registration (fall 2019)				
	8	DubLabs “app”				
	10	Automate DND process				
	11	MyShasta Update				
	12	Procedures / Data Manuals				
		MyShasta – Dean’s List				
		FYE Colleague flag				
40786		Common Assessment Set-Up			Hold pending CCCC	
		Customize SACP				
		Customize PKCR				
		EOPS application				
		EOPS access database				
		“AIM” Accommodation information mgmnt /EOPS				
		FAQ system				

Technology Project Priority Matrix
Draft_08.21.17

3) Recommended Completion Date

Evaluation Criteria:

- *The institution uses methods to evaluate its library and other learning support services.*
 - *The evaluation assesses use, access, and relationship of the services to intended student learning.*
 - *The evaluation includes input by faculty, staff and students.*
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evaluation Criteria:

- *Collaboration with other institutions or other sources for library and learning support services are evaluated for quality assurance, including services that are formalized through contractual agreements.*
- *The institution gathers information to assess whether the services are being used and are effective.*

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evaluation Criteria:

- *The institution has evaluation processes in place to measure the quality of its student support services. Evaluation occurs at regular intervals.*
 - *The institution has established protocols to verify that these services are comparable and support student learning regardless of location or means of delivery.*
 - *Student services programs are aligned with the institutional mission.*
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evaluation Criteria:

- *The institution has developed assessment methods to ascertain the effectiveness of student support services.*
- *The institution uses evaluation results to improve student services.*

-
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evaluation Criteria:

- *The institution demonstrates that it assesses student needs for services regardless of location or mode of delivery, and allocates resources to provide for those services.*
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evaluation Criteria:

- *The institution determines what co-curricular programs are appropriate to its mission and students.*
 - *The institution evaluates the quality and effectiveness of its co-curricular programs on a regularly basis.*
 - *The institution has policies and/or procedures in place to oversee the effective operation of athletic and co-curricular programs.*
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evaluation Criteria:

- *The institution develops, implements, and evaluates counseling and/or academic advising services.*
 - *The evaluation of counseling and/or academic advising includes how these services enhance student development and success.*
 - *The institution has structures in place to verify all pertinent information on academic requirements is accurate and disseminated in a timely manner.*
 - *Professional development is provided to prepare faculty and others for their advising roles.*
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways⁵ to complete degrees, certificate and transfer goals. (ER 16)

⁵ Glossary – Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

Evaluation Criteria:

- *The institution has governing board approved admission policies that are consistent with its mission.*
- *The policies specify the qualifications of students appropriate for its programs.*
- *The institution advises students on clear pathways to obtain their educational goals.*

For institutions with a baccalaureate degree:

- *The prerequisites and other qualifications for the baccalaureate degree are appropriately communicated and applied to students.*

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evaluation Criteria:

- *The institution has established processes to evaluate the effectiveness of practices and tools of admissions and placement.*
- *Evaluations of placement processes are used to ensure their consistency and effectiveness.*

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evaluation Criteria:

- *The institution has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained.*
- *The institution publishes and follows its established policies for release of student records.*

C. Student Support Services

- Evidence the institution systematically evaluates its student support services in light of its stated mission
- Evidence student support services support learning
- Evidence that the catalog contains items specified in Standards
- Evidence the institution assesses student needs for services and provides for them
- Evidence the institution assesses student needs for services regardless of location or mode of instructional delivery and provides them
- Evidence activities encouraging personal development are made available to students
- Evidence the institution develops, implements, and evaluates counseling and/or academic advising
- Evidence that evaluation of counseling and/or academic advising includes how it enhances student development and success, including online students and students at off-campus locations
- Evidence that those responsible for counseling/advising are appropriately trained
- Evidence the institution develops, implements, and evaluates the effectiveness of services that enhance student understanding and appreciation of diversity
- Evidence admissions practices and placement instruments are regularly evaluated
- Evidence placement instruments are valid and minimize bias
- Evidence that student records are kept confidential and secure
- Evidence for how student records are released
- Evidence that review of student service programs is regularly conducted and results are used for improvement
- Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes
- Evidence specifically pertaining to the baccalaureate degree, if the institution offers one
- Evidence that student support services promote successful learning in DE/CE courses/programs
- Evidence that the catalog containing the specified items and other policies are made available to DE/CE students in an appropriate format
- Description of the services provided that are developed to address the needs of students with remote access to the institution
- Data on use of support services by remote users, students as well as faculty
- Evidence that the institution assesses DE/CE student needs for services and effectively provides them
- Evidence of how the college considers and ensures that equitable access includes it students enrolled in DE/CE courses/programs
- Evidence that the means used to ensure equitable access are regularly evaluated and that they are effective
- Evidence that activities encouraging personal development are appropriately made available to students with remote access to the institution
- Evidence that the institution develops, implements, and evaluates counseling and/or academic advising that takes into account the needs of students enrolled in DE/CE programs

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- Evidence that those responsible for counseling/ advising are trained to address the needs of students enrolled in DE/CE programs and address these needs in a timely manner
 - Evidence that the institution develops, implements, and evaluates the effectiveness of services in enhancing student understanding and appreciation of diversity that are adapted to the online teaching and learning environment
 - Evidence that admissions practices and placement instruments are regularly evaluated and that they are effective for DE/CE students
 - Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes achieved through DE/CE programs
 - Evidence that the institution maintains a file of student complaints/grievances that identify complaints/grievances filed by DE/CE students

Standard II.C.: Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Description

Shasta College regularly evaluates the quality of student support services through a variety of methods including the Annual Area Planning process and the development of a culture of inquiry.

The Integrated Planning Manual (Ev. 1) outlines an ongoing and systematic cycle of assessment, resource allocation, plan implementation, and re-assessment. Through this process, the College demonstrates that student services support student learning and that planning initiatives are explicitly connected to the Strategic Plan, the Educational Master Plan, and the College mission (Ev. 2). Departments use this process to identify strengths, needs for improvement, and external opportunities and challenges. Departments then identify initiatives designed to enhance support services. Each initiative is mapped to institutional goals and Institutional Student Learning Outcomes (ISLOs) (Ev. 3). For example, a student focus group and staff feedback indicated that students needed additional access to computers and Student Services staff in order to complete enrollment and financial aid forms (Ev. 4). In response, a fulltime Student Success Center with workstations, printers, and computers was proposed, approved, and funded (Ev. 5). Since opening, the Center has served over 3600 students (Ev. 6). See Standard I.B.5 for a description of the Annual Area Planning process.

Shasta College is committed to maintaining a “culture of evidence” and a “culture of improvement.” At the Board of Trustees Retreat, members formulated goals and priorities for 2016-2017 which aligned with the Shasta College mission and CEO goals (Ev. 7). The College has routinely evaluated the quality of student support services through feedback obtained via online surveys, focus groups, and feedback forms (Ev. 8, Ev. 9, Ev. 10).

In addition to these, the College completed several comprehensive surveys including the Community College Survey of Student Engagement (Ev. 11) and the Adult Learning Focused Institution survey (Ev. 12). These processes evaluate how student support services support student learning. In addition, Enrollment Services Coordinators meet on a monthly basis with the express purpose of recommending and implementing strategies to improve access to student services through a variety of innovative practices (Institutional Goal 1, 2; Strategic Plan 2.2a) and consider directions for the improvement of student services. Specifically, the committee assessed the provision of services at extended education campuses (Ev. 13). The Financial Aid Extended Education Assessment (Ev. 14) is a result of that discussion and steps were taken to improve services. The Committee also discussed methods to support student learning and improve the student experience during the summer “rush” period (Ev. 15).

The College also regularly evaluates the quality of student support services offered to students enrolled in online programs and demonstrates that these services support student learning. The College offers a number of unique services to students enrolled in online programs including:

1. Email notification to students who enroll in online or hybrid courses that includes a link to the online orientation, OEI Online

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Readiness resources, and other support (Ev. 16)

2. Online Canvas Orientation (more than 600 completed since Fall 2015) (Ev. 17)
3. In-person workshops for Canvas and general technology skills (Ev. 18)
4. Classroom visits by Education Technology staff for hybrid or web-enhanced courses

Student success in online and hybrid courses is monitored primarily by tracking success rates. These are reported annually to the Board of Trustees (Ev. 19). The College also collects information from students every other year to assess their perceptions (Ev. 20). As noted in DataMart, the College is experiencing an upward trend for online success. The most recent term for which the College has data indicates a success rate of 68.71% (Ev. 21). This puts Shasta College among the top California Community Colleges for online success.

A variety of student resources helps distance education students to be successful. These resources include “Skills for Online Success” (Ev. 22), a link to student support services (Ev. 23), online Student Success Workshops (Ev. 24), and Tip Sheets (Ev. 25).

Counseling and other student support services are available for distance education students to support their learning. A counselor is dedicated to serve distance education students at extended education campuses through an e-Advising process (Ev. 26).

The College is implementing the Hobsons Starfish automated education planning software that permits student to monitor progress online. The Transfer Center has set up Skype appointments with university representatives and Shasta College students. This permits prospective students to speak with admissions representatives in a virtual format without having to travel long distances (Ev. 27). For regional high schools, Shasta College provides on-site orientations, multiple measures

transcript-based assessments, and preliminary education plan assistance (Ev. 28).

Evaluation

Shasta College meets this standard. Shasta College offers an array of student support services at the main campus in Redding, the Health Sciences and University Center Downtown Redding campus, the Tehama Campus in Red Bluff, the Trinity Campus in Weaverville, and the Intermountain Campus in Burney.

A wide variety of support services support student success regardless of location or means of delivery. Broadly, student support services and departments include:

- Academic Support Programs / Tutoring / Labs
- Assessment
- Counseling Services
- Disabled Student Programs and Services
- Enrollment Services
- EOPS/CARE / SCI*FI / CAFYES
- Financial Aid
- Health and Wellness Center
- Library and Learning Resources
- Student Employment
- Student Housing
- Student Life / Student Senate
- Student Support Programs / Student Success Center
- Transfer Center
- TRiO – Student Support Services
- Veterans Center

Student support services are regularly evaluated through the Annual Area Planning process and an institutionalized “culture of improvement.” The results of these evaluation methods demonstrate that the College’s services, regardless of location or means of delivery (including distance education), support student

learning and enhance the accomplishment of the mission of the institution. Shasta College does not offer courses through correspondence education.

Evidence

- II.C.1-01. Integrated Planning Manual
- II.C.1-02. Integrated Planning Manual, Appendix 1, Disciplines and Services that Prepare Annual Area Plans
- II.C.1-03. TracDat Mapping Report, Counseling Department
- II.C.1-04. Financial Aid Focus Group Satisfaction Study, May 15, 2014
- II.C.1-05. 2015-16 Initiatives Approval List
- II.C.1-06. Student Success Center Utilization Report
- II.C.1-07. Board of Trustees Meeting September 14, 2016, Item 9.6, Governing Board’s 2016-2017 Goals and Priorities
- II.C.1-08. Student Opinion of Counseling (STOCS) form
- II.C.1-09. Counseling Department Meeting, January 27, 2016 Analysis of Survey Results
- II.C.1-10. Financial Aid Customer Service Survey Results, 2016
- II.C.1-11. Community College Survey of Student Engagement (CCSSE) Results, Spring 2016
- II.C.1-12. Adult Learning Focused Institution (ALFI) Survey results, fall 2015
- II.C.1-13. Enrollment Services Coordinators’ Meeting, March 3, 2016 Agenda Item to discuss “Assessing Comparable Services Regardless of Physical Location”
- II.C.1-14. Financial Aid Extended Education Assessment
- II.C.1-15. Enrollment Services Improvement Plan, Fall 2016 Debrief
- II.C.1-16. Online Student Email Notification Summer 2016
- II.C.1-17. Student Online Orientation Module

- View, v.2
- II.C.1-18. Flyer for In-Person Workshops for Canvas and General Technology Skills
- II.C.1-19. September 2016 Distance Education Report to the Board of Trustees
- II.C.1-20. Student Survey on Online Experiences Summary, Fall 2014
- II.C.1-21. Online Success by Instructional Method
- II.C.1-22. Link to Skills for Online Success
- II.C.1-23. Link to Distance Education Link to Student Support Services
- II.C.1-24. Link to Online Student Success Workshops
- II.C.1-25. Canvas Tip Sheet, August 2016
- II.C.1-26. Link to District e-Advising
- II.C.1-27. Transfer Center Skype Appointment Flyer
- II.C.1-28. High School Visitation Schedule, 2015-2016

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Description

Shasta College identifies and assesses Student Services Learning Outcomes (SSLOs) and service area outcomes (SAOs) for its student population. Student Services Learning Outcomes (SSLOs) focus on what the student will know or be able to do after receiving a particular service. Service area outcomes (SAOs) focus on the quality of service to students.

Each student support service department has identified learning support outcomes. These appear on each department’s website (Ev. 1). The Student Services area has defined “student

satisfaction” as an overarching service area outcome. Student support service areas generally use electronic and in-person surveys and focus groups to assess students’ perceptions of services (Ev. 2, Ev. 3, Ev. 4, Ev. 5).

Individual departments have also identified department-specific SSLOs and SAOs that inform the Annual Area Planning process or provide additional information on the extent to which SSLOs and SAOs are met (Ev. 6). Categorical programs such as EOPS and TRiO use program standards to assess effectiveness (Ev. 7).

In addition to departmental and division-wide surveys, there are a number of district-wide surveys that assess learning support outcomes for student populations and the extent to which the district provides appropriate student support services and programs to achieve those outcomes. Examples include the Faculty and Staff Climate Survey (Ev. 8), the Library Experiences Student Survey (Ev. 9), the Online Experiences Student Survey (Ev. 10) and the Community College Survey of Student Engagement administered during spring 2016 (Ev. 11).

Student support service departments routinely assess outcomes for their student populations. Assessment occurs both within and outside of the Integrated Planning cycle process. The President’s Prioritized Annual Action Plan list is the culmination of the Integrated Planning cycle and represents the bridge between evaluation and College-wide annual planning and resource allocation. Student Services departments are included in this district-wide report. For identified areas of improvement, Shasta College uses assessment data to improve student support programs and services. The following serve as recent examples.

Online Tutoring. At the September 2015 Board of Trustees meeting, the Dean of Library Services and Educational Technology provided a distance education update (Ev. 12). The data

showed a need to improve student support services. This reinforced an Annual Area Planning initiative, “Online Tutoring,” which was ranked number one on the President’s approval list (Ev. 13). The result was the implementation of NetTutor, an online tutoring service designed to support student success in online courses (Ev. 14).

TRAX Bus Service. At the September 2015 Board of Trustees meeting, the Associate Dean of Extended Education provided an update on extended education (See Ev. II.C.6-13). Included was an assessment that indicated the need for public bus transportation to the Tehama campus. This was ranked and funded through the Annual Area Planning process. After extensive negotiations, bus service has been extended to the Tehama campus (Ev. 15).

Student Success Center. Ranked number 5 on the President’s approval list, the Student Services Computer Lab – later renamed the Student Success Center – was implemented to respond to student survey and focus group data that indicated there was a need for direct assistance – particularly for students navigating the financial aid process. The Student Success Center opened in April 2016 and is now highly utilized (see Ev. II.C.1-04, Ev. II.C.1-06).

Online Orientation. Historically, the College only offered in-person orientations. Given the geography of the district, this process proved to be inconvenient and may have hindered enrollment for some students. To address this concern, an online orientation was created and launched in Fall 2014. The counseling department regularly reviews orientation SAO data and makes recommendations for improvement. For example, on January 27, 2016, the counseling department reviewed and discussed Spring/Fall 2015 SSLO/SAO data. Counselors noted that students appeared to have learned expected learning outcomes after completing each section of the online orientation. Overall, 89% were satisfied with the orientation, with 56% of the students very

satisfied. Based on this evidence, the counselors recommended no changes to the existing online orientation (Ev. 16).

Multiple Measure Assessment Pilot Project.

The Multiple Measure Assessment Project (MMAP) is a collaborative effort led by the Research and Planning Group and Educational Results Partnerships' Cal-PASS Plus system with support from the California Community College Chancellor's Office. Using multiple measures for placement has shown to have significant impacts at several California Community Colleges and the MMAP pilot seeks to study its impact at the state level. Shasta College is currently one of twelve community Colleges serving as a pilot for this statewide study. After one year of implementation, the Office of Research and Institutional Effectiveness completed a local evaluation of the pilot study. This placement method showed significant impact on higher placement and retention of students in English courses, but with no significant difference in course success. That is, placing students in higher level English classes did not reduce success rates. Results about placement in math courses suggest that students placed by multiple measures were more likely to be placed in higher level math courses, but were less successful than those placed by other methods. The College plans to expand its use of multiple measures assessment for students into English courses and continue to examine the best use of multiple measures data for math placement (Ev. 17).

To support online students, the Department of Educational Technology surveys student to assess services (Ev. 18) In order to help students benefit from online programs, the department offers "online readiness resources," a student orientation to the Canvas Learning Management System and a range of online student success resources (Ev. 19).

Evaluation

Shasta College meets this standard. Shasta College has identified learning support outcomes for its student population. The College regularly assesses these outcomes at the departmental and division levels through the Annual Area Planning process, student surveys, and independent reviews. The College routinely uses this data to continuously evaluate and improve student support programs and services and to ensure that these services both align to the institutional mission and support student learning.

Evidence

- II.C.2-01. Sample SSLO/SAO on Program Websites
- II.C.2-02. Student Satisfaction Survey Assessment Center
- II.C.2-03. Student Satisfaction Survey Financial Aid In Person
- II.C.2-04. Student Satisfaction Survey Financial Aid Phones
- II.C.2-05. Student Satisfaction Survey Transfer Center
- II.C.2-06. TracDat Report, Student Support Services Assessment Plan
- II.C.2-07. Student Services SSLO/SAO Tracdat Four Column Report
- II.C.2-08. 2014 Faculty and Staff Climate Survey
- II.C.2-09. Library Experiences Student Survey
- II.C.2-10. Online Experiences Student Survey
- II.C.2-11. Community College Survey of Student Engagement
- II.C.2-12. Board of Trustees Minutes, September 9, 2015, Exhibit A
- II.C.2-13. Annual Area Plan Initiatives Data 2015-2016
- II.C.2-14. NetTutor Link
- II.C.2-15. Red Bluff Daily News July 6, 2016
- II.C.2-16. TracDat 4 Column Report, Counseling Department, Online Orientation

II.C.2-17. Multiple Measures Assessment Project: Shasta College Pilot Evaluation

II.C.2-18. Online Experiences Survey - 2016

II.C.2-19. Skills for Online Success

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Description

Shasta College provides appropriate, comprehensive, and reliable support services to students regardless of service location or delivery method. Campus locations include the main Redding Campus, the Health Sciences and University Center Downtown Redding Campus, the Tehama Campus, the Trinity Campus, and the Intermountain Campus. A significant number of courses are also available online, through ITV, and through the dual enrollment program.

The main campus serves as the hub for student support services, including Assessment, Admissions and Records, academic and counseling, Career and Transfer Centers, child care, Enrollment Services, Financial Aid, Health and Wellness services, Student Housing/Dorms, Student Employment, Student Access and Equity, Student Life, Student Senate, and Veterans Services (Ev. 1).

Specialized support programs, such as College Connection, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Gateway to College, SCI*FI Foster Youth Program, and TRiO (Student Support Services, Talent Search and Upward Bound), also exist on the main campus to provide additional support services to students regardless of service location or delivery method (Ev. 2). The CalWORKs program is located in the Health

Sciences and University Center Downtown Redding Campus.

Additional student support services include the Campus Safety department which provides safety workshops, “Not Anymore” training for sexual assault prevention, emergency alerts, and a “safe walk” escort service, as well as facilitating the “Behavioral Intervention Resource Team” (BIRT) (Ev. 3).

Located on the main campus, academic support services include the library, the tutoring lab, the ESL and World Languages Learning Center, the Math and Business Learning Center, the Science Learning Center, and the Writing Center. The Assessment Center offers make-up testing. Final Exam Jam Nights help students prepare for final essays or final exams (Ev. 4). Math Camp is a free one-week program for Shasta College students (incoming and continuing) designed to prepare students for their next math course (Ev. 5). The newly created Student Success Center is available to assist new students through the matriculation process, support current students who are at risk, and connect all students to the campus resources which will help them to achieve their goals (Ev. 6).

To accommodate students during the evenings, Student Services regularly offers extended hours on Monday and Tuesday evenings. Student Services also offers additional extended hours Monday through Thursday evenings during peak registration periods in order to better accommodate students.

To serve students throughout its vast district, the College has established three extended education campuses. The Intermountain, Tehama, and Trinity campuses offer regular orientations, assessments, and registration periods; academic, personal, and career counseling services; online library access (both content and research support) and on-site library services (through course reserves, scheduled library instruction and delivery of materials); online bookstore services, student computer

labs, EOPS Counseling and CARE services, Disability services, Financial Aid services, and Career and Transfer Center assistance (Ev. 7).

Tutoring services have been expanded to support distance education students on the Tehama, Trinity and Intermountain campuses. A full-time learning center coordinator and a part-time paraprofessional were hired Fall 2016 to create a vibrant tutoring center for all disciplines on the Tehama campus and to support the efforts at the other two extended education campuses. Tehama offers support in math, writing, Spanish, chemistry, anatomy, biology, and computer skills. Trinity hosts 4 hours per week in writing and math, and Intermountain hosts 6 hours per week also in writing and math (Ev. 8).

To serve online students, ITV students, and students who are unable to come to one of the campuses, many forms and services are available online, via email, or by telephone. Online services include applications for admission (CCCApply) (Ev. 9), Free Application for Federal Student Aid (FAFSA) (Ev. 10), and scholarship applications (Ev. 11). Additionally, the College provides an online new student orientation (Ev. 12) and online academic and progress probation workshops (Ev. 13). The College has partnered with Credentials, Inc. (TranscriptsPlus) to accept transcript orders over the internet (Ev. 14). Students may register for classes through the Datatel/Colleague WebAdvisor platform and can add themselves to courses through an automated waitlist process. Students may also view financial aid awards and document requests online.

The counseling department offers online counseling services for off-campus students (Ev. 15). Forms and documents can be scanned and sent via email, faxed, or processed via U.S. mail. The Transfer Center has set up Skype appointments with University representatives from CSU Chico, CSU Sacramento, and the University of Nevada, Reno (Ev. 16).

College counselors routinely visit regional high schools to provide face-to-face orientations, multiple measure course placements, and develop student education plans. High school seniors who complete core matriculation during the spring semester become members of the College's First Year Experience program. Counselors work with an assigned student cohort to monitor student progress and to provide additional support services.

These services are regularly reviewed through the Annual Area Planning process, through student evaluations, and through needs assessments. For example, Enrollment Services Coordinators assessed financial aid services at the College's extended education sites (Ev. 17, Ev. 18). As a result of this study, a number of concrete steps were taken to improve student services at the extended education campuses (Ev. 19).

Evaluation

Shasta College meets this standard. Shasta College provides appropriate, comprehensive, and reliable services to students to assure equitable access for all students, regardless of service location or delivery method. The College regularly reviews services to ensure equitable access, and the Student Services Division regularly reviews services, identifies problem areas, and implements improvements. Recent process improvements included the implementation of an online new student orientation, online academic and progress probation workshops, an automated transcript ordering service, and automated financial aid processing. Equitable access to all services is provided to students regardless of location.

Evidence

- II.C.3-01. Web Page for Shasta College Student Services Programs
- II.C.3-02. Main Campus Map
- II.C.3-03. Web Page for Shasta College Campus Safety

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- II.C.3-04. Final Exam Jam Night Flyer
- II.C.3-05. Math Camp Flyer Summer 2017
- II.C.3-06. Student Success Center Brochure
- II.C.3-07. Web Pages for Extended Education Campuses
- II.C.3-08. Web Page for Extended Education Tutoring
- II.C.3-09. CCCApply Online Application
- II.C.3-10. Free Application for Federal Student Aid (FAFSA) Online Application
- II.C.3-11. AcademicWorks Scholarship Portal
- II.C.3-12. Web Page for New Student Online Orientation
- II.C.3-13. Online Academic and Progress Probation Workshop
- II.C.3-14. Credentials, Inc./Transcripts Plus Online Transcript Orders
- II.C.3-15. Online Counseling/Advising
- II.C.3-16. Skype University Appointment Flyer
- II.C.3-17. Financial Aid Mini-Assessment Report February, 2015
- II.C.3-18. Enrollment Services Coordinators Meeting March 3, 2016
- II.C.3-19. Extended Education Needs Assessment Findings March 31, 2016

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Description

Shasta College offers athletic and co-curricular programs that align with the mission and contribute to policies and standards of integrity. Every year the Dean for Physical Education and Athletics (PEAT) completes an annual Form R-4 (Statement of Compliance of Title IX Gender Equity) and Equity in Athletics Data Analysis (EADA) reports (Ev. 1, Ev. 2). As required by

the California Community College Athletic Association (CCCCAA), the R-4 form shows evidence of research into the program offerings for the district. The R-4 requires CCCApply application data, California Interscholastic Federation participation survey, and Shasta College's annual radius of competition to assist in the College's assessment of program offerings. The federal EADA report identifies the sports offered, athletic participation by gender, composition of coaches, and the cost of athletics. In addition, these programs participate in the Annual Area Planning and budget process through the PEAT Division. Instructional programs also complete a regularly scheduled Program Review.

Shasta College offers the following intercollegiate athletic programs: Men's Baseball; Men's/Women's Cross Country; Women's Softball; Men's Wrestling; Men's and Women's Basketball; Men's and Women's Swimming and Diving; Men's Football; Men's and Women's Soccer; Men's and Women's Tennis; Men's and Women's Track and Field; and Women's Volleyball.

These programs are housed within the Physical Education and Athletics division and managed by the Dean to ensure that each is consistent with the mission of the College. Each athletic program is offered as a for-credit course which has been reviewed and approved by the campus Curriculum Committee, the Board of Trustees, and the California Community Colleges Chancellor's Office. All athletic programs follow CCAA policies and procedures, the Shasta College Board of Trustees Board Policy and Administrative Procedure 5700 – Intercollegiate Athletics, the State Education Code, and federal Title IX requirements (Ev. 3).

The Office of Student Life offers a host of other co-curricular programs and activities to support the growth of students. By providing engagement opportunities through Student Senate, clubs, events, study abroad, and exchange programs the Student Life office

promotes the ideal of human potential as it relates to intellectual, aesthetic, cultural and personal development. These co-curricular opportunities promote and encourage collective responsibility through shared decision-making, leadership, concern for others, responsible citizenship, social and communication skills, and peer networking.

Many of these opportunities and skills are developed as a result of being in clubs and organizations. As of the end of the spring 2017 semester there were 42 active student initiated clubs/organizations, 187 club officers and approximately 450-500 students involved overall. Clubs reflect both personal interests such as Black Student Union, Begin Again Club, Gay Straight Alliance, InterVarsity Christian Fellowship; others are directly associated with programs of study and academic achievement such as the Art Club, Phi Theta Kappa, Science Club, and Welding Club.

Student Senate, as the student governing body, develops leadership skills through common commitment, a sense of purpose, setting and achieving obtainable goals and objectives, and respecting and honoring the expertise and varying perspectives of all members and advisors. As part of the participatory planning and participatory governance process, decisions of the Student Senate must be representative of students' concerns and interests. In addition, representatives serve on many official district participatory and ad-hoc committees.

The Student Senate also approves the formation of all student clubs to ensure that they provide students with opportunities for personal growth, intellectual development, ethical accountability (including financial) and individual and civic responsibility.

Events, projects, and participation from Student Life areas that support the development of personal and civic responsibility as well as cultural and social development include SSCCC (Student Senate for California Community

Colleges) General Assembly, Stormy Sebring Student Senate Garden, Staff and Faculty Appreciation Awards, four annual blood drives, Dental Hygiene free teeth cleaning, Giving Tree, 8th Grade Career Days, Preview Day, 9/11 Tribute, monthly Student Socials, formation of the Global Education Center, participation in Relay for Life, volunteering at the Watershed Festival and Cesar Chavez Day of Service, Denim Day and Take Back the Night participation, Country Christmas Faire and tree sales. Furthermore, the Rotaract Club and the Beta Mu Mu chapter of the national Phi Theta Kappa honors society supports personal development and civic responsibility. There are currently 505 members and 1,101 alumni with 141 new members joining during the 2016-2017 academic year.

Shasta College also offers a variety of co-curricular programs which support the institution's mission. Examples include the Art Gallery, drama productions, dance festivals, and a range of concerts and opera workshops. The programs are the product of student and community interest and support. In many cases performances are a part of the credit instruction program and are thereby supervised by program faculty and administration.

The Shasta College Art Gallery exhibit space has become one of the Art Department's most vibrant showcases. Offering six exhibitions annually, the gallery features artwork by nationally and internationally renowned artists, as well as the annual faculty and student shows (Ev. 4).

The Theatre Arts Department features two main stage productions each academic year and a vigorous Summer Theatre Festival of popular musicals and comedies. A Dance Festival featuring repertory by Shasta College students and the Redding dance community is offered each spring (Ev. 5).

Concerts are offered throughout the year, including the Jazz Big Band Concert, the Shasta

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College Symphonic Band Concert, the Student Jazz Concert, the Shasta Symphony Orchestra Concert, and the Shasta College Pre-Symphony Concert. Choral and Vocal activities include the Chamber and Concert Choirs and the Shasta College Chorale Concerts. The College also offers a Vocal Institute and an Opera Workshop (Ev. 6).

Evaluation

Shasta College meets this Standard. Athletic and co-curricular programs align with the mission of the College and contribute to policies and standards of integrity. These programs provide cultural, educational, and social experiences for both students and community members.

Athletic programs are evaluated annually. Through the PEAT Division, these programs participate in the Annual Area Planning and budget process. Instructional programs also complete a regularly scheduled Program Review. The Annual Area Plan, housed in TracDat, outlines general program strengths, weaknesses, and areas for improvement. Co-curricular programs in the performing arts are also linked to the Annual Area Plan review process.

The College maintains oversight of athletic and co-curricular programs through Integrated Planning, budgeting, and curriculum approval processes. Athletic finances are separately scrutinized through the annual Equity in Athletics Data Analysis (EADA) report. Revenues from athletic and co-curricular ticket sales are deposited into the General Fund to offset program costs. These programs are the product of community interest and support.

Evidence

- II.C.4-01. Form R-4 Statement of Compliance of Title IX Gender Equity
- II.C.4-02. Equity in Athletics Data Analysis (EADA) Report.

- II.C.4-03. BP-AP 5700 Intercollegiate Athletics
- II.C.4-04. Art Gallery
- II.C.4-05. Community – Fine and Performing Arts
- II.C.4-06. Shasta College Music

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Description

Shasta College provides counseling services to support student development and success. The College currently employs seventeen full-time counselors and twelve part-time counselors. Counselors serve in the following areas: General Counseling, Athletic Counseling, Transfer, Outreach and Recruitment, First-Year Experience, Career, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education (CARE), CalWORKs, Distance Education and Articulation, Disabled Students Programs and Services, Puente Program, TRiO programs, and Shasta College Inspiring and Fostering Independence (SCI*FI) Foster Youth program. Programs are described on the program website. In addition, counselors support students in various Career and Technical Education (CTE) programs, the Associate Completion in the Evenings (ACE) program, and the Bachelor's Through Online and Local Degrees (BOLD) program (Ev. 1). As reported on the Student Success Scorecard, the student to counselor ratio is 796 to 1 (Ev. 2). This ratio does not reflect the additional fulltime and part-time counselors hired as a result of the

increase in Student Success and Support Program funding.

Consistent with the requirements of the Student Success and Support Program (SSSP), the College offers a comprehensive new student orientation (Ev. 3). Non-exempt, first-time students are required to attend either an in-person group orientation or complete an online orientation prior to registration. A counselor facilitates all in-person group orientations, which cover the same information as the online orientation and takes approximately one hour to complete (Ev. 4). Approximately 1,700 students received orientation services during the 2015-2016 academic year. (Ev. 5)

Beginning in 2014, all students had access to an updated online orientation. Since its inception, the vast majority of students have preferred this delivery method. The online orientation takes between one hour and one and a half hours to complete. During the online orientation, students complete modules and respond to pre- and post-test questions to assess their understanding. A study conducted by College's Office of Research and Institutional Effectiveness assessed the impact of the online orientation. The study concluded that the online orientation had a positive effect and that there was a significant improvement between pre- and post-test success. The online orientation is accessible for students using assistive technology. All non-exempt students are required to complete this orientation in order to maintain priority enrollment status. The orientation is updated each semester.

A recent review of the effectiveness of the online orientation by the Counseling Department revealed that 89.1% of students completed the orientation, as evidenced by completing all four online assessments. The online orientation was effective in that the average score increased from 13.9 for the pre-test to 22.6 for the post-test (26 items each). Student survey responses regarding the

helpfulness of each section ranged from 78% to 93% (See II.C.2-17).

A review of practices in 2014-2015 revealed a need to provide in-person orientations at regional high schools. Currently, high school outreach team conducts in-person, on-site, new student group orientations. Counselors in EOPS, DSPS and Athletics also provide program specific orientations.

Students may make an appointment to meet with a counselor either online or in person. Counselors are available for both "express" appointments and extended thirty minute or one hour appointments on the main campus, the Health Sciences Downtown Center, or the Tehama Campus. Students at the extended education sites, as well as online students from outside the area, may access services through SARS e-Advising. Students will log into the e-advising portal and a counselor will provide academic, career, and personal counseling referral services via phone and/or email. Telephone counseling is available for those students who request it by scheduling an appointment through the Intermountain Campus (Ev. 6). Between July 1, 2015 and June 30, 2016, general counselors provided 7,102 scheduled appointments, 9,423 "express" appointments, and 3,480 education plans. This does not include the students served through various categorical support programs (Ev. 7, Ev. 8).

To better facilitate educational planning for students, Shasta College purchased Ellucian/Colleague student education planning software. Pilot implementation began Spring 2015 in Student Development courses and expanded in Fall 2015 for student athletes. Assessment of this pilot program revealed that Ellucian/Colleau was not an adequate solution for this need. The College has since purchased Hobsons Starfish automated student planning software to implement for student educational planning.

In Spring 2015 Shasta College began sending counselors to high schools within its service area to meet with students and assist them in completing a multiple measures assessment and creating a preliminary education plan. Other students who are new to the College are directed to schedule an appointment with a counselor upon completion of their orientation to obtain a preliminary education plan. The preliminary education plan identifies courses that the student should take during their first – and sometimes second – semester at the College.

In addition to orientation and counseling sessions, counselors and other faculty provide a variety of activities to orient students to Shasta College programs and services and ensure that students understand program and transfer requirements. Examples include Student Success Workshops, online and in-person Steps to Success Probation Workshops, Student Development Courses, Transfer Success Courses, and transfer and career workshops. In addition, specialized counseling and workshops are available for students in EOPS, CARE, DSPS, CalWORKs, Veterans Services, Puente, Athletics, and through the various TRiO programs. In 2015-2016, the Transfer Center served 858 students in-office and took 118 students on Transfer Center field trips. Career Services are supported by a fulltime Employment Development Services Technician and a part-time counselor.

Shasta College offers an extensive faculty preparation program. All counselors are faculty members who meet minimum qualifications for their discipline. Each new full-time and part-time counselor receives a comprehensive orientation/training program (Ev. 9, Ev. 10). Current counselors are also encouraged to participate to refresh their content knowledge. Counselors routinely attend CSU and UC annual conferences, as well as program-specific conferences and workshops. The Counseling Department meets twice each month. The

agenda provides updates on initiatives as well as training opportunities (Ev. 11, Ev. 12).

Additional examples of counselor training and collaboration include the 3CSN/Habits of Mind Leadership Community of Practice training, sponsored by the Office of Access and Equity, and the Trauma Informed Care Training (Ev. 13, Ev. 14, Ev. 15). In addition, the College hosts an annual High School Counselors' event. This event provides information that helps high school counselors and staff advise their students about the steps to enrollment and program offerings at Shasta College (Ev. 16).

Shasta College has actively pursued embedded counseling in various academic programs such as Athletics, Career and Technical Education, Early Childhood Education, and Health Sciences. Discipline-specific faculty and counselors collaborate to provide program pathways which best meet student needs. Counselors regularly meet with instructional division faculty to provide information about transfer pathways and graduation requirements and to build a connection between instructional programs and counselors.

All counselors are placed on an evaluation cycle and routinely evaluated. According to the bargaining agreement, each evaluation will contain a peer and/or administrator review and will include Student Opinion of Counseling (STOCs) surveys. The summary evaluation and the STOCs surveys explicitly include how the counselor enhances student development and success (Ev. 17, Ev. 18).

The College regularly evaluates counseling services and how they enhance student development and success. Counselors routinely review Service Area Outcome (SAO) and Student Services Learning Outcome (SSLO) data to assess how well students understand academic requirements, how well students are able to clarify career and/or educational goals, and overall satisfaction with counseling services. Survey results in Fall 2015 indicate a

high level of satisfaction with counseling services. 86% of the respondents reported they were “very satisfied” and 14% indicated they were “somewhat satisfied.” Additionally, 94% of students surveyed reported that they had an improved level of understanding of academic requirements after their counseling session and 92% reported agreement that they were able to identify action they can take to clarify their career and/or educational goals after meeting with a counselor (Ev. 19). The counseling department regularly reviews student feedback on the online orientation process to assess the need for modification or improvement.

In addition to survey data, the Enrollment Services Coordinators Committee routinely meets to discuss how counseling services meet the needs of all students regardless of location or method of educational delivery. The Student Success Committee reviewed the current Early Alert process concluding that the current system provided too little data and an inadequate feedback loop. After reviewing a number of products, the Committee recommended the adoption of Hobsons Starfish Early Alert software (Ev. 20, Ev. 21). Pilot implementation is scheduled for Fall 2017 with a broader implementation scheduled for Spring 2018. This product promises to provide real-time notifications and a more robust feedback loop to assist all students regardless of location or method of delivery. This process allows the College to more effectively monitor student progress and provide more timely feedback and support.

Evaluation

Shasta College meets this Standard. As described above, the College provides an extensive counseling program to support student development and success. The College expends significant time and money to train full and part-time counseling faculty. Online and in-person orientations support counselor efforts to provide students with various opportunities to ensure

that they understand the requirements related to their programs of study and that they receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. The College routinely evaluates counseling and orientation services and modifies them as necessary to ensure that all students receive timely and accurate information regardless of location or method of instructional delivery.

Evidence

- II.C.5-01. Meet Your Counselors
- II.C.5-02. Shasta College Student Success Scorecard – 2017
- II.C.5-03. New Student Online Orientation
- II.C.5-04. New Student In-Person Orientation Appointment
- II.C.5-05. CCCCCO Matriculation Services Summary Report 2015-2016 Orientation
- II.C.5-06. Counseling Department
- II.C.5-07. SARS Appointment Attendance Summary Report July 1, 2015-June 30, 2016
- II.C.5-08. SARS Reason Code Summary Report – July 1, 2015-June 30, 2016
- II.C.5-09. New Counselor Training Schedule Fall 2015
- II.C.5-10. New Counselor Training Schedule January 2015
- II.C.5-11. Counseling Department Meeting Agenda August 24, 2016
- II.C.5-12. Counseling Department Meeting Agenda September 14, 2016
- II.C.5-13. Counseling Department Meeting Agenda October 12, 2016
- II.C.5-14. 3CSN-Habits of Mind for Student Success Training flyer
- II.C.5-15. CCC Student Mental Health Program/Trauma Informed Campus Training
- II.C.5-16. High School Counselor Day Flyer
- II.C.5-17. Student Opinion of Counseling (STOCs) Survey

- II.C.5-18. Counselor Evaluation Cycle
- II.C.5-19. Counseling Department Tracdat 4-Column Report
- II.C.5-20. Student Success Committee Minutes, March 24, 2016
- II.C.5-21. Student Success Committee Minutes, September 22, 2016

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Description

The mission of Shasta College is to provide

“a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. 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. Comprehensive student services programs and community partnerships support student learning and personal development.”

Consistent with this mission of “open access” to “a diverse student population,” Shasta College has an open enrollment policy, Board Policy and Administrative Procedure 5052 – Open Enrollment, which is published in the College’s Schedule of Classes (Ev. 1, Ev. 2, Ev. 3). This policy guarantees that all courses, course

sections, and classes of the District shall be open for enrollment to any person who has been admitted to the College. Enrollment is subject to a priority system established in AP 5055-Enrollment Priorities (Ev. 4). Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites, or due to other practical considerations such as exemptions set out in a statute or regulation.

No student is required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in AP 5055 and District programs that have restricted enrollment. Students are not required to participate in pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in AP 5055 and District programs that have restricted enrollment as per BP/AP 5005 – Admission Requirements – Special Programs (Ev. 5, Ev. 6).

Anyone 18 years of age or older or anyone under 18 who has graduated from high school or passed the GED or California High School Proficiency Exam and is a resident of the District may be admitted to Shasta College classes (Ev. 7). If an applicant is 18 or older and not currently enrolled in a high school, no special admittance is required. The process for concurrently enrolled students is outlined in AP 5011 – Admissions and Concurrent Enrollment of High School and Other Young Students (Ev. 8).

As outlined in the Schedule of Classes, the College has adopted the following five steps to successfully enroll as a new student. The five steps are: 1) apply for admission to the College; 2) complete an assessment; 3) send official transcripts of high school and previous College work to the Admissions and Records Office; 4) complete an orientation; and 5) develop an education plan. These steps are consistent with Student Success and Support Program requirements. Students who complete these

steps are considered “matriculated” and will receive priority registration (Ev. 9).

Admissions criteria for international students are available online (Ev. 10). Criteria for special part-time enrollment students is available online, in the College Catalog, and in the Schedule of Classes (Ev. 11). The website and the College Catalog outline admissions criteria for programs which require special preparation such as Fire Technology, Health Sciences, and the baccalaureate degree in Health Information Management (Ev. 12, Ev. 13, Ev. 14).

The 2014-2017 Enrollment Management Plan and the Student Equity Plan provide explicit examples of efforts to streamline the enrollment process and promote diversity. In particular, the Enrollment Management Plan sought to, among other things, 1) identify the current matriculation process and re-evaluate the sequence; 2) consider the development of complimentary online orientations, in-person orientations, “just in time” orientations, and/or specialized orientations for students and faculty; 3) develop opportunities to prepare for assessment testing; 4) implement a pilot English and Math Success Academy; 5) implement a pilot acceleration framework; and 6) host a Preview Day for high school students (Ev. 15).

Since the approval of the Enrollment Management Plan, the College has implemented an online new student orientation. In addition, counselors now go to regional high schools to complete transcript-based assessment and provide students with preliminary education plans on site. This plan provides a recommended program of study which can be customized by the counselor to meet individual student needs. This process simplifies course selection and eases the transition from high school to College.

In support of streamlined pathways toward goal attainment, second semester high school seniors become members of the First Year Experience cohort. Students in FYE are assigned to a specific counselor who will serve as a point of

contact, help track student progress, and complete a comprehensive education plan. This plan provides each student with a coherent, structured pathway to certification, degree completion, and/or transfer. Counselors routinely contact students within their cohort to provide information and invitations to a range of activities throughout the semester. Of particular note is the FYE Summer Luau – an FYE orientation program that introduces students to College programs and services (Ev. 16, Ev. 17).

To further support goal attainment, the College began offering a summer preparatory program called “Math Camp” in August 2015 (Ev. 18). In addition, the math faculty piloted “Math My Way,” a module-based math program with intensive support that allows students to work at their own pace. Students can complete up to two semesters of coursework in one semester. Math faculty also piloted “Path to Stats,” which addresses the curriculum alignment issue with the basic skills math sequence. Previously, students would have to take up to four semesters of pre-algebra to prepare for a statistics class. Now they can take one pre-statistics class (Math 114) that prepares them for the transfer level statistics course (Math 14). This course follows the model of the California Acceleration Project and is designed for non-STEM majors. A number of English faculty are working on a comparable English pathway acceleration. Faculty have also introduced Supplemental Instruction in targeted gateway courses. The College hosted a California Acceleration Project event which included faculty from schools throughout the North State and sent three administrators and three faculty administrators to the National Acceleration in Developmental Education conference.

In an effort to promote a diverse student population, to inform students about the steps to enrollment, and to feature academic pathways, the College introduced the first annual Preview Day in October, 2014 (Ev. 19). The College also implemented a new online application,

OpenCCCApply. This process improved student access and the enrollment process.

The College recently spearheaded the start-up of a regional collective impact collaborative called North State Together. Funded by the McConnell Foundation (a local family foundation that serves northern California), College staff are providing technical support designed to strengthen regional relationships, support a diverse, college-going culture in the North State, and promote access to postsecondary education and career opportunities in Shasta, Siskiyou, Tehama, Trinity, and Modoc Counties (Ev. 20).

Shasta College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. The College Catalog is updated annually and provides information for students interested in degrees, certificates, or transfer. During the 2015-2016 academic year, a committee was formed to review the organizational structure of the College Catalog. The changes recommended by the committee were included in the 2016-2017 Shasta College Catalog. This process is an example of the institution's commitment to providing a document that clearly defines available pathways (Ev. 21).

After application, all students are advised to meet with a counselor in order to create an education plan. Students are notified that failure to obtain an education plan by the end of their third semester will result in a loss of priority registration. Each semester, the College sends a notification to students who have over 15 units and/or have completed their third semester without an education plan to encourage them to make an appointment with a counselor (Ev. 22).

According to DataMart, counselors had 11,319 contacts with students who received education plans or counseling services during Fall 2015 and Spring 2016 (Ev. 23). General and categorical program-specific counselors use a variety of tools including the College Catalog, planning guides, course schedules, and various

online resources to assist students with setting educational goals, identifying a program of study, and obtaining a clear path to completion and/or transfer.

Counselors use worksheets, including the General Education, IGETC, and CSU degree planners, to help inform each student's education plan (Ev. 24). Evaluators in Admissions and Records and counselors use Degree Audit to assist in the evaluation of a student's program of study. Many academic departments have posted "suggested sequences of classes" for degree or certificate programs (Ev. 25, Ev. 26). Additional information is available on Shasta College program websites. Various programs, particularly Career and Technical Education programs, provide brochures which outline program features and general requirements. These are available in the Division and Counseling offices and on the website.

The Transfer Center website features a list of Associate Degree for Transfer (ADT) programs. Students are advised to connect with the "Degree with a Guarantee" website to streamline transfer to the California State University system (Ev. 27).

In 2016, Shasta College launched three significant programs: the baccalaureate degree in Health Information Management, the Associate Completion in the Evenings (ACE) program, and the Bachelor's through Online and Local Degrees (BOLD) program. The enrollment pathways and core course sequences are presented on each program's website (Ev. 28) and in the College Catalog.

The ACE program is designed for students who are working full-time, want to attend College full-time, and are ready to take College-level coursework by the time the program begins. The program features accelerated classes offered in two formats: hybrid (in-person on Tuesday/Thursday evenings plus online instruction) and purely online. This structure

allows a student to complete a degree in as little as 19-24 months (depending on the credits they have already earned). The program description and the class schedule for the entire program are also available online (Ev. 29).

The BOLD program pairs Shasta College Associate degrees with specific online or local in-person Bachelor degree completion programs offered through public or private universities to create streamlined, efficient, and affordable pathways to help students meet their educational goals. Specific majors and four-year institutions have been identified for accessibility and quality. Institutions were selected based on a number of criteria including multiple entry points during the year, relatively economical cost, proximity, length of time to degree, and regional accreditation. Additional student cohort support, tutoring and library services and case management are available to students through a series of Student Development courses that students can enroll in at Shasta College while pursuing their BA/BS degrees elsewhere. Pathway information is also available online (Ev. 30).

Evaluation

Shasta College meets this Standard. Shasta College has adopted and adheres to admission policies consistent with its mission and articulated Board Policies and Administrative Procedures. The College routinely reviews its mission statement, board policies, and administrative procedures. Through this process, the College ensures that policies support its mission.

The “Steps to Success” matriculation process can be found in the Schedule of Classes, in the College Catalog, and on the College website. The College routinely monitors and evaluates the admissions process as evidenced by the 2014-2017 Enrollment Management Plan and the recently approved 2017-2018 plan. Further, the Student Equity Committee and the Student Success Committee routinely monitor and

assess processes to ensure student diversity, access, and success.

A variety of online resources and model programs demonstrate that the College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. The District adopted the Hobsons Starfish automated student education planning product. Once fully implemented, this software will more clearly identify academic pathways and enable counselors and students to develop education plans more efficiently. This software will also inform the scheduling of future course offerings.

Evidence

- II.C.6-01. Board Policy 5052 – Open Enrollment
- II.C.6-02. Administrative Procedure 5052 – Open Enrollment
- II.C.6-03. Fall 2017 Schedule of Classes, Page 4
- II.C.6-04. Administrative Procedure 5055 – Enrollment Priorities
- II.C.6-05. Board Policy 5005 – Admission Requirements/Special Programs
- II.C.6-06. Administrative Procedure 5005 – Admission Requirements/Special Programs
- II.C.6-07. Administrative Procedure 5010 – Admissions
- II.C.6-08. Administrative Procedure 5011 – Admissions and Concurrent Enrollment of High School and Other Young Students
- II.C.6-09. Fall 2017 Schedule of Classes, Page 3
- II.C.6-10. International Students
- II.C.6-11. Shasta College Catalog, Page 10
- II.C.6-12. Fire Technology Program
- II.C.6-13. Health Sciences Division
- II.C.6-14. Health Information Management Program
- II.C.6-15. Enrollment Management Plan (2014-2017)
- II.C.6-16. First Year Experience Summer

- Luau Flyer, August 3, 2016
- II.C.6-17. First Year Experience Summer Luau Agenda and Program Handbook
- II.C.6-18. Math Camp Flyer Summer 2017
- II.C.6-19. Preview Day 2016 Flyer
- II.C.6-20. Regional Collaborative Concept PowerPoint
- II.C.6-21. Counseling Department Revision Recommendations 2016 Catalog
- II.C.6-22. Comprehensive Education Plan Email October 11, 2016
- II.C.6-23. Datamart Matriculation Services Summary Report Fall 2015-Spring 2016
- II.C.6-24. Shasta College Degree Planners
- II.C.6-25. Sample Program Sequence of Classes Agriculture Business
- II.C.6-26. Sample Welding Technology Sequence of Classes
- II.C.6-27. Transfer Center
- II.C.6-28. Health Information Management Program
- II.C.6-29. Associate Completion in the Evenings (ACE) Program
- II.C.6-30. Bachelor's through Online and Local Degrees (BOLD) Program

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

Board Policy and Administrative Procedure 5005 provide the Superintendent/President with the authority to establish procedures that provide for special admission requirements for the following special programs: Associate Degree Nursing, Licensed Vocational Nursing, Nurse Aide/Home health Aide, Dental Hygiene, Early Childhood Education, and Equipment Operations and Maintenance (Ev. 1). Admission eligibility requirements and/or criteria, including testing requirements outlined in BP/AP 3551 – Student Drug and Alcohol

Testing and Criminal Background Checks, are available on the program websites (Ev. 2). This testing is governed by federal codes and state regulations. Admission to the Health Information Management (HIM) baccalaureate degree is consistent with the College policies and procedures that specify the qualifications necessary for admission to programs. Admissions policies and pathways to completion are clear and published in the College Catalog and on the website. The HIM program adheres to the admissions criteria that are available to the public in print and electronically (Ev. 3).

Other than the limitations identified above, the College does not use assessment tests to determine admission, which is consistent with the mission and policy to be an “open access” institution. All new students are directed to complete an assessment for English, mathematics, and English as a Second Language (if applicable) as part of their steps to enrollment. Students are notified that completing an assessment, orientation, and an education plan are necessary to maintain priority enrollment (Ev. 4). Students are notified that state regulations regarding enrollment in online classes may limit the availability of those classes to students residing outside California. A current list is maintained on the College website (Ev. 5).

All new students are required to complete an assessment in math and English. Shasta College has locally developed cut scores for the Accuplacer Arithmetic, Accuplacer Elementary Algebra, and Accuplacer College Level Math assessments. The College uses developer’s guidelines for the CASAS ESL assessment. Historically, students completed the ACT Compass Reading and ACT Compass Writing assessments for placement into English courses. With the sunset of Compass, all new students are placed into English courses based on the Multiple Measures Assessment Project (MMAP) decision rules. The College will

implement the CCCAssess Common Assessment when it becomes available. Each of the instruments identified above are approved by the Chancellor's Office (Ev. 6, Ev. 7, Ev. 8, Ev. 9).

Math assessment may be satisfied by completing the computer-based Accuplacer test or, under certain conditions, through a mathematics self-placement. If a student satisfactorily completed high school math at a level of Algebra II (second year algebra) or higher with a grade of "B" or higher, then the student is advised that s/he may qualify for a transfer-level math course. Students who satisfactorily completed a course at another community college in intermediate algebra within the last two years are placed in the next level of mathematics at Shasta College. Students who have not otherwise satisfied course prerequisites may complete the Accuplacer assessment to be placed into a transfer-level math course.

Students who have not satisfactorily completed the above math sequence will follow a self-assessment protocol to determine placement into a non-transferable math course. This process includes a time inventory and a self-assessment of success in previous math courses. Students who have not recently completed two years of algebra are advised to enroll in a non-transferable course (Ev. 10). The College piloted a multiple measures assessment project in Fall 2015. The College completed a validation study of the multiple measures process in Spring 2017 (Ev. 11).

As part of the pilot, College counselors developed preliminary education plans for students at their high school location. During appointments with second semester seniors, counselors used multiple measures criteria to place students into math and English courses (Ev. 6). This protocol, which is based on the Multiple Measures Assessment Project framework, was reviewed and approved by the Academic Senate. Students dissatisfied with

placement decisions may complete a traditional assessment test.

Assessment tests are offered at the Redding main campus Assessment Center, as well as at the Tehama, Trinity, and Intermountain extended education campuses. Assessment tests are also offered on high school campuses to seniors upon invitation from the high school. Students are asked to schedule appointments online for assessments on the main campus. A limited number of drop-in appointments are also available.

The College routinely conducts validation, consequential validity, and disproportionate impact studies of placement tests in accord with the Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (Ev. 12).

During Spring 2014, the Office of Research and Institutional Effectiveness provided a consequential validity study to assess the satisfaction of student placement into English and math courses. The study concluded that 92-94% of students were satisfied with their placement into math or English courses, regardless of placement method or course. Faculty perceptions agree that 87% of students are placed correctly in math and English. The paired data show high congruence between student and faculty perceptions, except in ENGL-270 with a small number of students (n=36). This data supported all three placement methods including counselor use of multiple measures, student self-placement in math, and the placement tests in English and math (Ev. 13).

During Fall 2013, the Office of Research and Institutional Effectiveness completed a study entitled "Renewal of Accuplacer Placement Tests for Mathematics." The study conducted content validity, consequential validity, internal reliability, test bias, disproportionate impact, and cut score analyses. Based on this study, the cut scores for Math 240 were adjusted and

multiple measures decision rules were reviewed (Ev. 14).

This study also revalidated the cut scores for English course placement. This study demonstrated that the assessment process, and implicitly the underlying cut-scores, yield appropriate course placement for the vast majority of students taking English courses at Shasta College. Overall, 91% of students and 88% of instructors report that the student has been placed into the appropriate level of English course. Student and instructor reports exceeded the 75% threshold set before data collection commenced. Students and instructors agreed 81% of the time that the student was accurately placed. The data also suggested that the perception of correct course placement varied by the level of course. For those courses that are several levels below transfer, there is more variance regarding the perception of course placement. This finding is consistent with the current discussion on the challenges of placement when fine distinctions are required (Ev. 15).

Shasta College is a pilot college in the statewide Multiple Measures Assessment Project (MMAP). In Fall 2016, the Office of Research and Institutional Effectiveness released a MMAP – Shasta College Pilot Evaluation. This study evaluated high school seniors who were placed in a math or English course between March 2015 and August 2015 using decision rules determined by the statewide MMAP design team. The study provided the basis to expand the use of this method for English placement for all new students after the sunset of the Compass Assessment and the implementation of the CCCAssess Common Assessment. This study also supported efforts as a MMAP pilot College (Ev. 16) and was shared broadly to Shasta College stakeholders and with colleagues during a statewide webinar (Ev. 17).

Evaluation

Shasta College meets this Standard. The College regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. Based on compelling research from the MMAP, the College implemented a pilot transcript-based assessment process in Spring 2015. This study serves as the basis for using this method to place all students into English courses after the discontinuance of the Compass Assessment. MMAP decision rules will continue to be used to place second semester high school seniors into math courses as well. Self-Placement and Accuplacer will continue to be available for all other students until the implementation of the CCCAssess Common Assessment. All of these instruments have been validated and steps are routinely taken to reduce bias.

Evidence

- II.C.7-01. BP/AP 5005 – Admissions Requirements/Special Programs
- II.C.7-02. BP/AP 3551 - Student Drug and Alcohol Testing and Criminal Background Checks
- II.C.7-03. Health Information Management Program
- II.C.7-04. New Student Welcome Email
- II.C.7-05. State Authorizations Online Registration
- II.C.7-06. Transcript Evaluation Pilot 2015 Decision Tree
- II.C.7-07. Multiple Measures Assessment Project Decision Tree Updated May 18, 2016
- II.C.7-08. California Community Colleges Approved Assessment Instruments Fall 2016
- II.C.7-09. Chancellor's Office Memo Update of Assessments October 4, 2016
- II.C.7-10. Math Self-Placement
- II.C.7-11. Multiple Measures Study- Spring 2017
- II.C.7-12. Standards, Policies and Procedures

for the Evaluation of Assessment Instruments Used in the California Community Colleges

- II.C.7-13. Consequential Validity Study Satisfaction with Placement in English and Math Spring 2014
- II.C.7-14. Shasta College Renewal of Accuplacer Placement Tests for Mathematics September 2013
- II.C.7-15. Revalidation of the Cut-Scores for English Course Placement
- II.C.7-16. Multiple Measures Assessment Project (MMA): Shasta College Pilot Evaluation Key Findings October 2016
- II.C.7-17. CCCCCO Compass Users Webinar Agenda November 3, 2016

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The Admissions and Records Department maintains student records. Consistent with BP/AP 3310 – Records Retention and Destruction and Title 5 regulations, Shasta College reviews and classifies documents as Class 1 – Permanent, Class 2 – Optional, or Class 3 – Disposable. Class 3 – Disposable records are maintained for the period required by applicable law or regulation, but in any event are retained for at least three years after the year in which they were originally created (Ev. 1). All permanent records (Class 1) are maintained in either hard copy or electronic image, or are stored on the student information system database. Hard copied original student records are maintained in a secured walk-in vault in the Admissions and Records Department office. Access to hard copy records in the vault is restricted to authorized personnel. Access to

permanent electronic images or permanent student information on the student information system is also restricted to authorized personnel and is password protected. Personnel seeking access to student information are presented with a FERPA advisory that must be acknowledged before proceeding (Ev. 2).

In Spring 2016, the College purchased Docuware, a document imaging/workflow processing solution to store secure records. Additionally, the College purchased two high speed scanners to scan transcripts. College staff have worked continually since this time to scan historic documents. The Information Technology Department routinely backs up all electronic files. The backup files are also backed up again and stored in a secure location.

Shasta College publishes and follows established policies for the release of student records. District policy is outlined in BP/AP 5040 – Student Records, Directory Information and Privacy – updated in November 2015 (Ev. 3). This policy is also published in the College Catalog in the “Student Records, Directory Information, and Privacy Rights” section and in the Schedule of Classes – “Privacy Rights of Students” (Ev. 4, Ev. 5).

Administrative Procedure 5040 outlines the conditions under which a student may access student records and the circumstances under which records may be released. This AP also defines directory information. Consistent with the Solomon Act and AP 5040, directory information is released to the federal military for the purposes of federal military recruitment upon appropriate request.

Federal Family Educational Rights and Privacy Act (FERPA) regulations and BP/AP 5040 are strictly followed. A student’s consent is required for the release of records. The College conducts regular FERPA trainings to ensure proper compliance (Ev. 6).

Evaluation

Shasta College meets this Standard. The College maintains student records permanently, securely, and confidentially. Electronic student files are backed up regularly. Shasta College follows established and published procedures for the release of student records. The College conducts regular training to ensure that staff are knowledgeable and compliant with the release of student records.

Evidence

- II.C.8-01. BP 3310 – Records Retention and Destruction
- II.C.8-02. Ellucian/Colleague FERPA Acknowledgement Statement
- II.C.8-03. BP/AP 5040 – Student Records, Directory Information and Privacy
- II.C.8-04. 2016 College Catalog- Student Records, Directory Information and Privacy Rights
- II.C.8-05. Fall 2017 Schedule of Classes – Privacy Rights of Students
- II.C.8-06. FERPA Compliance Training April 20, 2016