



Student Services Council Meeting
 September 19, 2018 • 9:00 AM
 Room 2314

MINUTES

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

CALL TO ORDER

1. Meeting called to order by Tim Johnston at 9:00 am

- It was moved by Tina Duenas and seconded by Sandra Hamilton Slane to approve the Student Services Council September 15, 2018 minutes. All in favor to approve the minutes. Sharon Brisolaro abstained.

2. Information Items

a) Website update – Natalie Tucker and Ryan Loughrey

1) Partnered with a company called Fastspot located in Maryland that specializes in website design. They have a four step process Developed a creative brief on their findings.

- Stage 1 - Research and Discovery
- Stage 2 - Information architecture
- Stage 3 - Design – developing between the functional and the beautiful design
 - a. Asked for student feedback by presenting ideas on laptops
 - b. Peter Griggs is on the committee which is helping to ensure consistency with marketing campaigns
 - c. Breakdown internal structures and make them more accessible for students
 - d. Also needs to be sustainable and allows for growth and fitting the needs of the college

- Stage 4 – Development

2) Current website matches more of an Org Chart layout, but for parents and students that arrangement is not intuitive, but based more on functionality for students, parents and community members.

3) Want it to be both aesthetically appealing and functional

4) Focus on student facing website

b) Vision for Success / Strategic Plan / Student Equity and Achievement Program – Focus Areas

1) Matches up with the

2) Focus on six key strategies

- Implement AB 705
- Implement Automated Student Education Planning
- Expand Shasta Summit early alert
- Increase number of ADTs
- Promote transfer pathways with K-12 partners
- Improve access to existing on-line student support

3) John is entering into Nuventive Improve

4) Question regarding how the student survey will fit into the strategies

- Suggestion to treat it as a data to be used to inform the strategies

c) Annual Area Plan – calendar

- 1) November 7th – Submit proposals in Nuventive Improve; present initiatives; review rubric and ranking sheets
- 2) December 5th – Finalize initiative rankings and scores due
- 3) December 19th – Discussion/Results/Approval via email
- 4) Spring 2020 – Initiatives due to College Council

d) Technology Priority List - Handout

3. Action Agenda

a) Institutional Assessment Plan Handbook / Cycle

- 1) Sarah McCurry and Will Breitbach were involved
- 2) Opportunity to fro Student Services Council to have input
- 3) In document includes a list of following Student Services department that gather SAO data each fall through a common survey:

| | |
|--|---------------------------------|
| Admissions and Records /Financial Aid One Stop | SCI*FI |
| Assessment Center | Step Up |
| CalWORKs | Student Success Center |
| Counseling Center | Transfer Center |
| Enrollment Services Office | TRIO – Student Support Services |
| EOPS/CARE | Veterans Center |
| PACE | Gateway to College |
| | UMOJA |

- Move Gateway to College and UMOJA from bulleted list to the paragraph following
- Tehama Campus
 - Haven't in the past included Extended Ed on the list, but are beginning to look at developing, especially in consideration of movement towards Center status. Suggestion to include the Tehama One-Stop, which is all encompassing and includes A&R, Financial Aid, Canvas.
 - Also include the Tehama Student Success Learning Center
 - Sharon Brisolaro will provide questions to Sara Phillips to add to the Student Survey.
- Question posed regarding including UMOJA. Yes, would like to include and Tina Duenas will send questions to Sara Phillips.
- Career and Student Employment will be revisited and have not been included as part of the mix.

4) Department Review

| | |
|--|-------------------------------|
| Admissions and Records /Financial Aid One Stop | UMOJA |
| Assessment Center | PACE |
| CalWORKs | STEP-UP |
| Counseling Center | Student Housing |
| Enrollment Services Office | Student Life |
| EOPS/CARE/SCI*FI | Student Success Center |
| Foster and Kinship Care Education | Transfer Center |
| Gateway to College | TRIO Student Support Services |
| Global Ed | TRIO Talent Search |
| | TRIO Upward Bound |

5) Suggestion/expectation is that departments participate in reviews every two years.

6) Recommended additions:

- Global Ed and UMOJA
- Tehama One Stop, Tehama Student Services, Extended Ed

Sharon Brisolaro will confirm with Any Fields the naming conventions

- b) Verify updates to SAOs/ SSLOs
 - 1) Reflect the One Stop in the satisfaction survey with an A&R with Financial Aid combination
 - 2) There will still continue to be independent
- c) Fall 2018 survey – Oct. 1 – Oct. 26
 - 1) Release pushed back to October 5th
 - 2) Student Success Center – asked for confirmation
 - 3) Combine A&R / FAID into One Stop
 - 4) Question regarding access of services and including a smart phone response
 - 5) Question about text messages from Shasta College and if received and if helpful
 - 6) Collapse some of the duplicated FAID questions that are included in One Stop section
 - 7) Update FAFSA submission questions so that you ask two questions regarding completing by March 2nd date and then if not did you at least complete by July 1st
 - 8) Assessment Center update – Tim included handwritten notes, and will send typed changes
 - 9) Add STEP UP survey section
 - 10) Sara will aim to get a draft out to Council members by next Monday. Then when she returns on October 1st she can pull updates into the survey and have it ready to release on Oct. 5th
 - 11) Send out via Regroup to all registered students, with a reminder scheduled before it closes

4. Discussion Agenda

- a) Completion Grant
 - 1) Do we want to include in Annual Plan Initiatives that the college would assist a student in affording their last semester or year of college. Would tie in completion of steps, degree review, completed ed plan, perhaps FAFSA if student qualifies
 - 2) Incentivize completion and since college would be receiving funding
 - 3) Also plan to reach students from all populations, and affirmative outreach
- b) AP5055 – FAFSA and proximity to completion
 - 1) In considering of the changing in funding formula should the Council review again?
 - 2) Perhaps consider such questions such as should the college include completion of FAFSA as part of matriculation steps?
 - Feedback indicated there could be some challenges in regards to Block 1 populations.
 - One thought is to push it open earlier to everyone.
 - Another idea is to black out enrollment two weeks prior to start of semester
 - Consideration of late starting classes and impact if changes made
 - Is there any research showing how priority enrollment is being utilized?

Should we incentivize students who are closer to degree completion?
- c) Council Bylaw review
 - 1) Voting Members
 - Add Nancy Berkey – Gateway to College Director
 - Add John Yu – Interim Dean of Student Services
 - 2) Return next time as an action item.
- d) Parking Lot review
 - 1) Had created a number of work groups
 - IFS Reports (Becky and Sharon)
 - Next meeting Tina can share her view of IFS reports
 - Promoting Student Support Services (Sue and Tina)
 - Newsletters
 - i. Student Life – Knight Life

ii. Enrollment Services

- Cutting Sections and Guided Pathways – Student Services Perspective (Sandra)

- 2) Student Services Building – keep in suspension
- 3) Shasta Summit
- 4) Colleague Automated Student Ed Planning
- 5) Assessment Center – In light of changes, including name change, and staffing needs consideration to including in Area Plan Initiative
- 6) FYE – counselor run, overall participation was lacking, did not successfully create strong cohort relationships.
- 7) Continue discussion of the book: Redesigning America’s Community Colleges.
 - Open to reviewing Chapter 5 called Engaging Faculty and Staff in late October
- 8) Revision of Orientation is being looked at and a couple of vendors have been contacted
 - Discussion of pros and cons of online vs. in-person orientations

2. Area Updates

Student Life

Taylor Mobley’s last day is next Wednesday, Sept 26th. Will post the full time Student Services Coordinator position for Global Ed. Range 33.

Extended Ed

Hill Country Clinic program 15 students engaged in the program. 7 are housed in the dorms and only 5 have stepped out

Enrollment Services

Enrollment Services Management Committee met and are reviewing the Enrollment Management plan.

Student Success Committee

Sandra attended the committee meeting and was part of covering the reconfiguration of the committee.

Carr Fire funding follow up. Some feedback that students who were denied and is there another way to expand the criteria. Tina’s office reviews apps and makes the recommendations. Then Becky in Financial Aid processes the awards. There has been consideration given to awarding additional funds to those students who lost homes, but no action has taken place. In the last two weeks Student Life still received 5 applications from students who had lost homes, but were just getting around to completing the application.

3. Other Announcements

Parking Lot:

- Student Services Building – Continuing the conversation
 - Review the Master Student Services Building document and verify numbers for all orange highlighted fields if available;
 - Consider impending changes to student services, are we missing anything important; and
 - Discuss arguments for or against specific departments being included in a “one-stop”
- Completion Grants
- Technology Training Needs
- CCCApply
- PRCA-24 / WTC Assessment
- Workgroup Report – Cutting Sections and Guided Pathways – Student Services perspective (Sandra)
- Workgroup Report – IFS Reports (Sharon B./ Becky M.)
- Workgroup Report – Promoting Student Support Services (Sue / Tina)
- Shasta Summit Workflow
- FYE
- Staff evaluations
- Succession Planning
- Discussion: *Redesigning America’s Community Colleges, Bailey, et al.*, chap 5 “Engaging Faculty and Staff”

NEXT MEETING

The next meeting is scheduled for Wed., October 3, 2018 from 9:00 am – 11:00 am in Room 2314.
Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services.

2018 – 2021 Strategic Plan / Student Equity and Achievement Program

5 goals

Goal 1 First-Year Persistence

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

Goal 2: Three-Year Completion Rate

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

Goal 3: Undergraduate Credentials Awarded per 100 FTE Undergraduate Students

Increase by one percent the number of undergraduate certificates of one year and more, associate’s degrees and bachelor’s degrees awarded per 100 full-time equivalent students.

Goal 4: Course Success

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

Goal 5: Improved through-put

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

6 key strategies

- Implement AB 705
- Implement Automated Student Education Planning
- Expand Shasta Summit early alert
- Increase number of ADTs
- Promote transfer pathways with K-12 partners
- Improve access to existing on-line student support

STUDENT SERVICES AREA PLANS 2019-20
(Fall 2018)

Timeline:

- Nov. 7** Submit proposals in Nuventive Improve; present initiatives; review rubric and ranking sheets
- Dec. 5** Finalize initiative rankings and scores due
- Dec. 19** Discussion/Results/Approval via email
- Spring 2020** Initiatives due to College Council

Technology Project Priority Matrix
Draft - June 2018

| Work Order Ticket ID | Priority | Project | Contact | Description | Status / Next Steps | Target Completion Date |
|----------------------|----------|--|-------------------------|---|---|----------------------------|
| | 1 | Federal Compliance Review – Privacy and Security | | | | |
| | | Ellucian Portal | Phil | Work with Michael S at Simpson to see what we can do | | |
| | 2 | Campus Logic / FA Self-Service | Becky/Phil/Alan | Communication Management/Paperless Workflow/Electronic Docs for FA | SSO | |
| | 2 | Colleague Self-Serve ed planning | Michelle/David/Phil/Tim | test automated Student Ed Plan | Continue testing / develop workflow | Continue pilot - fall 2018 |
| | 5 | Transcript Revision Project | Becky/Matt/ James/Tim | Update transcripts to reflect the laundry list of items including but not limited to: posting transfer credit/BACC Degree | | December 2018 |
| | 5 | Probation Programming | James/Becky/Tim | Programming to return students to good standing/sit-out 2+ semesters automatically | | December 2018 |
| | 7 | A&R Scanning Transcripts | Becky/Rochelle | Scanning Transcripts into Docuware-paperless workflow | Updated file cabinet configuration; enhanced process. | July 2019 |
| | 8 | CCCApply data elements | James/Tim | Integrate into Colleague - incl. MMAP self-reported data guide | Investigate method(s) to automate data extract | November 2018 |
| | 8 | High school electronic transcripts | James/Tim | Receive / Send High School transcripts electronically | | November 2018 |
| | 10 | Procedures / Data Manuals | Becky/James/Tim | Create Colleague user manuals for students | 12.12.17- Making progress. A&R is | December 2018 |

Technology Project Priority Matrix
Draft - June 2018

| | | | | service areas (A&R/FA/etc..) | complete, now working on FA. | |
|--|--|---|-------------|---|---|--|
| | | With packaged fin aid, student retains ability to add/drop classes with outstanding balance | | | | |
| | | Add Student Experience items here... | | | | |
| | | | | | | |
| | | Auto-Award degrees | | | | |
| | | SARSZoom / Cranium Cafe | | Develop / expand online Counseling capabilities to prepare for an online college. | | |
| | | Queuing system for one-stop Pre-Registration Checklist | | Monitor core-matriculation to improve workflows. | | |
| | | Electronic Signature Workflow - DocuSign / VeriSign | | Tool to streamline various campus processes including concurrent enrollment | | |
| | | MyPath – Career Services | | Tool to assist students in initial ed planning | | |
| | | WebAdvisor to Self-Service | | Course Registration function | | |
| | | Automated Parking Permits | | | | |
| | | Annual Registration | James/Tim | Students able to schedule fall/spring & verify student information annually | | |
| | | Regroup | James/Cindy | Communication Management (Text, Email, Call) | 9.26.17- Pilots have completed testing, ready for expanding. Next steps- Student Services Council Meeting to discuss best | |

Technology Project Priority Matrix
Draft - June 2018

| | | | | | | |
|--|--|--|--------------------|---|---|--|
| | | | | | practices, who will have access, and standards. (Peter/James/Cindy should be invited to the next possible meeting) 12.12.17-Tina is working on standards for texting. Pending approval. | |
| | | SSSP Data Element Integration / Reporting | James/Tim | SSSP Data – Audit Prep / review Datamart Summary Report / Element pathway / Data review | | |
| | | EOPS Benefit Programming | James/Sandra/Becky | Release categorical awards directly to students regardless of debt owed. | | |
| | | Automate DND process | James/Tim | Automatically take of DND once debt has been paid. | | |
| | | DubLabs “App” (Financial Aid) | James/Peter/Becky | Add FA portion into App | | |
| | | AIM (Accessibility Information Management) | James/Sandra | ? | Received code from Butte; need course import to go live by S18 | |
| | | EOPS Electronic Application | James/Sandra | EOPS electronic application through MyShasta | Has been loaded into MyShasta; in final steps | |
| | | Access Database | James/Sandra | Access database for student cohorts (equity, EOPS, CalWORKS) | Update on rest of data elements. | |
| | | MM Source Codes | James/Toni/Tim | Add HS GPA MMAP and change HST HS Other pre-req source codes | Discuss with Toni D. re. research impact | |

Technology Project Priority Matrix
Draft - June 2018

| | | | | | | |
|--|--|---|------------------------|---|--|--|
| | | Delinquent Debt Hold (PERC) | James/Tim/Becky/Sandra | Need to re-assess programming and adjust to fit current processing/student needs. | | |
| | | College Promise | James/ Becky / Tim | Implement College Promise grant. | Waiting for patch from Colleague; funding from state | |
| | | Last Date of Attendance | James/ Becky / Tim | Add functionality to Colleague grading | Schedule separate conversation re. viability | |
| | | Degree Audit / Transcript Evaluation Training | James | | Training to be scheduled | |

Shasta College Institutional Assessment Plan

1. Purpose Statement

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

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

2. Philosophy and Guiding Principles for Instructional Learning Outcomes

Philosophy

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

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

Shasta College Instructional Learning Outcomes Assessment defined:

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

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

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

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

Guiding Principles

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

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

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

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

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

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

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

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

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

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

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

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

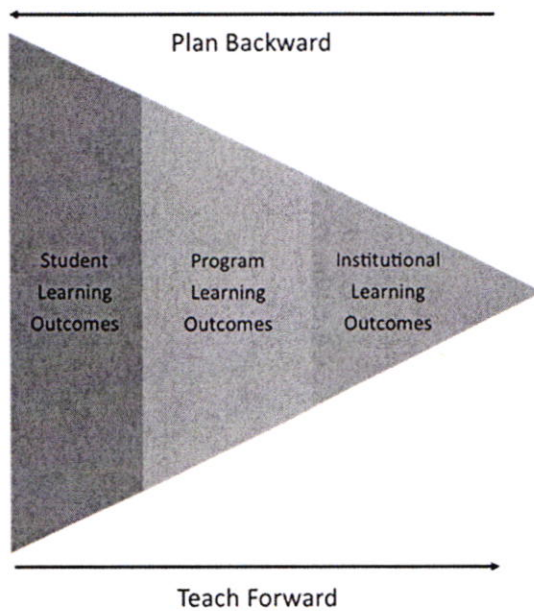
3. Instructional Learning Outcomes Process

An Interrelated System of Assessment

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

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

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



Student Learning Outcomes

SLOs Defined

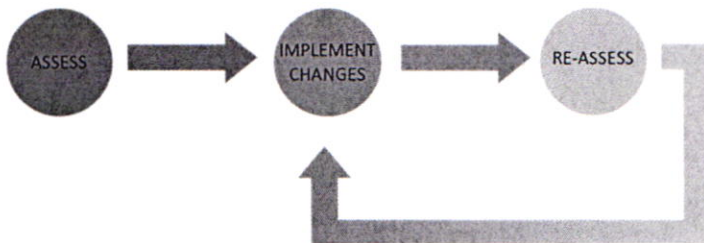
A course-level student learning outcome (SLO) is a statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of a course.

SLO Process

The 2-Year SLO Cycle

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

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



Year 1: Assessment

In the assessment year, Shasta College faculty members measure their courses' student learning outcomes, and then input their findings into our data management system, Faculty Nuventive Improve, for further pedagogical reflection, discussion, collaboration, improvement, and inquiry.

At Shasta College, instructional faculty use SLOs to assess student learning at the course level. A "student learning outcome" (SLO) is a phrase used in teaching to describe the essential skills, attitudes, and abilities a student is expected to have upon successful completion of an academic course. Each

course has a unique learning outcome and assessment process, agreed upon by the faculty who teach the courses.

These findings help inform the success rates of learning at the courses, programs, degrees, and institutional learning outcomes. Below outlines the assessment tasks for year one, best practices for completing the tasks, faculty support for SLO work, and professional development opportunities.

Year 1 Tasks: Assess Student Learning Outcomes and Input Findings

1. Task 1: Faculty administers the course SLO assessment, and assesses student learning according to the predetermined SLO.
 - a. Best Practice: Faculty reads and reviews the course SLO during the assessment year, making changes according to SLO handbook. Find the SLO handbook here _____.
 - b. Support:
 - i. SLO Resource Center. Each course has a unique learning outcome and assessment process, which can be found here _____.
 - ii. SLO Division Liaisons. Contact your Division Liaison with questions about SLO processes, deadlines, or resources. A list of Division Liaisons can be found here _____.

2. Task 2: Faculty members enter the SLO assessment findings for each course into ~~Track~~TracDatNuventive Improve into an easy to an automated [prompt or link]. Outcomes data is entered when grades are submitted, for later reflection, discussion, collaboration, improvement, and inquiry.
 - a. Best Practice: Faculty members reflect on student success rates in each course, consider potential needed changes to assessment or pedagogy, and identify helpful PD opportunities or projects.
 - b. Support:
 - i. ~~Track~~TracDatNuventive Improve Data Input Sessions. During the assessment year, there will be guided sessions for faculty who would like to get help uploading the current SLO data into ~~Track~~TracDatNuventive Improve, or finding and accessing past data.
 - ii. FLEX SLO PD opportunities

- iii. SLO Division Liaisons
- iv. SLO Coordinator(s).

3. Task 3: Faculty review SLOs to make sure they are effective, backward designed, and yielding meaningful information about student learning at the course level.

- a. Best Practice:
- b. Support:
 - i. FLEX SLO PD opportunities
 - ii. SLO Division Liaisons
 - iii. SLO Committee & SLO Coordinator(s).

4. (Optional) Specialized SLO Assessment Project: In addition to regular SLO assessment, faculty can propose an individual or collaborative SLO assessment that differs from the mutually agreed upon department or course assessment. Faculty Inquiry Groups can also be formed to propose a specialized assessment project to improve student learning, pedagogy, and assessment. Faculty assessment projects can make SLO work and pedagogical inquiry meaningful, collaborative, and personally relevant. Get PD hours and research learning outcomes at the same time.

- a. Support: SLO Coordinator(s). Contact your SLO Coordinator at _____.

Year 2: Reflection and Implementation

In the second year, our institution focuses on reflection and implementations for improvement. During SLO Flex Days, Shasta College stakeholders reflect on all levels of student learning: the course level, the program level, the student services level, and the institutional level.

During year two, faculty members focus on pedagogical reflection, discussion, collaboration, improvement, and inquiry. Faculty members review data from student learning outcomes from year one. Faculty members also reflect on course assessments and course design to identify, discuss, or develop specific strategies for improving student learning at the course level. [Department Coordinators do this at the program level.] Ideas generated during year two are reported in [Faculty & Staff Nuventive Improve](#) for further pedagogical reflection, discussion, collaboration, improvement, and inquiry.

These findings help inform strategies for improving learning at the course, program, degree, and institutional level, and inform stakeholders. Below outlines the assessment tasks for year two, best practices for completing the tasks, faculty support for SLO work, and professional development opportunities.

Year 2 Tasks: Reflect on Learning Outcomes and Input Improvement Strategies *OR* Input Specialized SLO Assessment Project/ FIG Findings

1. Task 1: Reflect on student learning assessment outcomes from year one.
 - a. Support:
 - i. Learning Outcomes Resource Center. Each course has a unique learning outcome and assessment process, which can be found _____.
 - ii. SLO Division Liaisons. Contact your Division Liaison with questions about SLO processes, deadlines, or resources. A list of Division Liaisons can be found here _____.

2. Task 2: Participate in SLO reflection, discussion, collaboration, improvement, inquiry, or professional development.
 - a. Support:
 - i. Attend SLO FLEX DAY
 - ii. Participate in specialized SLO assessment projects, or SLO FIGS.
 - iii. Attend an SLO related conference or symposium.

3. Task 3: Input ideas generated during year two in ~~TraceDat~~Nuventive Improve for further pedagogical reflection, discussion, collaboration, improvement, and inquiry when they are completed, or when grades are submitted for the semester.
 - a. Support:
 - i. ~~TraceDat~~Nuventive Improve Data Input Sessions. During the assessment year, there will be guided sessions for faculty who would like to get help uploading their reflection data into ~~TraceDat~~Nuventive Improve, and/or finding and accessing past data.

5. (Optional) Develop New Specialized SLO Assessment Project: Propose a new individual or collaborative SLO assessment or SLO Faculty Inquiry to improve student learning, pedagogy, and/or assessment, or to make SLO work and pedagogical inquiry more meaningful, collaborative, or personally relevant. Get PD hours and research learning outcomes at the same time.
 - i. SLO Coordinator(s).

PLOs Defined

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

PLO Process

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

Institutional Student Learning Outcomes

ISLOs Defined

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

Shasta College ISLOs

Shasta College assesses the following seven ISLOs:

1. **Critical thinking:** the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques.
2. **Effective communication:** the ability to effectively use written, oral and nonverbal communication.

3. Quantitative reasoning: the ability to use appropriate mathematical methods
4. Information competency: the ability to find, evaluate, use and communicate information in all its various formats.
5. Community and global awareness: an understanding of community and global issues and cross-cultural awareness.
6. Self-efficacy: the confidence and ability to perform the courses of action required to effectively meet personal, social, academic and professional goals.
7. Workplace skills: the ability to perform effectively at work.

ISLO Process

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

4. Roles and Responsibilities

Faculty

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

Year 1: Assessment

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

Year 2: Reflection and Implementation

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

Ongoing:

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

Program Review:

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

SLO Coordinators

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

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

SLO Committee

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

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

SLO Division Liaisons

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

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

Area Coordinators

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

Deans

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

Academic Senate

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

Office of Research and Institutional Effectiveness

- Provides timely and comprehensive information to faculty, liaisons, divisions, campus and community regarding data trends
- Provides adequate staffing to support faculty research-based inquiry, including the support of learning outcomes assessment
- Provides timely and relevant data in support of program review, area planning, and resource allocation
- Provides adequate staffing to support faculty in navigating the Assessment Management System

Program Review Committee

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

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

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

Process for Library and Student Service Outcomes

Library Services Student Learning Outcomes (LSLOs)

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

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

Service Area Outcomes (SAOs)

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

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

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

Student Services Learning Outcomes (SSLOs)

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

SAO/SSLO Process

The following Student Services departments gather SAO data each fall through a common survey:

- | | |
|--|--|
| • <u>Admissions and Records / Financial Aid (One-Stop)</u> | • <u>PACE</u> |
| • <u>Assessment Center</u> | • <u>Sci-Fi</u> |
| • <u>CalWORKS</u> | • <u>Student Success Center</u> |
| • <u>Counseling Center</u> | • <u>Transfer Center</u> |
| • <u>Enrollment Services Office</u> | • <u>TRIO – Student Support Services</u> |
| • <u>EOPS/CARE</u> | • <u>Veterans Center</u> |
| | • <u>Gateway to College</u> |

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- UMOJA

- STEP-UP

Individual departments may develop separate instruments to gather SAO / SSLO data at the time of service (e.g. Transfer Center field trips, Counseling department surveys, One-Stop “point of service” surveys, etc.) Foster and Kinship Care Education, Student Housing, Student Life, TRIO Talent Search and TRIO Upward Bound will gather SAO/SSLO data as appropriate to the individual programs.

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SAO/SSLO training will be provided during Student Services Council meetings each semester. Administrative Secretaries receive additional training to support reporting in Nuventive Improve. The AVP/Dean of Enrollment Services serves as the liaison to the SLO Coordinator and SLO Committee.

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

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

2017-2018 — SAO/SSLO Reflection
2018-2019 — SAO/SSLO Assessment
2019-2020 — SAO/SSLO Reflection
2020-2021 — SAO/SSLO Assessment
2021-2022 — SAO/SSLO Reflection

Year 1 Fall Assessment

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

Spring: Reflection and Implementation

- Student Services faculty and staff dialogue about outcome results and discuss needed changes. A summary of these conversations is reported through Student Services Council and the “application of results” are noted in Nuventive Improve by the end of each spring term.
- When necessary, Student Services faculty and staff make will propose changes to SAOs or SSLOs, assessments, and/or service design during the Reflection year. to the Student Services Council. The Student Services Council will review and approve recommended changes.
- SAO/SSLO results will inform annual area plan initiatives the following fall. Reassessment will occur the following fall – after the implementation of updated services or processes.

- The SLO Committee provides the guidelines for reflection year reporting—a narrative form that explains how Student Services faculty and staff will "close the loop" of assessment in individual departments by implementing any necessary changes and re-assessing.
- Student Services faculty and staff revisit SAO/SSLO - ISLO mapping and adjust as needed and use the backward design process to guide changes.

ISLO Process

- SAOs/SSLOs are mapped to ISLOs. Student Services will collaborate with the SLO Committee to assess applicable ISLOs.

Department Review:

- Departments will complete department reviews every two years. SAO/SSLO results will be aggregated and reported each review cycle. The first department review will be due fall 2019 and every two years thereafter.
- The following departments will complete department reviews and may submit annual area plan initiatives:

| | |
|--|--|
| <ul style="list-style-type: none"> • <u>Admissions and Records / Financial Aid (One-Stop)</u> • <u>Assessment Center</u> • <u>CalWORKS</u> • <u>Counseling Center</u> • <u>Enrollment Services Office</u> • <u>EOPS/CARE/SCI*FI</u> • <u>Foster and Kinship Care Education</u> • <u>PACE</u> | <ul style="list-style-type: none"> • <u>Student Housing</u> • <u>Student Life</u> • <u>Student Success Center</u> • <u>Transfer Center</u> • <u>TRIO Student Support Services</u> • <u>TRIO Talent Search</u> • <u>TRIO Upward Bound</u> • <u>STEP-UP</u> • <u>Gateway to College</u> |
|--|--|
- Department reviews will inform annual area plan initiatives. The results of annual area plan assessments will be included in department reviews.

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6. Accountability

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

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

7. Requirements for Implementation of the IAP

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

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

Sandra

*Look at results from San Phillips
to enter into sta*

Student Services Satisfaction Survey, Fall 2017

STUDENT INFORMATION

Hello, Shasta College students! Thank you for agreeing to help us by providing your feedback about Student Services. You are the experts on the services we provide, so your thoughts and opinions are invaluable to us. This survey should take about 15-20 minutes to complete. Your answers will remain confidential. Thank you!

1. Are you a new, continuing, or returning student?

- New student (this is my first semester at Shasta College) Returning student (I attended classes at Shasta College more than 1 year ago)
- Continuing student (I attended classes at Shasta College last semester)

2. How many semesters have you attended Shasta College during the last 3 years?

- Less than 1 semester 3-4 semesters
- 1-2 semesters More than 4 semesters

3. Where do you take most of your classes?

- Redding main campus Trinity campus
- Redding Downtown campus Intermountain campus
- Tehama campus Online

4. Which of the following best describes your current enrollment status?

- Full-time (12+ credits) 1/2 time (6-8 credits)
- 3/4 time (9-11 credits) Less than 1/2 time (fewer than 6 credits)

5. What is your primary reason for attending Shasta College?

- Transfer to 4-year Improve basic skills
- Earn Associates Degree Pursue personal/career interests
- Earn Certificate Complete high school
- Learn or update job skills Undecided
- Maintain certificate or license

STUDENT SUCCESS CENTER

The Student Success Center is located in the 100 Building, Room 102 (corner room between Admissions and Records and Financial Aid).

6. Please indicate how many times you may have used the services of the Student Success Center this semester:

- 0 3
 1 4
 2 5+

Student Services Satisfaction Survey, Fall 2017

STUDENT SUCCESS CENTER Satisfaction

7. How would you rate your satisfaction with the service(s) you received at the Student Success Center.

- Very satisfied
 Satisfied
 Neither satisfied nor dissatisfied
 Dissatisfied
 Very dissatisfied

8. Please provide additional feedback about the service or interaction you received at the Student Success Center:

9. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Student Success Center:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the Student Success Center will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Student Success Center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Student Services Satisfaction Survey, Fall 2017

ADMISSIONS AND RECORDS / *Financial Aid "One STOP" center*

The Admissions and Records *Financial Aid "One STOP" center* office is located in the 100 Building. You may have accessed the services of this office when you applied to Shasta College, registered for classes, requested a transcript, etc. *or sought general financial aid information.*

10. Please indicate how many times you may have used the services of the Admissions and Records *Financial Aid "One STOP" center* office this semester:

| | |
|-------------------------|--------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3 |
| <input type="radio"/> 1 | <input type="radio"/> 4 |
| <input type="radio"/> 2 | <input type="radio"/> 5+ |

Student Services Satisfaction Survey, Fall 2017

ADMISSIONS AND RECORDS Satisfaction

11. How did you access the services of the Admissions and Records *Fin Aid "One STOP" center?* office?

| | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> In person | <input type="checkbox"/> Via email |
| <input type="checkbox"/> By phone | <input type="checkbox"/> Website |

By smartphone

Please see # 17.

12. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Admissions and Records office:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The information I received was correct | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from Admissions and Records will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Admissions and Records office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. During the current semester, I completed registration two or more weeks before the beginning of the term:

- Yes; I registered for ALL of my classes before the first class session
- Mostly; I registered for MOST of my classes before the first class session
- Partly; I registered for SOME of my classes before the first class session
- No; I didn't register for ANY of my classes before the first class session

14. Are there any comments you'd like to share about your experience with the Admissions and Records office?

Student Services Satisfaction Survey, Fall 2017

FINANCIAL AID

15. Please indicate how many times you may have used the services of the Financial Aid office this semester:

- 0
 1
 2
 3
 4
 5+

Student Services Satisfaction Survey, Fall 2017

FINANCIAL AID Satisfaction

16. How did you access the services of the Financial Aid office?

- In person
 Via email
 By phone
 Website

17. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Financial Aid office: ^{ATTN} ^{ONE STOP}

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input checked="" type="checkbox"/> I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were able to answer my questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Any next steps I needed to take were explained | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input checked="" type="checkbox"/> Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| After I submitted my Financial Aid materials, I received my award letter in a timely manner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from ^{ATTN} Financial Aid will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Financial Aid office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. What suggestions do you have for improving service(s) within the Financial Aid office? ^{one stop} ^{center?}

[Empty text box for suggestions]

19. Did you complete and submit the FAFSA prior to July 2017?

- Yes
- No

19b. If you submitted a FAFSA, was it prior to July 1, 2018? Y N

Student Services Satisfaction Survey, Fall 2017

FAFSA yes

20. Was this semester the first time you submitted the FAFSA?

- Yes
- No

Student Services Satisfaction Survey, Fall 2017

21. After you submitted the FAFSA, how long did it take to hear back from the Financial Aid office about next steps?

- 2-3 weeks
- 4-5 weeks
- More than 5 weeks

22. When communicating with the Financial Aid office, do you prefer email or text message?

- Email
- Text

23. Do you prefer completing forms on paper documents or electronically?

- Paper
- Electronically

24. Would you be interested in attending any of the following Financial Aid workshops (check all that apply)?

- Budgeting Basics
- Building/Recovering Credit
- Federal Student Loan Basics
- Financial Aid Tips
- Loan Repayment Options

Other (please specify):

25. What day/time would be the most convenient for you to attend a Financial Aid workshop?

Student Services Satisfaction Survey, Fall 2017

ASSESSMENT CENTER - Description? Include PACE testip?

The Assessment Center is located in Room 2215. you may have accessed services of this office when you had placement questions, or took

26. Please indicate how many times you may have used the services of the Assessment Center this

semester:

- 0
- 1
- 2
- 3
- 4
- 5+

ASE, TEAS or Pearson Vue acc tests, or completed testing for PACE.

Student Services Satisfaction Survey, Fall 2017

ASSESSMENT CENTER Satisfaction

27. I prepared for the Shasta College placement test by:

- I didn't prepare at all
 I participated in a one-day workshop or summer bridge
 I took a refresher course
 I used online test prep resources
 Other (please specify):

28. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Assessment Center:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the Assessment Center will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Assessment Center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. Are there any comments you'd like to share about your experience with the Assessment Center?

Student Services Satisfaction Survey, Fall 2017

COUNSELING CENTER

30. Please indicate how many times you may have used the services of the Counseling Center this semester:

- 0
 3
 1
 4
 2
 5+

COUNSELING CENTER Satisfaction

31. How did you access the services of the Counseling Center?

- In person E-advicing
 By phone

*see prior
for
consistency*

32. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Counseling Center:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic: I have a clearer understanding of academic requirements and/or the classes I need to take as a result of my counseling session | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Career: As a result of my counseling session, I am aware of actions I can take to help me choose my career and/or educational goal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal: My counselor helped me develop a plan for addressing personal issues that are affecting my success | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

33. Please rate your satisfaction with your counseling session:

- Very satisfied
 Satisfied
 Neither satisfied nor dissatisfied
 Dissatisfied
 Very dissatisfied

34. Are there any comments you'd like to share about your experience with the Counseling Center?

39. Are there any comments you'd like to share about your experience with the Transfer Center?

Student Services Satisfaction Survey, Fall 2017

ENROLLMENT SERVICES

The Enrollment Services office is located in the 100 Building. you may have accessed the services of this office if you needed a
 40. Please indicate how many times you may have used or plan to use the services of the Enrollment Services Office this semester:

- 0
- 1
- 2
- 3
- 4
- 5+

payment plan, had a petition see had a concern.

Student Services Satisfaction Survey, Fall 2017

ENROLLMENT SERVICES Satisfaction

41. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Enrollment Services Office:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the Enrollment Services Office will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Enrollment Services Office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

42. Are there any comments you'd like to share about your experience with the Enrollment Services Office?

Student Services Satisfaction Survey, Fall 2017

EOPS/CARE

43. Please indicate how many times you may have used the services of the EOPS/CARE office this semester:

- | | |
|-------------------------|--------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3 |
| <input type="radio"/> 1 | <input type="radio"/> 4 |
| <input type="radio"/> 2 | <input type="radio"/> 5+ |

Student Services Satisfaction Survey, Fall 2017

EOPS/CARE Satisfaction

44. How did you hear about EOPS/CARE?

- | | |
|--|--|
| <input checked="" type="checkbox"/> ^{ARR} Financial Aid Office <i>one-stop center</i> | <input type="checkbox"/> Shasta College Instructor |
| <input type="checkbox"/> Admissions and Records | <input type="checkbox"/> Shasta College Website |
| <input type="checkbox"/> Shasta College Counselor | <input type="checkbox"/> High school teacher/counselor |
| <input type="checkbox"/> Orientation | <input type="checkbox"/> Friend/Family member |

Other (please specify):

45. How frequently do you visit the EOPS/CARE website?

- | | |
|---------------------------------------|---|
| <input type="radio"/> Never | <input type="radio"/> Once a week |
| <input type="radio"/> Once a semester | <input type="radio"/> More than once a week |
| <input type="radio"/> Once a month | |

46. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the EOPS/CARE office: *OK!*

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the EOPS/CARE office will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the EOPS/CARE office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

47. Are there any comments you'd like to share about your experience with the EOPS/CARE office?

Student Services Satisfaction Survey, Fall 2017

SCI*FI (Shasta College Inspiring and Fostering Independence) Program

48. Please indicate how many times you may have used the services of the SCI*FI office this semester:

| | |
|-------------------------|--------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3 |
| <input type="radio"/> 1 | <input type="radio"/> 4 |
| <input type="radio"/> 2 | <input type="radio"/> 5+ |

Student Services Satisfaction Survey, Fall 2017

SCI*FI Satisfaction

49. How did you hear about SCI*FI?

- Financial Aid Office / *Adm & Records / Financial one stop*
- Admissions and Records
- Shasta College Counselor
- Orientation
- Shasta College Instructor
- Shasta College Website
- High school teacher/counselor
- Friend/Family member
- ILP Worker / Social Worker*

Other (please specify):

50. How frequently do you visit the SCI*FI website?

- Never
- Once a semester
- Once a month
- Once a week
- More than once a week

Face book page

51. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the SCI*FI office:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the SCI*FI office will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the SCI*FI office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

52. Are there any comments you'd like to share about your experience with the SCI*FI office?

53. Please indicate how many times you may have used the services of the ^{PACE} Partners in Access to College Education (formerly DSPS) office this semester:

- 0
- 1
- 2
- 3
- 4
- 5+

Student Services Satisfaction Survey, Fall 2017

PARTNERS IN ACCESS TO COLLEGE EDUCATION Satisfaction

54. How did you hear about ^{PACE} Partners in Access to College Education (formerly DSPS)?

- | | |
|---|--|
| <input type="checkbox"/> Financial Aid Office | <input type="checkbox"/> Shasta College Instructor |
| <input type="checkbox"/> Admissions and Records | <input type="checkbox"/> Shasta College Website |
| <input type="checkbox"/> Shasta College Counselor | <input type="checkbox"/> High school teacher/counselor |
| <input type="checkbox"/> Orientation | <input type="checkbox"/> Friend/Family member |

Other (please specify):

55. How frequently do you visit the ^{PACE} Partners in Access to College Education (formerly DSPS) website?

- Never
- Once a semester
- Once a month
- Once a week
- More than once a week

56. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Partners in Access to College Education (formerly DSPS) office:

PACE

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the Partners in Access to College Education office will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Partners in Access to College Education office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

57. Are there any comments you'd like to share about your experience with the Partners in Access to College Education (formerly DSPS) office?

Student Services Satisfaction Survey, Fall 2017

STUDENT EQUITY AND INCLUSION (formerly the Office of Access and Equity)

58. Please indicate how many times you may have accessed services directly from of the Student Equity and Inclusion office this semester:

- 0
- 1
- 2
- 3
- 4
- 5+

Student Services Satisfaction Survey, Fall 2017

STUDENT EQUITY AND INCLUSION Satisfaction

59. How did you access the services of the Student Equity and Inclusion office?

In person

Via email

By phone

Website

60. What service(s) did you receive from the Student Equity and Inclusion office?

61. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Student Equity and Inclusion office:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff made me feel connected to the college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was connected to resources I need | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the Student Equity and Inclusion office will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the assistance I received from the Student Equity and Inclusion office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

62. Are there any comments you'd like to share about your experience with the Student Equity and Inclusion office?

70. Are there any comments you'd like to share about your experience with the Veterans' Center?

Student Services Satisfaction Survey, Fall 2017

SHASTA COLLEGE CalWORKs PROGRAM

71. How many times have you received help from the Shasta College CalWORKs Program this semester?

- | | |
|-------------------------|--------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3 |
| <input type="radio"/> 1 | <input type="radio"/> 4 |
| <input type="radio"/> 2 | <input type="radio"/> 5+ |

Student Services Satisfaction Survey, Fall 2017

Shasta College CalWORKs Satisfaction

72. How did you receive the help you got from the Shasta College CalWORKs Program?

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> In person | <input type="checkbox"/> By email |
| <input type="checkbox"/> By phone | <input type="checkbox"/> Website |

*Please
See
previous*

73. What kind of help did you receive from the Shasta College CalWORKs Program?

- | | |
|--|---|
| <input type="checkbox"/> Help with my education plan | <input type="checkbox"/> Help filling out the FAFSA or completing Financial Aid paperwork |
| <input type="checkbox"/> Help with CalWORKs Work Study | <input type="checkbox"/> Help with books, supplies, or gas |
| <input type="checkbox"/> Help registering for classes | <input type="checkbox"/> Help with paperwork for my County CalWORKs worker |

74. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Shasta College CalWORKs program:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members were helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was connected to resources I need | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the service(s) I received from the Shasta College CalWORKs program will help me be successful at Shasta College | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Shasta College CalWORKs program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

75. Are there any comments you'd like to share about your experience with the Shasta College CalWORKs program?

Student Services Satisfaction Survey, Fall 2017

CAREER AND EMPLOYMENT SERVICES

76. Please indicate how many times you may have accessed or plan to access the services of the Career and Employment Services office this semester:

- 0
- 3
- 1
- 4
- 2
- 5+

Student Services Satisfaction Survey, Fall 2017

CAREER AND EMPLOYMENT CENTER Satisfaction

77. Please indicate your level of interest in each of the following Career and Employment services:

| | Strong interest | Some interest | No interest |
|-------------------------|-----------------------|-----------------------|-----------------------|
| Resumes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Job search/placement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mock interviews | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employment issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Job board | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Job fair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Career assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify): | <input type="text"/> | | |

78. For each statement below, please indicate your level of agreement or disagreement about the service(s) you received from the Career and Employment Services office:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the time it took to receive service(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with the accuracy of information provided | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff explained any next steps I needed to take | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff members are helpful and friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The hours of operation meet my needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the service(s) I received from the Career and Employment Services office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

79. Are there any comments you'd like to share about your experience with the Career and Employment Services office?

80. What is your age?

- | | |
|---------------------------------------|-----------------------------|
| <input type="radio"/> Younger than 18 | <input type="radio"/> 30-34 |
| <input type="radio"/> 18 or 19 | <input type="radio"/> 35-39 |
| <input type="radio"/> 20 to 24 | <input type="radio"/> 40-49 |
| <input type="radio"/> 25-29 | <input type="radio"/> 50+ |

81. What is your gender?

- | | |
|--|---|
| <input type="radio"/> Female | <input type="radio"/> Transgender Male |
| <input type="radio"/> Male | <input type="radio"/> Non-binary |
| <input type="radio"/> Transgender Female | <input type="radio"/> Prefer not to say |

82. What is your ethnicity?

- | | |
|---|---|
| <input type="checkbox"/> African American | <input type="checkbox"/> Multi-ethnicity |
| <input type="checkbox"/> American Indian/Alaskan Native | <input type="checkbox"/> Pacific Islander |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White Non-Hispanic |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Other |
| <input type="checkbox"/> Hispanic/Latino | |

83. What's your Student ID number (optional):

84. Please share any other comments about Student Services below:

SURVEY

How did you hear about STEP-UP?

- I believe the resources provided by STEP-UP helped me to be successful at Shasta College
 - I was treated with respect and dignity from STEP-UP Staff
 - Having access to STEP-UP staff and partner agencies on campus was helpful
 - I am satisfied with the programs offered by STEP-UP
 - What other programs would you like to see STEP-UP offer
-

I would put this question on the campus wide section:

- Having RABA available to take the bus to and from campus was valuable to me

Completion Grants' Best Way to Assist Students Lacking Cash

February 22, 2016 | :

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by Jamaal Abdul-Alim

When students are short on funds for tuition but otherwise on track to graduate, colleges and universities should provide “completion grants” to help make sure the students finish school instead of dropping out.

That is the major thrust behind a new report released Monday and meant to highlight the best ways to identify and assist students for whom a lack of cash is the only thing that stands in between the students and earning a degree.

Institutions have more than just altruistic reasons to help such students. By providing small grants that help students graduate, it ultimately boosts institutional completion rates and enables colleges and universities to keep the tuition money they might lose if a student dropped out, the report states.

In terms of service to students, the completion grants signal that institutions care.

“It’s important because it shows commitment to students who’ve been working hard and are close to graduation,” said Shari Garmise, vice president for the Association of Public & Land-Grant Universities’ Office of Urban Initiatives and the Coalition of Urban Serving Universities, which released the report.

“What these grants do is get them through to the end,” Garmise said.

Tiffany Beth Mfume, director of the Office of Student Success and Retention at Morgan State University—one of the institutions featured in the report—said Morgan State started issuing completion grants back in 2010 after university officials saw 30 to 50 students per year who had 90 or more credits, good GPAs and who had inexplicably stopped going to school.

“You wonder where are they if they’re not at another school,” Mfume said, explaining that university staff used National Student Clearinghouse data to verify that the students hadn’t enrolled elsewhere. Once Morgan State was certain the missing students weren’t in school anywhere else, Mfume said, “We invited students to come back using the incentive of small grants.”

“What we found is, more than anything, students benefit from our support in helping them navigate the process of their finances, the process of financial aid,” Mfume said. She said the

grants, which may have been for \$1,500 or so, were “such a small amount of money that took us such a long way as far as the benefits.”

Mfume said the completion grants were all the more useful to students in light of changes to the Parent PLUS Loans that make it more difficult for parents with adverse credit histories to obtain the loans, which are meant to cover the cost of attendance.

“It just made the gap larger,” Mfume said of changes to the PLUS loans for parents.

The report released Monday—titled “Foiling the Drop-out Trap: Completion Grants Practices for Retaining and Graduating Students”—is meant to serve as an implementation guide for colleges and universities that may want to use completion grants. It comes ahead of a forthcoming announcement of nine campuses APLU selected to receive \$50,000 grants to start completion grant programs.

The report also lists some of the experiences that 10 public urban research institutions have had with completion grants and what kind of “return on investment” some of those institutions have gotten.

Timothy Renick, vice provost and vice president for enrollment management at Georgia State University, said 7,300 students have been brought back into their classes through the school’s Panther Retention Grant program, which began in 2011.

“We were dropping more than one-thousand students a semester from their classes because the students could not cover the full costs of their tuition and fees,” Renick said in an e-mail to *Diverse*. “When we looked at the data, we found that many of the students were academically on track and doing everything they needed to do to complete their programs, but they were seniors who were running out of eligibility for other types of aid.”

Renick said Georgia State also found that students were sometimes short by only a few hundred dollars of covering their charges and just a semester or two away from graduating.

He said the average grant has been \$900 and that 88 percent of the students who receive the grants have graduated or are enrolled 12 months later.

Hundreds of students are graduating every year who otherwise would have dropped out or stopped college, Renick said.

Among other things, the APLU’s completion grant report recommends:

- Establish clear student qualifying criteria. Some campuses have “moderate to low” GPA requirements that range from 2.0 to 3.0 for students to qualify for the grants. Instead of focusing on grades, the programs focus on completion—that is, students who have 30 credits or less to earn before they graduate. “Consider whether the program will have higher or lower standards, and whether consideration should be given for students in more challenging academic programs,” the report states.

- Use a “high-touch” approach. “Any campus aiming to replicate a retention or completion grant should be prepared to commit time, staff, and resources to ensure the program’s effectiveness,” the report states.
- Establish a low threshold of financial need. Most of the institutions studied in the report focus on students that owe modest amounts of unpaid tuition and fees—that is, \$2,000 or less. “This allows them to help many students with limited need rather than a few with significant unpaid tuition and fees,” the report states.
- Consider a “skin in the game” model. For example, the report says, offer the grants in the form of a loan for students who are close to graduation but only attending part-time or who are in their fifth or sixth year. “Once the student fulfills preset criteria such as meeting with their advisor and graduating, the loan is forgiven,” the report states. “If they do not meet those expectations, they have a loan with a reasonable interest rate, and at the very least were supported to move closer to degree completion.”
- Appeal to donors’ sense of equity. “Many donors—even non-alumni of the institution—are drawn to funding programs that benefit disadvantaged populations and foster diversity and equity in higher education,” the report states.

Garmise said the pitch to donors who can only contribute limited amounts should be: “If you’re able to give a thousand dollars, you’re able to help one or two kids cross the finish line.”

The report cites the need for more empirical evidence on the effectiveness of completion grants. Gramise said APLU hopes to learn more about the impact of completion grants through the nine-campus replication effort that it plans to announce later this month.

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Enrollment Priorities

AP 5055

Reference: *Title 5, Sections 58106 and 58108; Education Code Sections 66025.8, 66025.9, 66700, 70901 and 84500*

Definitions

New students are students who are attending any college for the first time.

Continuing students are students currently enrolled at Shasta College.

Returning students are those who attended Shasta College in previous semesters but are not currently enrolled.

Transfer students are those who have completed courses at other colleges or universities.

Concurrent students are those who are concurrently enrolled in K-12.

Matriculated students are those who have completed orientation, assessment and developed a student education plan (Title 5, section 58108).

Semesters are full-length terms. Summer term is not considered a semester. Semesters are considered consecutive on the basis of the student's enrollment so long as the break in the student's enrollment does not exceed one semester (Title 5, Section 55031).

All new students must be matriculated in order receive priority registration. The District will provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement. **Priority registration, in the order of priority listed below, shall be provided to students as follows:**

BLOCK 1A:

- Foster youth and former foster youth (Education Code section 66025.9)
- Homeless youth (Education Code section 66025.9)

To register in Blocks 1B-Block 4, students cannot be on probation for two consecutive semesters (Title 5, section 55031) or have earned one hundred (100) or more degree-applicable units at the district. Returning students and all new students must have a comprehensive education plan on file by the end of their 3rd semester.

BLOCK 1B:

- Member of the armed forces and military veterans (Education Code section 66025.8)
- EOPS students (Title 5, section 58108 and 56232)
- DSPS students (Title 5 section 56026)
- CalWORKs students (Education Code section 66025.92)

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Enrollment Priorities

AP 5055

BLOCK 2:

- TRiO students
- Baccalaureate degree cohort
- Continuing Student Athletes
- Continuing students with 45.0 – 99.5 units earned at Shasta College
- Students with 100 or more units earned at Shasta College with a successful petition

BLOCK 3:

- 3A Continuing students with 30.0 – 44.5 units earned at Shasta College
- 3B Continuing students with 15.0 – 29.5 units earned at Shasta College
- 3C Continuing students with up to 14.5 units earned at Shasta College
- 3D Promise students (i.e. new, recent local high school graduates who have completed assessment, orientation and developed an education plan)

BLOCK 4:

- Returning Students
- Matriculated New students
- Matriculated Transfer students
- New and transfer students who are exempt from matriculation

BLOCK 5:

- Gateway to College students
- College Connection students

BLOCK 6:

- Students who have been on probation for two consecutive semesters (Title 5, section 55031)
- Students with 100 or more units earned at Shasta College (Title 5, section 58108)
- New or transfer students who first enrolled on or after Fall 2014 and who do not have an education plan on file by the end of their 3rd semester.

BLOCK 7:

- Concurrently enrolled 11-12 grade students

BLOCK 8:

- Concurrently enrolled students below 11th grade
- Non-matriculated new students

Petition Process

Registration priority shall be lost at the first registration opportunity after a student:

- 1) Is placed on academic or progress probation or any combination thereof for two consecutive terms; or

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Enrollment Priorities

AP 5055

- 2) Has earned one hundred (100) or more degree-applicable units at Shasta College except in designated high unit majors.

The District shall notify students who are placed on academic or progress probation, of the potential for loss of enrollment priority. The District shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration as long as the student remains on probation. The District shall notify students or who have earned 75 percent or more of the unit limit, that enrollment priority will be lost when the student reaches the unit limit.

Shasta College shall establish a process by which a student may appeal the loss of priority enrollment status due to extenuating circumstances or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student. Shasta College may exempt from the 100 unit limit category those students enrolled in high unit majors or programs.

Shasta College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status. Significant academic improvement is defined as achieving a minimum grade point average of 2.0 and completing more than 50% of units attempted in the student's most recently completed semester.

Procedures for Review of Registration Priorities

Legislatively mandated registration priorities will automatically be added to this Administrative Procedure. All other registration priorities will be reviewed every two years.

Board Reviewed 11/11/09

Board Reviewed 04/10/13

Board Reviewed [Revisions] 12/11/13

Board's Ad Hoc Committee on Board Policy Reviewed 06/11/14

Board Reviewed [Revisions] 07/09/14

Board Reviewed [Revisions] 04/19/17

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 10, 2017

Service Area Admissions and Records Individual Completing Form Tim Johnston

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>SAO - The Admissions and Records office will increase the number of online transcript requests processed automatically and decrease the number of in-person or manual transcript requests.</p> | <p>Assessment Tool: Track the number of transcript requests automatically processed compared with transcript requests that required manual fulfillment.</p> <p>Criteria for Assessment: 10% reduction in the number of manually processed transcript requests.</p> <p>Target Semester for Assessment: Fall 2017</p> <p>Procedure: By reviewing Credentials data, staff will determine how many transcripts were automatically processed between Aug. 1, 2017 and January 15, 2018. This will be compared to the number of transcripts that were automatically processed between Jan. 16, 2017 and July 31, 2017.</p> | | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 10, 2017

Service Area Admissions and Records Individual Completing Form Tim Johnston

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>SAO - At least 90% of all students, staff and faculty will be satisfied with operations in the Admissions and Records department.</p> | <p>Assessment Tool: Customer Satisfaction Survey</p> <p>Criteria for Assessment: 90% satisfaction.</p> <p>Target Semester for Assessment: Fall 2017</p> <p>Procedure: A customer satisfaction survey will be emailed to students who have interacted with Admissions and Records staff or processes.</p> | | |

SSLO/SAO Assessment Plan and Summary Form

SAO/SSLO Assessment Plan and Summary Form Use One Form per Outcome

| | | | |
|--------------------------|---------|----------------------------|--------------|
| Origination Date of Form | 4/11/17 | Completion Date of Form | 4/11/17 |
| Service Area | CaWORKs | Individual Completing Form | Nadia Elwood |

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>After participating in the CaWORKs Student Services orientation, Shasta County CaWORKs students will be able to identify from whom and how to access their entitled supportive services.</p> | <p>Assessment Tool: Questionnaire</p> <p>Criteria for Assessment: 70% of CaWORKs Students who complete the Accessing Supportive Services Questionnaire will identify at least two qualifications for each area.</p> <p>Target Semester for Assessment: Fall 2017</p> <p>Procedure: Upon completion of the CaWORKs Student Services Orientation, the student will be given the questionnaire by the presenter. The student will not need any materials or resources to complete the assessment. It is estimated that the questionnaire will take less than 5 minutes to complete.</p> | | |

SSLO/SAO Assessment Plan and Summary Form

SAO/SSLO Assessment Plan and Summary Form Use One Form per Outcome

| | | | |
|--------------------------|---------------------|----------------------------|--------------|
| Origination Date of Form | 4/11/17 | Completion Date of Form | 4/11/17 |
| Service Area | CalWORKs Work Study | Individual Completing Form | Nadia Elwood |

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|---|--------------------|---------------------------|
| <p>Upon completing the CalWORKs Work Study intake meeting with the CalWORKs Work Study Employment Technician a student will be able to identify the two main requirements of eligibility to the program.</p> | <p>Assessment Tool: Questionnaire</p> <p>Criteria for Assessment: 70% of students who complete the CalWORKs Work Study Intake Meeting Questionnaire will identify the two main qualifications of maintaining eligibility for CalWORKs Work Study.</p> <p>Target Semester for Assessment: Fall 2017</p> <p>Procedure: Upon completion of the CalWORKs Work Study Intake Meeting, the student will be given a questionnaire by the CalWORKs Employment Technician. The student will not need any materials or resources to complete the assessment but during the meeting the student will have been walked through a review of the Student Responsibilities Agreement and received a copy for their reference. It is</p> | | |

| | | | |
|--|---|--|--|
| | estimated that the questionnaire will take less than 5 minutes to complete. | | |
|--|---|--|--|

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 10, 2017

Service Area Career Services / Student Employment Individual Completing Form Tim Johnston

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>SAO – Based on an in-person presentation, students will be able to list two resources provided by the Career and Employment Center.</p> | <p>Assessment Tool: Student survey</p> <p>Criteria for Assessment: List two resources.</p> <p>Target Semester for Assessment: Fall 2017</p> <p>Procedure: After a Career and Employment Center presentation, students will complete a survey and identify two resources that are provided by the Career and Employment Center.</p> | | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 10, 2017

Service Area Career Services / Student Employment Individual Completing Form Tim Johnston

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>SAO - At least 90% of all students, staff and faculty will be satisfied with operations in the Career Services and Student Employment department.</p> | <p>Assessment Tool: Customer Satisfaction Survey</p> <p>Criteria for Assessment: 90% satisfaction.</p> <p>Target Semester for Assessment: Fall 2017</p> <p>Procedure: A customer satisfaction survey will be emailed to students who have interacted with Career Services / Student Employment staff or processes.</p> | | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form 4/5/2017 Completion Date of Form _____

Service Area Financial Aid Office Individual Completing Form Becky McCall

Process SAO: #1

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>Financial Aid students will receive their financial aid award letter within two weeks from the time of the FAFSA being submitted and/or the last document submitted to the Financial Aid Office.</p> | <p>Assessment Tool: Processing date.</p> <p>Criteria for Assessment: 80% of financial aid files will be processed within two weeks from the time the students FAFSA is received by the college and/or from the time the student submitted the last <i>needed</i> document to the financial aid office.</p> <p>Target Semester for Assessment: Fall-2017 and Spring-18</p> <p>Procedure: The Director of Financial Aid will monitor and track the processing date. At the end of the Spring-18 semester the data will be compiled and evaluated.</p> | | |

Satisfaction SAO: #2

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>At least 90% of all financial aid students, staff and faculty will report satisfaction with the level of service they receive from the Financial Aid Office.</p> | <p>Assessment Tool: Survey.</p> <p>Criteria for Assessment: 90% of staff, students and faculty will report satisfaction with the level of service they receive from the Financial Aid Office.</p> <p>Target Semester for Assessment: Fall-2017 and Spring-18</p> <p>Procedure: The Director of Financial Aid will work with the Office of Research to develop a survey tool to administer during the Fall-17 and Spring-18 semester.</p> | | |

SAO Physical Space: #3

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|---|--------------------|---------------------------|
| <p>Financial Aid physical space improvement to improve customer service, ability to offer appointments/private counseling meetings, and provide a student friendly atmosphere.</p> | <p>Assessment Tool: Focus Groups</p> <p>Criteria for Assessment: The focus groups will help identify the specific needs for the financial aid physical space improvement including: processes, physical location and a one-stop model.</p> <p>Target Semester for Assessment: Fall-2017</p> <p>Procedure: Two focus group sessions will be scheduled, each with 7-10 participants, a facilitator, and a note taker. One group will be students and the other staff/faculty.</p> | | |

SAO Cohort Default Rate: #4

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>Shasta College cohort default rate to fall below 20% by continuing the partnership with ECMC in their efforts to assist manage our cohort default rate.</p> | <p>Assessment Tool: ECMC monthly reports</p> <p>Criteria for Assessment: FY15 draft will fall under 20%.</p> <p>Target Semester for Assessment: Spring-18</p> <p>Procedure: The Director of Financial Aid will hold monthly conference calls with ECMC to ensure that every effort being made is intention to bring Shasta College's cohort default rate to below 20%.</p> | | |

SAO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 7, 2017

Completion Date of Form April 7, 2017

Service Area Residence Halls

Individual Completing Form Nicholas Webb

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>At least 80% of residents in the Shasta College Residence Halls would recommend living in the Residence Halls to first-time students.</p> | <p>Assessment Tool: Exit survey</p> <p>Criteria for Assessment: 80% of surveyed students will indicate that they recommend living in the Shasta College Residence Halls to first-time students.</p> <p>Target Semester for Assessment: Spring semester, though all students who exit the Residence Halls will be surveyed regardless of their exit date.</p> <p>Procedure: Surveys will be distributed by staff at each students' exit inspection. Students will be directed to submit surveys to an anonymous survey folder in the RA/Head Resident office.</p> | | |

SAO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 7, 2017

Completion Date of Form April 7, 2017

Service Area Residence Halls

Individual Completing Form Nicholas Webb

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>At least 80% of residents in the Shasta College Residence Halls will report that they were treated fairly by Residence Hall staff</p> | <p>Assessment Tool: Focus groups</p> <p>Criteria for Assessment: 80% of focus group participants will report that they were treated fairly by Residence Hall staff.</p> <p>Target Semester for Assessment: Spring semester</p> <p>Procedure: A minimum of two focus group sessions will be scheduled, each with 7-10 participants, a facilitator and a note taker.</p> | | |

SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 7, 2017

Completion Date of Form April 7, 2017

Service Area Residence Halls

Individual Completing Form Nicholas Webb

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>As a result of living in the Shasta College Residence Halls students will increase participation in campus activities.</p> <p>Related ISLO: 5. Self-Efficacy 7. Community and Global Awareness</p> | <p>Assessment Tool: Pre- & post-occupancy surveys</p> <p>Criteria for Assessment: 80% of students will report accessing five or more campus activities (athletic events, cultural events, social events, etc).</p> <p>Target Semester for Assessment: Fall & Spring semesters</p> <p>Procedure: Pre-survey will be conducted during residence hall orientation or upon entry to the Residence Halls; Post-survey will be conducted upon exit from the Residence Halls.</p> | | |

SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 7, 2017

Completion Date of Form April 7, 2017

Service Area Residence Halls

Individual Completing Form Nicholas Webb

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>As a result of living in the Shasta College Residence Halls students will increase access to available learning resources.</p> <p>Related ISLO: 2. Information Competency 5. Self-Efficacy</p> | <p>Assessment Tool: Pre- & post-occupancy surveys</p> <p>Criteria for Assessment: 80% of students will report accessing learning resources outside of class time (writing center, math/business learning center, science learning center, online student success workshops, etc).</p> <p>Target Semester for Assessment: Fall & Spring semesters</p> <p>Procedure: Pre-survey will be conducted during residence hall orientation or upon entry to the Residence Halls; Post-survey will be conducted upon exit from the Residence Halls.</p> | | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 7, 2017

Completion Date of Form April 7, 2017

Service Area Residence Halls

Individual Completing Form Nicholas Webb

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>At the conclusion of the academic year, residents of the Shasta College Residence Halls will report increased autonomy in basic life skills (laundry, cleaning, cooking, hygiene, etc.).</p> <p>Related ISLO: 5. Self-Efficacy</p> | <p>Assessment Tool: Exit survey</p> <p>Criteria for Assessment: 80% of students will report an increase in ability to carry out basic life skills (laundry, cleaning, cooking, hygiene, etc.).</p> <p>Target Semester for Assessment: Spring semester</p> <p>Procedure: Surveys will be distributed by staff at each students' exit inspection. Students will be directed to submit surveys to an anonymous survey folder in the RA/Head Resident office.</p> | | |

Appendix A—
 SSLO/SAO Assessment Plan and Summary Form - Description

SSLO/ SAO Assessment Plan and Summary Form
 Use One Form per Outcome

Origination Date of Form _____

Completion Date of Form _____

Service Area _____

Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students feel more connected to the institution (increased knowledge of campus resources, etc.) (SAO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will have a higher tie to Shasta College at the completion of the year in which they were involved with a club, organization, student senate or Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Beginning of Fall 2017 & end of Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their connectedness to the institution. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix B—
 SSLO/SAO Assessment Plan and Summary Form - Description

SSLO/ SAO Assessment Plan and Summary Form
 Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____
 Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students are more satisfied with their overall college experience (SAO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will identify as having a high satisfaction of their overall college experience in the year which they were involved with a club, organization, student senate or Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Beginning of Fall 2017 & end of Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their satisfaction with areas surrounding Student Life. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix C—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|---|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will have increased engagement/involvement, peer networking, and confidence (SAO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will identify as having an increase in involvement/engagement, peer networking and personal confidence in the year which they were involved with a club, organization, student senate or Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their engagement, peer networking and confidence. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix D—
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will have increased student success, retention and completion rates in comparison to the general population (SAO)</p> | <p>Assessment Tool: Comparative Data</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 50% of students involved with a club, organization, student senate or Student Life office will have higher student success, retention and completion rates as compared to the general population. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Spring 2018</p> <p>Procedure: Data will be collected in the Spring of each year on those students who have identified as being part of a club, organization, student senate, or Student Life office and compared against the general student population.</p> | | |

Appendix E—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will contribute to the positive welfare of the campus, local and broader community (SAO)</p> | <p>Assessment Tool: Evaluate campus/community service related involvement</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of events and activities held by clubs, organizations, Student Senate and Student Life students are aimed at contributing to a positive campus and community culture. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Spring 2018</p> <p>Procedure: At the end of each fiscal year (May) a list of all club, organization, Student Senate and Student Life events will be compiled and assessed for contribution to a positive campus and community culture (some participant surveys from individual events will be included).</p> | | |

Appendix F—

SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will have an increase in essential (soft) skills surrounding leadership, communication, governance, organization, etc. (SSLO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will identify as having an increase in essential skills surrounding leadership, communication, governance, organization, etc. in the year which they were involved with a club, organization, student senate or Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Fall 2017 & Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their soft skills in the areas of leadership, communication, governance, organization, etc. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix G—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will feel more prepared to enter the workforce as a result of field work, customer service, office experiences, etc. gained (SSLO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will identify that they feel more prepared to enter the workforce directly as a result of skills learned from the club, organization, student senate or Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Fall 2017 & Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their workplace preparedness as a result of skills gained in the areas of field work, customer service, office experiences, etc. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix H—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|---|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will recognize, respect, and value diverse experiences, ideas, backgrounds, and identities (SSLO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> Minimum expectation: 80% of those surveyed will identify that they have a better understanding, respect and value of diverse experiences, ideas, backgrounds and identities directly as a result of involvement with a club, organization, student senate or Student Life office. Achievement standard: currently working with Jenna in Research to develop this standard. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Fall 2017 & Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their recognition, respect and value of diverse experiences, ideas, backgrounds and identities. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix I—
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will use critical thinking to solve problems and understand multiple perspectives/points of view to make decisions effectively (SSLO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will identify that they have used significant critical thinking to solve problems and understand multiple perspectives directly as a result of involvement with a club, organization, student senate or Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Fall 2017 & Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their ability to think critically to solve problems and understand multiple perspectives/points of view to make decisions effectively. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix J—
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|---|--------------------|---------------------------|
| <p>As a result of their involvement through Student Life, students will develop skills to establish and sustain healthy, meaningful interpersonal relationships (SSLO)</p> | <p>Assessment Tool: Pre/Post Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will identify that they have developed skills to establish and sustain healthy, meaningful interpersonal relationships directly as a result of involvement with a club, organization, student senate or Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Club Members, Student Senate Members, and Student Life Student Workers <p>Target Semester for Assessment: Fall 2017 & Spring 2018</p> <p>Procedure: At the beginning of each fiscal year the students will be assessed via survey questions on their ability to establish and sustain healthy, meaningful interpersonal relationships. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p> | | |

Appendix K—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|---|--------------------|---------------------------|
| <p>Increase in student satisfaction through involvement and engagement opportunities (SAO)</p> | <p>Assessment Tool: Event Survey</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of those surveyed will identify that they are satisfied with the events surrounding involvement and engagement opportunities produced by the Student Life office. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Event attendees <p>Target Semester for Assessment: Fall 2017 & Spring 2018 (dates vary dependent on events scheduled)</p> <p>Procedure: At events put on by the Office of Student Life, students will be assessed via survey questions on their satisfaction with various aspects of the event. Some will identify how it is directly tied to enrollment, retention, etc.</p> | | |

Appendix L—
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|--|--|--------------------|---------------------------|
| 50% of graduates will be involved in Commencement ceremony (SAO) | <p>Assessment Tool: Comparative Data</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: Each year 50% of students who apply for graduation will be involved in the Shasta College commencement ceremony. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: Event attendees <p>Target Semester for Assessment: Spring 2018</p> <p>Procedure: Each year post commencement, the Student Life office will compare data with regards to commencement attendees and degree applicants.</p> | | |

Appendix M—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>Increased international student enrollment, retention and completion (SAO)</p> | <p>Assessment Tool: Comparative Data</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: Each year the number of international students will increase as a result of increased recruitment efforts. Similarly, each year, there will be an increase in international student retention and completion due to more intensive support mechanisms being implemented (orientation, counseling support, Global Education Center). 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: International students. <p>Target Semester for Assessment: Spring 2018</p> <p>Procedure: Each Spring, the Student Life office will compare enrollment, retention and completion rates across years to ensure that additional support is effective.</p> | | |

Appendix N—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>Students will engage in opportunities for cross-cultural interaction with those who differ from oneself in beliefs, behaviors, values or views (SAO)</p> | <p>Assessment Tool: Pre/Post Survey or Focus Group</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of survey or focus group participants will identify that they have engaged in opportunities for cross-cultural interaction with those who differ from oneself in beliefs, behaviors, values or views. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: International students, Soonchunhyang University exchange students (both domestic and Korean), and study abroad students. <p>Target Semester for Assessment: Fall 2017 & Spring 2018</p> <p>Procedure: Each semester, the Student Life office will complete a survey or focus group with the international students, Soonchunhyang University exchange students and study abroad students to determine the Global Education Center's implementation of this goal.</p> | | |

Appendix O—
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____ Completion Date of Form _____

Service Area _____ Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>Students will gain an understanding of the cultural and social interconnectedness and differences across diverse groups (SSLO)</p> | <p>Assessment Tool: Pre/Post Survey or Focus Group</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> 1. Minimum expectation: 80% of survey or focus group participants will identify that they have a better understanding of the cultural and social interconnectedness and differences across diverse groups as a result of participating in a Global Education Center program. 2. Achievement standard: currently working with Jenna in Research to develop this standard. 3. Who: International students, Soonchunhyang University exchange students (both domestic and Korean), and study abroad students. <p>Target Semester for Assessment: Fall 2017 & Spring 2018</p> <p>Procedure: Each semester, the Student Life office will complete a survey or focus group with the international students, Soonchunhyang University exchange students and study abroad students to determine the Global Education Center's implementation of this goal.</p> | | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 10, 2017

Service Area Student Success Center Individual Completing Form Tim Johnston

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|--|--------------------|---------------------------|
| <p>SAO - At least 90% of all students utilizing the Student Success Center will be satisfied with the service that they received.</p> | <p>Assessment Tool: Customer Satisfaction Survey</p> <p>Criteria for Assessment: 90% satisfaction.</p> <p>Target Semester for Assessment: Fall 2017</p> <p>Procedure: A customer satisfaction survey will be emailed to students who have used the Student Success Center.</p> | | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11, 2017

Completion Date of Form _____

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--|---------------------------|
| <p>#1: Persistence: 75% of all students served by the Student Support Services will persist from one academic year to the next or graduate from Shasta College with a degree or certificate</p> | <p>Assessment Tool: Shasta College Colleague</p> <p>Criteria for Assessment: Number of students who re-enroll at Shasta College the next academic year who did not complete educational goal of a certificate or degree.</p> <p>Target Semester for Assessment: 2016-2017 Program year</p> <p>Procedure: Use Shasta College Colleague to look up all students to see future enrollment or goal completion.</p> | <p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p> | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11, 2017

Completion Date of Form _____

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--|---------------------------|
| <p>#2: Good Academic Standing: 80% of all students served by the Student Support Services will be in Good Academic Standing at Shasta College</p> | <p>Assessment Tool: Shasta College Colleague</p> <p>Criteria for Assessment: Numbers of student who remain in good standing with Shasta College and do not fall onto Academic Probation or Progress probation.</p> <p>Target Semester for Assessment: 2016-2017 Program year</p> <p>Procedure: Use Shasta College Colleague to look up all students' Academic Standing</p> | <p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p> | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11, 2017

Completion Date of Form _____

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--|---------------------------|
| <p>#3: Graduation: 35% of all students served by the Student Support Services will graduate with an associate's degree or certificate within (4) years at Shasta College.</p> | <p>Assessment Tool: Shasta College Colleague</p> <p>Criteria for Assessment: Number of students who complete their academic goal by completing an associate's degree or certificate within four (4) years.</p> <p>Target Semester for Assessment: 2016-2017 Program year</p> <p>Procedure: Use Shasta College Colleague to look up all students to see future enrollment or goal completion.</p> | <p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p> | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11,2017

Completion Date of Form _____

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|--|---|--|---------------------------|
| <p>#4: Transfer: 35% of all students served by the Student Support Services will transfer to a 4-year institution within four (4) years.</p> | <p>Assessment Tool: National Student Clearinghouse</p> <p>Criteria for Assessment: Number of students who complete their academic goal at Shasta College and transfer to a 4-year institution.</p> <p>Target Semester for Assessment: 2016-2017 Program year</p> <p>Procedure: Use Shasta National Student Clearinghouse to look up students to see if they have enrolled at a 4-year institution.</p> | <p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p> | |

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____

Service Area _____

Transfer Center

Individual Completing Form _____

| Intended Outcomes | Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure | Assessment Results | Refinements/Modifications |
|---|---|--------------------|---------------------------|
| <p>SAO - Students utilizing Transfer Center resources will transfer at a higher rate than students not receiving these services. Services include but are limited to counseling appointments with the Transfer Center coordinator, meeting with the Transfer Center assistant, attending Transfer Center workshops, visiting with university representatives, and participating in college campus visits.</p> | <p>Assessment Tool: Focus Group</p> <p>Criteria for Assessment: 70% of Transfer Academy students will have successfully transferred to a university within 18 months of starting the program.</p> <p>Target Semester for Assessment: Fall 2019</p> <p>Procedure: Students participating in the Transfer Academy will serve as the focus group. Data will be collected to see if there is a correlation between the number of Transfer Center services students received and their success in transferring to a university. A second group of students that have not received any Transfer Center services will be compared to the Transfer Academy students to see how successful they are in transferring to a university in the same time period.</p> | | |

Student Services Council
Bylaws – 2018

DRAFT

Student Services Council Membership

Nine (9) Voting Members:

- Chair – Assoc. VP of Student Services /Dean of Enrollment Services
- Dean of Student Services
- Associate Dean of Student Services
- Associate Dean of Access and Equity
- Director of TRIO
- Director of Student Life and Title IX Investigator
- Program Coordinator – CalWORKS
- Representative from Instruction
- Representative from Extended Education

Membership will be reviewed annually and may be adjusted as needed.

I. Scope and Function of Student Services Council:

- Prioritize Annual Area Plans for Student Services.
- Recommend student support strategies to enhance student access, equity, success, retention, persistence and goal attainment.
- Deliver reports and make recommendations to College Council.
- Jurisdiction shall cover all matters related to student services including policy guidance on student service related matters.
- Scope and function will be reviewed annually and updated as necessary.

II. Student Services Council Working Principles:

- We focus on student success.
- We stay on track.
- No one person dominates the conversation.
- Everyone has a voice.
- All opinions are respected and valued.
- We recognize that we may not agree with all committee decisions.
- We ensure that all actions taken are clearly understood by all members.
- We presume positive intent.
- We create synergy between Student Services and Instruction and Administrative Services.

III. Meetings:

- Meeting times will be scheduled for two Wednesdays of each month.
- Meetings will be scheduled by the Chair, with additional meetings scheduled as necessary.
- Agendas and minutes will be published and made widely available on the Student Services website.

IV. Member Responsibilities:

- Members will be responsible for providing area updates to the Council. These updates will ensure students and community input is incorporated.
- All members will be responsible for making regular reports to their constituency groups.
- Should a member be unable to attend a meeting, we encourage that member to notify the Chair and to send an alternate as appropriate.

V. How Student Services Council Arrives at Recommendations:

- A quorum of the voting membership of the Committee must be present to take formal action on any item. A quorum will be defined as a simple majority.
- When an agenda item is introduced for action, the committee will attempt to reach general agreement about a course of action. If agreement is not possible, the committee will decide by taking a vote. The motion will need a simple majority of the quorum to pass.

VI. Student Services Council Bylaws:

- Bylaws will be evaluated as determined necessary by Student Services Council.
- A two-thirds majority of the voting membership may amend a bylaw.
- A two-thirds majority of the voting members present may suspend a bylaw for the purpose of a single meeting.

08-27-2012/11-10-2015 / 8-1-2016

Updated: February 2018

Parking Lot:

- Student Services Building – Continuing the conversation
 - Review the Master Student Services Building document and verify numbers for all orange highlighted fields if available;
 - Consider impending changes to student services, are we missing anything important; and
 - Discuss arguments for or against specific departments being included in a “one-stop”
- Completion Grants
- Technology Training Needs
- Assessment Center to Testing and Placement Center
- AP 5055- Financial aid
- CCCApply
 - Harvest data
 - Self-report transcript
 - Pathway majors
- Workgroup Report – Cutting Sections and Guided Pathways – Student Services perspective (Sandra)
- Workgroup Report – IFS Reports (Sharon B./ Becky M.)
- Workgroup Report – Promoting Student Support Services (Sue / Tina)
- Shasta Summit Workflow
- Automated student education plans
- FYE
- Staff evaluations
- Succession Planning
- New applicant progress survey
- Discussion: *Redesigning America’s Community Colleges, Bailey, et al.*, chap 5 “Engaging Faculty and Staff”