Shasta College

Student Services Council Meeting
October 3, 2018 • 9:00 AM
Room 2314

MINUTES

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

1. Meeting called to order 9:00 am.

2. Approval of Minutes
   a) All in favor to approve minutes with revisions.
   b) Nadia Elwood and Stacey Bartlett abstained.

3. Information Items
   a) Instructional Council
      1) New Dean of Guided Pathways (pending board approval) has been chosen: Jennifer McCandless.
         1. In terms of Guided Pathways - there are conversations on the faculty side discussion benefits of old model that allowed for students to find themselves rather than focus on output.
         2. Some faculty maybe feeling feelings of loss – they may love teaching one specific course, but because that course is not emphasized they may not teach it in the future. Electives still help.
      2) The question arose whether the Associate Degree for Transfer (ADT) put students at a disadvantage. As a specific example, some students try to transfer into an Administration of Justice program, but these programs are so impacted students have to take *all* undergraduate courses prior to entry. We have to ensure advising matches schools transfer into.
         1. The ADT is not necessarily a guarantee for admission into the program a student is transferring in to. The ADT may not be the best fit for every student depending on where the students want to go.
         2. Automated education planning
            a. Automating education plan would help to create default pathways. This is not meant to be overly prescriptive, but helps define a path. It selects particular electives that faculty feels align with requirements. This would have the effect of gravitating students to particular courses.
            b. Counselors are working on program maps by most popular first.
            c. Rather than 'Fall/Spring' coding system, it would be coded as 'Term 1, Term 2' so it would not matter when a student started.
            d. New Guided Pathways Dean will help with mapping.
   b) Technology priority list
      1) Focusing on six major ideas that were crosswalked from the Strategic Plan to Integrated Plan.
      2) Technology is also focused on the website redesign.
   c) Institutional Assessment Plan Handbook / Cycle

1) This has been submitted. The next step is for it to be reviewed by the Academic Senate and College Council.
d) Automated student education planning
    1) This conversation will be placed on hold so I.T. can join.
e) AB 705 Implementation
    1) By Fall 2019, Shasta College will have a new placement model.
1. Students will be placed into more transfer level math and English. Now, the college has burden of proof if placed lower than transfer level.
2. Chancellor's Office has set up a default framework. The framework has the assumption that everyone will be in transfer level courses, with supplemental services to assist.
   a. The burden of proof will be a two pronged test – to deny access to transfer, the college has to a **student is significantly in risk of failing** and **demonstrate that enrolling in lower level course would increase success in transfer level course.**
   b. Student may self-select into lower level. We then would have to prove the student opted for guided self-placement.
   c. The question arose on the situation of if a student were put in a transfer level course and failed. The argument is that this would still be better to place them in a higher level and have them repeat the course rather than go through all of the levels.
   d. Students do not **have** to take math and English their first semester. Some students who are disadvantaged can be acclimated to college first.
      i. The challenge is that the funding formula encourages students to complete **both** transfer level math and English in first year.
   e. The suggestion arose to bring the new Dean of Learning Pathways or math and English instructors to Student Services Council to talk about model.
      i. This is a main topic at the upcoming High School Counselor Day.
   f. ALEKS PPL is live currently. ALEKS PPL is an advanced math placement tool that help that shifted emphasis from the previous model.
   g. As the number of courses may vary, if students feel strongly about going into lower level course, we may come into issues with higher placement.
      i. Co-Requisite or non-credit options could be a good ways to strengthen skills.
3. As a side note, there is always the challenge of identifying students suffer from math anxiety versus those with lower level skills. It is also difficult when there is a lacking instructional setting in a student's high school.
    2) The Chancellor's Office recently had a request to provide an update on AB 705.
1. Shasta College is well along the path to compliance as compared to other colleges.

4. Action Agenda
   a) Student Services Council Bylaws Review
       1) Stacey Bartlett opened a motion to consider bylaws, Tina seconded.
       2) Discussion on membership:
   1. 'Representative from Instruction' may be changed to 'Dean of Learning Pathways'
   2. 'Program Coordinator for CalWORKs' title changed to 'Senior Project Coordinator for CalWORKs'
       3) All were in favor of changes.

5. Discussion Agenda
   a) Improving access to existing on-line student support: New Student Orientation / criteria
       1) On Enrollment Services side:
   1. Updating the Online New Student Orientation
      a. Suggestion arose to bring Student Success center staff into conversation due to their hands on experience with the orientation.

    b. We should ensure the orientation is mobile-friendly and adaptable – to ensure we could change with any updates to the college.

    c. The suggestion was made that more animations and fun would better help supplement any in-person orientations.

    d. **Comevo** was the name of one vendor to consider.

    e. The general consensus seems to lead to a 'just-in-time' approach to orientation videos. Rather than one longer video at the beginning of a student's path, several installments of orientations along the way would be ideal. We could connect priority registration (possibly) to the completion of modules.

        i. This would help to alleviate the overwhelming wealth of knowledge.

    f. There was a suggestion to bring high school students to Shasta College for an in-person orientation. This could help to ensure the steps are being taken.

        i. We could arrange campus tours to Shasta College with students and schools. It would be beneficial if we could use school buses and did this during the spring semester.

    g. As far as the recorded demos from different orientation vendors – Enrollment Services will send out recorded copies, as well as send invitations for future events.

    h. The ideal timeline would be to have a contract with a vendor made this semester, then implement in the Spring.

  2. As far as funding, we have the Rural Technology Implementation Grant, which has to be spent by Dec. 31st.

b) Completion Grant

  1) The group discussed the concept of what a completion grant would look like.

  2) Requirement discussions. The group looked at some suggested requirements that included a GPA limit as well as unit limit remaining.

    1. The discussion revolved around raise the required GPA. This would make the grant more of a reward. However, part of the college's funding is tied to degrees and certificates earned, so to make it more accessible may be to the benefit of the college.

    2. The group also added a timeline/sense of urgency to the requirements.

        a. Add a contingency – two primary terms + summer to use.

    3. The amount itself is less of an issue, but the value comes from recognizing how close a student is to finishing

c) AP 5055 – Free Application for Federal Student Aid (FAFSA) and Priority registration

  1) One of the early registration dates gives priority to those who have completed the core matriculation steps.

    1. The conversation arose on whether or not the group wanted to include completion of the FAFSA as a core matric step.

    2. The new funding formula ties funding to FAFSA completion.

  2) The argument is that if we do have tie completion of the FAFSA to priority registration, then we will be on the hook to assist and provide it to students. This raises the question of our capacity to provide these supports.

    1. In terms of marketing, we could create a FAFSA week? Alternatively, offer more FASFA workshops? A rebrand might make it easier for students.

  3) One option would be to offer these resources this year, and see if we have adequate support first. Then, we could measure how effective these resources are before tying it to early registration.

d) Another idea for restructuring the priority registration dates – add new blocks / tiers that reward students closer to completion.

  1) Priority is currently based on accumulation of units.

2) If we changed it, we could for example add "Students who have completed 45 or more units who have successfully completed transfer level mathematics or English" as one of the higher blocks to register.

3) Group decided to keep thinking on this particular point.

6. Meeting adjourned.

NEXT MEETING

The next meeting is scheduled for Wed., October 17, 2018 from 9:00 am – 11:00 am in Room 2314.
Recorded by: Ryan Loughrey, Categorical Program Coordinator, Enrollment Services.

Shasta College

1. Approval of Minutes

2. Information Items
   a) Instructional Council
   b) Technology priority list
   c) Institutional Assessment Plan Handbook / Cycle
   d) Automated student education planning
   e) AB 705 Implementation

3. Action Agenda
   a) Council Bylaws

4. Discussion Agenda
   a) Improving access to existing on-line student support: New Student Orientation / criteria
   b) Completion Grant
   c) AP5055 – FAFSA and proximity to completion
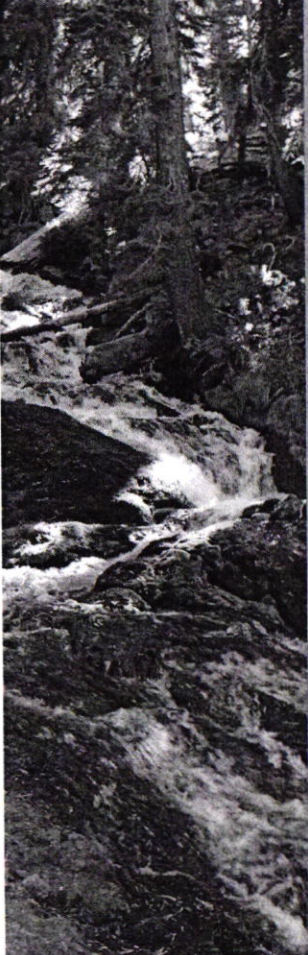
5. Area Updates

6. Other/Announcements

AB 705

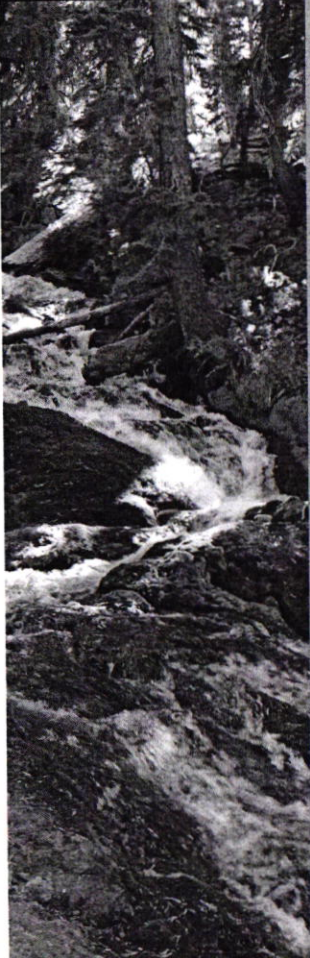By fall, 2019, every college is required to maximize the probability that a student

- will enter and complete transfer-level coursework in English and math
- within one year.

Explicit connection to the Chancellor's *Vision for Success, Guided Pathways* and the current funding formula.
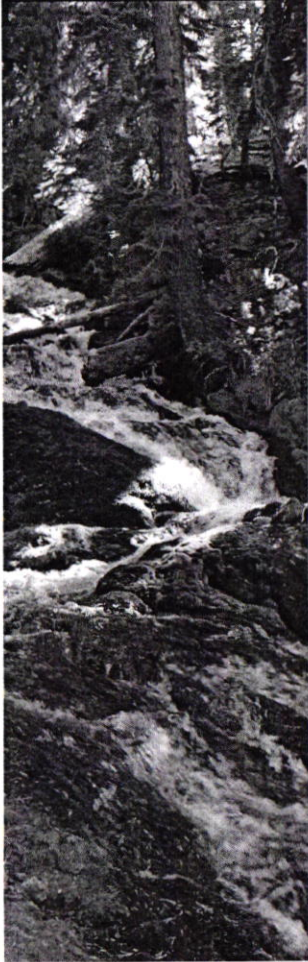
Multiple Measure Assessment

To achieve this goal, colleges are required to use one or more of the following measures:

- High school coursework
- High school grades
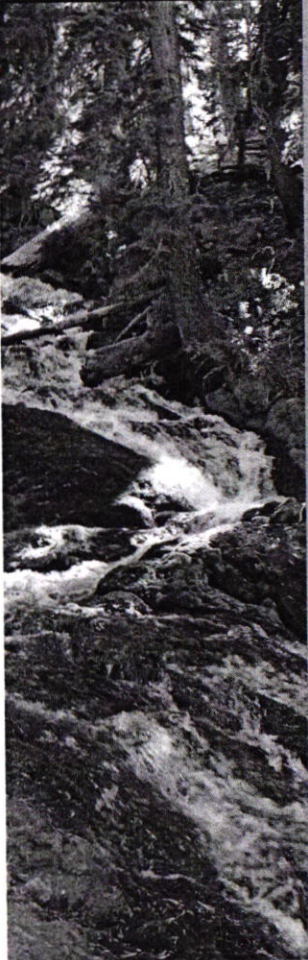- High school grade point average

Two-Prong Test

- Colleges are prohibited from placing students into a pre-transfer course in math or English unless:

  - The student is highly unlikely to succeed in the transfer-level course **and**

  - Enrollment in the pre-transfer course will improve the student's likelihood of completing the transfer-level course in one-year.
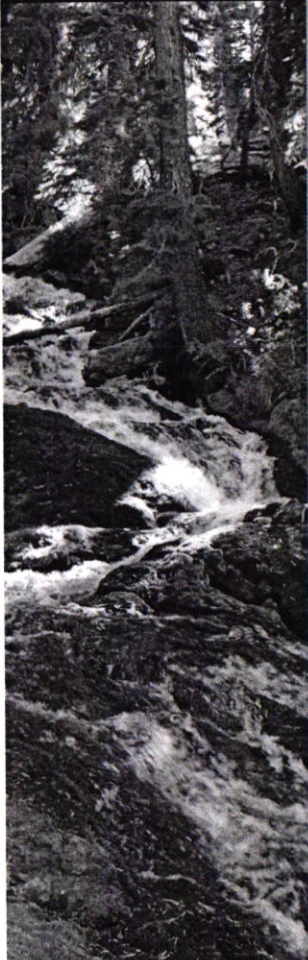
Default Parameters

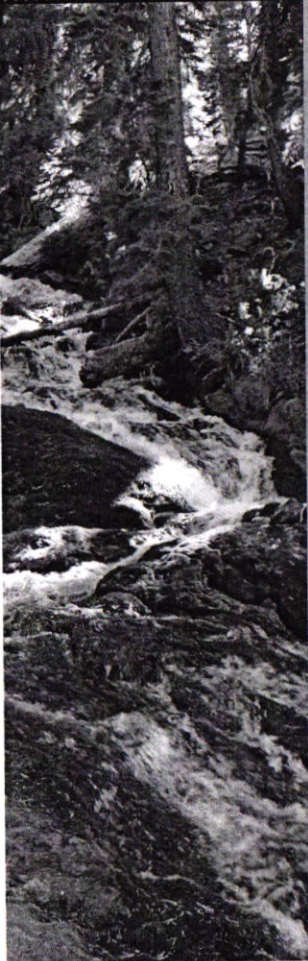| High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA ≥ 2.6	Transfer - Level English Composition: No additional academic or concurrent support required
HSGPA 1.9 - 2.6	Transfer - Level English Composition: Additional academic and concurrent support recommended
HSGPA < 1.9	Transfer - Level English Composition: Additional academic and concurrent support strongly recommended

Default Parameters

High School Performance Metric for Statistics / Liberal Arts Math	Recommended AB 705 Placement for Statistics/ Liberal Arts Mathematics
HSGPA ≥ 3.0	Transfer - Level Statistics/ Liberal Arts Mathematics: No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9	Transfer - Level Statistics/ Liberal Arts Mathematics: Additional academic and concurrent support recommended for students
HSGPA < 2.3	Transfer - Level Statistics/Liberal Arts Mathematics: Additional academic and concurrent support strongly recommended for students

Default Parameters

High School Performance Metric BSTEM Mathematics	Recommended AB 705 Placement for STEM Mathematics
HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course	Transfer - Level BSTEM Mathematics: No additional academic or concurrent support required for students
HSGPA ≥2.6 or Enrolled in HS Precalculus	Transfer - Level BSTEM Mathematics: Additional academic and concurrent support recommended for students
HSGPA ≤ 2.6 and no Precalculus	Transfer-Level BSTEM Mathematics: Additional academic and concurrent support strongly recommended for students

English Curricular Design

Fall 2018

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

Spring 2019

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

Fall 2019

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

Math Placement Process

- Counselor reviews placement with student based on multiple measure criteria.

- Introducing "ALEKS PPL"

Implementation Timeline

Shasta-Tehama-Trinity Joint Community College District

- ## Fall 2018
  - Include high school data as a primary predicator for all students
  - Submit locally developed curriculum changes for approval
  - Review co-curricular and non-curricular support
- ## Spring 2019
  - Publish new structures in college materials
- ## Fall 2019
  - Full compliance with AB 705
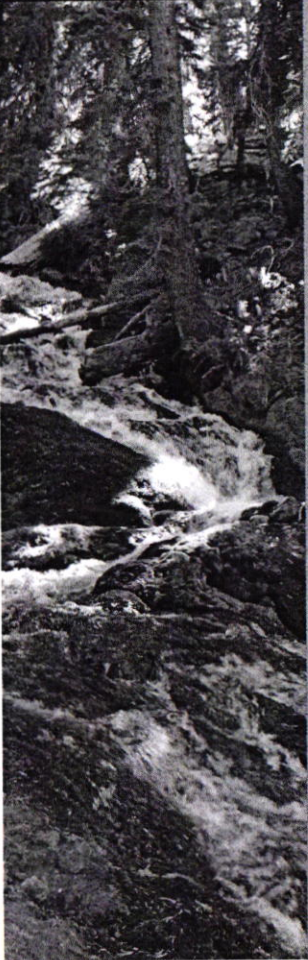
Additional Information

- Assessment and Placement
https://assessment.cccco.edu/

- FAQs
https://assessment.cccco.edu/faqs/

Enrollment Priorities   AP 5055

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

Definitions

New students are students who are attending the college for the first time, excluding students who are concurrently enrolled.

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 fall and spring terms only. 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 to 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 or former foster youth (Education Code section 66025.9)
- Homeless youth (Education Code section 66025.9)

To register in Block 1B through 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. To earn and retain priority enrollment, students must have completed orientation, assessment,—and—developed a student education plan and completed the Free Application for Federal Student Aid (FAFSA). Returning students and all new students must have a comprehensive education plan on file by the end of their 3rd semester. Registration priorities apply to courses offered during the summer.

Enrollment Priorities   **AP 5055**

BLOCK 1B:
- Member of the armed forces or military veterans (Education Code section 66025.8)
- EOPS students (Title 5, section 58108 and 56232)
- PACE students (Title 5 section 56026)
- CalWORKs students (Education Code section 66025.92)
- Tribal TANF eligible students (Education Code section 66025.92)

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
- Students who have completed 45 or more units who have successfully completed transfer level mathematics or English

BLOCK 3
- 3A Students who have completed 30 or more units who have successfully completed transfer level mathematics or English
- 3B Students who have completed 15 or more units who have successfully completed transfer level mathematics or English

BLOCK 3̶4:
- 3A 4A Continuing students with 45.0 – 99.5 units earned at Shasta College
- 4B Continuing students with 30.0 – 44.5 units earned at Shasta College
- 3B 4C Continuing students with 15.0 – 29.5 units earned at Shasta College
- 3C 4D Continuing students with up to 14.5 units earned at Shasta College
- 3D 4E Promise students (i.e. new, recent local high school graduates who have completed assessment, orientation and developed an education plan)

BLOCK 4̶5:
- Returning Students
- Matriculated New students
- Matriculated Transfer students
- New and transfer students who are exempt from matriculation

BLOCK 5̶6:
- Gateway to College students
- College Connection students

BLOCK 6̶7:

Enrollment Priorities   AP 5055

- 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 -during or after Fall 2014 and who do not have an education plan on file by the end of their 3rd semester.

BLOCK 7̶8:
- Concurrently enrolled 11-12 grade students

BLOCK 8̶9:
- 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 as defined in BP 4250 titled Probation, Dismissal and Readmission and AP 4250 titled Probation for two consecutive terms; or

2) Has earned one hundred (100) or more degree-applicable units at Shasta College.

For purposes of this section, a unit is earned when a student receives a grade of A, B, C, D or P as defined in BP and AP 4230 titled Grading and Academic Record Symbols. This 100-unit limit does not include units for non-degree applicable English as a Second Language or basic skills courses as defined by the Vice President of Instruction, or students enrolled in high unit majors or programs as designated by the Vice President of Instruction. The District will exempt units earned through advanced placement, International Baccalaureate or other similar programs from the 100-unit limit.

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 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. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. The Vice President of Student Services or his/her designee will determine the appeal in his/her sole discretion.

Enrollment Priorities   **AP 5055**

Shasta College allows 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 at 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. The District will ensure that these procedures are reflected in the course catalog and that all students have appropriate and timely notice of the requirements of this procedure.

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
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BLOCK 56:
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Completion Grant
Draft Criteria

- 2.0 or better GPA.
- 15 units or less to earn before graduation. Require a degree audit / evaluation and an education plan to verify.
- Pay for unit cost, plus $200 book voucher.
- Require a meeting with a counselor.

How would this be paid for?

- Student Equity and Achievement Program funding – low-income student population.
- Offer the grants in the form of a loan for students who are close to graduation but only attending part-time. Once the student fulfills preset criteria such as meeting with a counselor and graduating, the loan is forgiven. 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."

Source: "Foiling the Drop-Out Trap: Completion Grant Practices for Retaining and Graduating Students", Collaborating for Change, Coalition of Urban Serving Universities

Collaborating
FOR **change**

*Changing Higher Education,
Transforming Lives*

Foiling the Drop-out Trap

COMPLETION GRANT PRACTICES FOR RETAINING AND GRADUATING STUDENTS

Coalition of
Urban Serving Universities

ASSOCIATION OF
PUBLIC &
LAND-GRANT
UNIVERSITIES

THE COALITION OF URBAN SERVING UNIVERSITIES

The Coalition of Urban Serving Universities (USU) is
a president-led organization committed to enhancing
urban university engagement to increase prosperity and
opportunity in the nation's cities and to tackling key urban
challenges. The Coalition includes 43 public urban research
universities representing all U.S. geographic regions. The
USU agenda focuses on creating a competitive workforce,
building strong communities, and improving the health
of a diverse population. The Coalition of Urban Serving
Universities (USU) has partnered with the Association of
Public and Land-grant Universities (APLU) to establish an
Office of Urban Initiatives, housed at APLU, to jointly lead an
urban agenda for the nation's public universities.

THE ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES

The Association of Public and Land-grant Universities
(APLU) is a research, policy, and advocacy organization
dedicated to strengthening and advancing the work of
public universities in the U.S., Canada, and Mexico. With
a membership of 237 public research universities, land-
grant institutions, state university systems, and affiliated
organizations, APLU's agenda is built on the three pillars
of increasing degree completion and academic success,
advancing scientific research, and expanding engagement.
Annually, APLU member campuses enroll 4.7 million
undergraduates and 1.2 million graduate students, award
1.2 million degrees, employ 1.4 million faculty and staff, and
conduct $42.7 billion in university-based research.

Contents

Practices for Replicating and Strengthening Retention and Completion Grants

EXECUTIVE SUMMARY

I N THIS SUMMARY we provide a list of practices for universities to consider when creating or expanding a student retention or degree completion grant program. These practices were gathered from a series of interviews with ten urban-serving institutions. More comprehensive information from those interviews and additional background information are presented in the full report.

COMPLETION GRANTS DEFINED

Colleges and universities use a number of different terms to describe their grant programs aimed specifically at retention and completion. Although a grant of any kind can mean the difference between enrollment or dropping out for any student in need, for the purposes of this study, we focused on those specific grants often referred to as "retention grants," "completion grants," or sometimes "gap grants"—programs specifically designed to target students who:

- have genuine unmet financial need and have used all other sources of aid;

- are on track for graduation in the next semester or year; and

- have an outstanding financial gap that will require them to drop out.

In this paper, we will refer to these programs as completion grants, although they take several different forms across the campuses that offer them.

COMPLETION GRANTS AND THE BROADER COMPLETION CULTURAL CONTEXT

For most campuses offering completion grants, these programs are just one part of a broader set of student success efforts. While these grants are considered a critical tool, they would be ineffective as a standalone effort. It is important that key campus leaders are engaged in and committed to creating a campus culture where there is dedication to and resources invested in increasing retention, graduation, and overall success for all students. All campus stakeholders and offices must be aligned to identify bottlenecks in the road to graduation, create early alert systems to provide needed support at critical junctures, and ensure that the necessary support is delivered in a timely and high quality fashion. Perhaps most important, those committed to creating a completion culture on campus must be willing to do the hard work of evaluating existing efforts to identify the most successful practices in their campus context. The following list of practices for consideration must be read with this larger goal of completion culture in mind.

DECIDE ON ONE OR MORE MODELS FOR YOUR COMPLETION GRANT

There are a number of approaches to executing completion grants, but three broad types emerge from the interviews.

REACTIVE MODEL. In this approach, the campus disrupts a student on the verge of stopping out when

a) the student does not register for a class by the predetermined deadline, b) drops from a course due to lack of payment, or c) completely stops out of the institution for at least a semester. When one of these scenarios occurs, the student becomes eligible for the retention grant and can either apply for or is notified by the program administrators to receive support. Eligible students are or were (if they have already left the institution) typically considered seniors, within around 30–40 credits or one-two semesters of graduating.

"SKIN IN THE GAME" MODEL. This model asks students to take on some of the "risk" of the offered funding so the student takes an active ownership in their learning, their finances, and their overall goals. For example, some institutions offer the completion grant in the form of a loan for students who are close to graduation but only attending part-time or 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. 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.

TWO-PRONGED MODEL. Several institutions took a two-pronged approach.They offered grants to help students in their first year at the institution to supplement at-risk students with an existing financial aid package. They also offered grants to those in danger of dropping out or who had already stopped out to help them finish or resume their degree.

Institutions may want to consider implementing a hybrid of the above models or consider alternate models, some of which are discussed in the full report.

ESTABLISH CLEAR STUDENT QUALIFYING CRITERIA

Before designing any completion grant program, institutions must establish clear criteria by which students will be deemed eligible for funding. Here are options to consider.

GPA REQUIREMENTS. Some campuses offering completion grants have moderate to low GPA requirements (ranging from 2.0 – 3.0) for students to qualify for their programs. They focus instead on students' progress toward graduation, typically 30 credits or less to completion. Consider whether the program will have higher or lower standards, and

whether consideration should be given for students in more challenging academic programs (e.g. how will merit factor into the criteria).

UNMET, LOW THRESHOLD OF NEED. In addition to an inability to pay tuition or fees, this may include evidence of having previously applied for, received, or exhausted all other funding, including Pell Grants. Since most campuses cannot offer the grant to all students, establish guidelines for selecting students as well as for capping the total funds offered to ensure that the predetermined grant budget can stretch to support as many students as possible with the greatest need.

TIME STOPPED OUT. This may range from students who have stopped out of the institution for one semester or more to students who have not registered for classes or paid tuition fees by a pre-established cutoff date.

ACADEMIC ADVISOR ENGAGEMENT. Requiring students to obtain a recommendation or a memo stating that the unpaid course is necessary for graduation, strengthens the role of the advisor and his/her relationship with the student. Moreover, asking students to coordinate with academic advisors requires them to purposefully consider their past and future academic progress and develop a clear plan for moving toward graduation.

STUDENT CHARACTERISTICS. Consider what other student traits are important to your institutional goals and/or funding sources. Eligibility characteristics may include in-state student status; full-time, first-time cohort status (in order to improve graduation rates figures); length of time at the university (to count toward the institutional or state graduation rate/outcomes); demographic or group identity (e.g. underserved populations); discipline/major (e.g. a STEM major), etc.

IDENTIFY GRANT TERMS AND CONDITIONS

The students your campus serves through completion grants could most likely benefit from other types of services. Some campuses tie specific terms and conditions, detailed below, to the receipt of a completion grant, in part to ensure that students are successful in reaching their goals.

FINANCIAL LITERACY TRAINING. Financial literacy training helps students learn basic personal budgeting

skills and plan financially for future semesters or life beyond graduation.

CONTRACTS. The act of signing a contract accepting funds and agreeing to contract terms and conditions can make the grant more of an "official" obligation for the students, subsequently keeping them more accountable to completing the degree, coursework, or semester(s) the grant covers.

WORK PLANS. Completing and submitting a work plan with their academic advisor describing how they will finish their degree holds students accountable and empowers them to think more intentionally about their path to gradation and the work it will take to get there.

SERVICE HOURS TO THE INSTITUTION. This practice helps teach students the importance of contributing to their community and giving back to those who give to them. This may take the form of helping out in the financial aid office, being peer mentors, or volunteering with off-campus community partners.

DONOR ENGAGEMENT. This could take the form of students writing thank you notes to donors, meeting with donor companies to learn about their career opportunities, or sharing their experience after receiving the grant at stewardship events.

STRATEGIZE APPROACHES TO DATA COLLECTION AND USAGE FOR GRANTEE SELECTION AND EVALUATION

Consider ways to use data in the process of identifying students and evaluating outcomes. These same data could then be used to communicate results with key stakeholders, such as campus leaders, external audiences, and donors.

PREDICTIVE DATA. If your campus is not already using predictive analytics to identify at-risk students, consider ways to do so using campus information systems. Some institutions collect high school data such as GPA, availability of Advanced Placement courses, FAFSA application status, and whether a student received free or reduced lunches to help offer a snapshot of their incoming first-year students and anticipate need. A few institutions used the Student Success Collaborative from Education Advisory Board, which uses institutions' historical student data to create a predictive analytical model that identifies at-risk students. Each campus noted that similar tools could

be created from administrative data within existing systems, such as Banner.

OUTCOME DATA. Decide in advance what outcomes your campus hopes to impact with the completion grants. For example, some institutions track grant recipient grades, retention one or two terms later, graduation, and tuition revenues earned that would have otherwise been lost. All of these data can be used for monthly and quarterly reporting to stakeholders, and may be used for external communication. Consider engaging Institutional Research departments, graduate students in Education Statistics programs, or external evaluators to help your campus plan the tracking and reporting of outcomes.

DETERMINE THE STRUCTURE FOR STAFFING COMPLETION GRANT EFFORTS

Think about where and how the completion grant program will function on your campus. It may be useful for institutions seeking to implement completion grants to ask themselves, "What do we as an institution want to be known for?" to know which stakeholders should be brought to the table, garner campus-wide buy-in, and ensure smooth execution of the grant program.

HIGH-TOUCH EFFORT REQUIRES DEDICATED STAFF. Retention or completion grant programs are "high-touch" enterprises. When it comes to working with students, require the programs to have sustained investment in human resources. Consider the amount of staff needed to effectively run the grant program. Review your current staff to find potential designated leads for the program as well as to identify potential gaps in staffing that may need to be filled to manage the work. Staff roles may range from overseeing data collection and analysis to managing award dissemination to advising and communicating with students and other stakeholders.

CREATE A NETWORK OF SUPPORT. At most institutions, completion grant programs sit at the nexus of the offices of financial aid, student success, academic advisors, and enrollment services, with the majority of implementation carried out by financial aid offices. Consider what cross-office or even external collaborations are most appropriate to make your grant program(s) work. Identify key leaders or representatives from advising, financial aid, student success,

admissions, etc. who can meet to review potential grantee cases, discuss progress of student recipients, and evaluate the grant program itself.

CALCULATE COSTS AND IDENTIFY FUNDRAISING SOURCES

Once your team has identified all potential expenses related to the completion program you are developing and has created a budget, consider which sources of funding—or combinations of funding—may work best for your institutional culture, financial needs, and grant program model. Institutional costs to implement completion grants vary widely but some of the funding sources revealed during the interviews can be categorized as:

- **SEED MONEY** from financial aid offices or presidents/provosts,

- **REALLOCATION** of institutional funds,

- **STATE OR MUNICIPAL ALLOCATIONS AND AWARDS**, and/or

- private **DONORS.**

Some more specific factors to consider when thinking about launching and financially sustaining your completion grant program follow:

SEED MONEY MAY NOT BE NECESSARY. According to several institutions, reallocation of funds can provide enough money to at least start a program. Obtaining a large surplus of funds from an external source may not always be required.

DONORS CAN BE ENGAGED IN MULTIPLE WAYS. Explore various approaches to garnering donors'

support for retention or completion grant programs. Some key lessons they shared during the interviews included:

- *Market the program as a small donation with big impact.* Donors appreciate the idea that they can give a relatively modest sum to the institution but still have a big impact on a students' life. Many of the students who qualify for these grants need relatively small sums of money.

- *Share the evidence.* Donors appreciate knowing that institutions are "vetting" the grant recipients for them by collecting the data/evidence that students have genuine unmet need. They also appreciate learning how their support produces clear, proven results.

- *Attract donors with equity outcomes.* Since many of the recipients of the retention grants are low-income, first generation, non-white students, the grants are seen as moving the social equity needle within student success and retention. Many donors—even those who are not alumni of the institution—are drawn to funding programs that benefit underserved populations and foster diversity and equity in higher education.

LEVERAGE LOCAL COMMUNITY TIES. If local industry and business leaders see the institution's student body as their future workforce and citizens, they will view their donations as an investment in local communities, their future potential employees, customers and their businesses. Local companies may also provide direct tuition coverage to current employees seeking to complete degrees.

Introduction

As access to higher education has expanded over recent decades, colleges and universities adapted to serve historically underrepresented students. As a result, campuses have dedicated substantial focus and resources to helping students thrive and succeed throughout their academic career and continue to graduation. To achieve this, some institutions have embraced a culture that prioritizes student success and empowers students to take ownership of their education. Ensuring students make it to graduation often requires identifying and addressing pitfalls and obstacles that prevent them from completing their degree in timely fashion or causes them to stop out indefinitely. Many students—particularly first generation, low-income ones—are highly susceptible to dropping out of college due to financial hardship. This occurs at all stages of the students' experience, but is particularly alarming when a student has only one or two semesters remaining before graduation. Once a stop out occurs, students may be even worse off. They often have considerable debt to repay, yet no degree to get a job.

The Association of Public and Land-grant Universities (APLU) and the Coalition of Urban Serving Universities (USU), with support from Lumina Foundation and Great Lakes Higher Education Guaranty Corporation, decided to explore how retention and completion grant programs at urban-serving universities with diverse student populations are being used to help students graduate. The goal of this report is to identify and highlight the completion grant tools, approaches, and practices that campuses are using, so similar institutions can emulate their implementation and achieve their results.

The research team interviewed administrators and leaders at ten diverse urban-serving institutions across the U.S. who are offering varying approaches to retention, graduation, and student success, including completion grant programs for students in danger of stopping out due to genuine unmet financial need. The institutions interviewed are: Boise State University, Florida International University, Georgia State University, Indiana University-Purdue University Indianapolis, Morgan State University, University of Akron, University of Memphis, University of Washington Tacoma, Virginia Commonwealth University, and Wayne State University.

This report presents several common themes and practices that institutions interested in strengthening or implementing completion grant programs may find useful.

The report considers institutions' motivations for initiating programs, and provides a nuanced look at the various identifiable approaches for implementing, communicating, staffing, and evaluating retention and completion grants. It explores ideas for engaging stakeholders and garnering support to fund the program. And it considers an institution's next steps beyond these grant programs to strengthen institutional culture for comprehensive student success.

Background

ALTHOUGH ACCESS TO American higher education has widened and more students are attending college, a large number of students still fail to complete their degrees. A 2015 Department of Education report found that at least two-fifths of U.S. students do not complete a bachelor's degree within six years. Low college retention and completion rates are a growing national concern, and the Obama administration's call for the U.S. to become a world leader in college affordability, access, and graduation by 2020 has pressured the nation's institutions to redouble their student success efforts (U.S. Department of Education, 2015).

As tuition rises, low-income and working students—who are disproportionately first-generation and students of color—are significantly less likely to graduate than students with no unmet need (Johnson and Rochkind, 2009; IHEP 2010). As Johnson and Rochkind (2009) report:

> Nearly 6 in 10 students...who left higher education without graduating say that they had to pay for college costs themselves, rather than being able to count on help from their families. In contrast, more than 6 in 10 of those who completed their degrees say they had help from parents or other relatives to cover the costs of school. (p. 8)

Financial challenges present a substantial impediment to low-income students. Institutions seeking to improve retention and graduation rates can benefit from analyzing financial aid packages and services and weaving such practices into ongoing, holistic student success efforts on campus.

While research on the effect of financial aid on student success is still emerging, numerous studies suggest that lowering financial hurdles for low-income students—including by providing emergency aid and financial incentives—can help them enter and persist in college (Castleman & Long, 2013; Deming & Dynarksi, 2009; Chaplot, Cooper, Johnstone & Karandjeff, 2015; HCM Strategists, 2013; Ware, Weissman, & McDermott, 2013).

Campuses that increase financial aid help to low-income students reap multiple benefits. They close the achievement gap and help prevent low-income students from stopping out of college. They can also boost retention and graduation rates, fulfill state requirements for quality and accountability, increase state apportionment funds, and forge deeper relationships with the local communities from which students come (Chaplot et al., 2015). These benefits align with several of the findings reported by leaders interviewed for this report, and motivated the development of those institutions' retention and graduation grant programs. Yet despite the positive impact retention and completion grants can have on a student's persistence and degree completion success, monetary aid is only part of the student success package.

Some researchers have noted that data examining the effect of financial aid alone on student completion is relatively limited. It is difficult to determine how the type of aid awarded (e.g. merit-based versus need-based funding) affects a student's academic success (Castleman & Long, 2013). With limited empirical data about the long-term effects of financial aid, it is important that institutions developing completion grants do not view them as standalone levers to boost student achievement, retention, and graduation rates, but rather as one component of a comprehensive student success effort.

Motivations for Retention and Completion Programs

Most of the institutions participating in this study reported rising dropout rates among students who were within one to two terms of graduating as the impetus for launching their retention or completion grant programs. In many cases, declining retention rates among first-year students were also cited as a motivating factor for creating completion grants. Beyond these shared motivations, campuses identified other notable reasons for creating retention and completion grants. Those motivations are detailed below.

CHANGES IN PELL GRANT PROGRAM

Half of the institutions were motivated by new Pell Grant limits, which left students facing financial shortfalls or financial aid ineligibility as they neared graduation. Most of the institutions interviewed have a high percentage of Pell Grant recipients. The new Pell Grant limits often meant their most needy students faced the specter of dropping out, lowering the institution's retention rate in the process. This prompted institutions like IUPUI, University of Akron, University of Washington-Tacoma, and Wayne State to not only offer support to students close to finishing their degree, but also to develop supplemental funding for Pell Grant recipients to encourage their degree completion in four years or less—before Pell Grant funding runs out.

MEETING STATE ACCOUNTABILITY REQUIREMENTS AND INCREASING STATE REVENUES TO THE INSTITUTION

About a third of the institutions interviewed receive increased financial support from their state when they increase graduation rates. Even a relatively small increase in graduating students (e.g. less than 100) positively affects campus rankings on state metrics and increases state funds received. Furthermore, campuses report that graduating more of a niche population—such as Pell Grant recipients—favorably affects rankings and therefore influenced the eligibility criteria for these campuses' completion grant programs to include factors like in-state residency, full-time cohort status, and discipline of study.

RETURN ON INVESTMENT (ROI)

Three of the institutions interviewed reported that increases in student retention produces positive ROI (Return on Investment). Retention grant programs make good business sense. Georgia State University calculated a 200% cumulative ROI in tuition and fee revenues over the life of its program, while the University of Akron calculated a $700,000 ROI in the last two years of its grant program. Many retained students pay partial tuition, meaning the tuition dollars they pay stay within the institution if they continue.

GEORGIA STATE UNIVERSITY is a public research university in Atlanta, Georgia with over 25,000 undergraduate students. Launched in 2011, their completion grant is called the Panther Retention Grant, and is named after their mascot. The program is overseen and administered by the Office of the Vice President of Enrollment Services and Student Success, which includes financial aid and academic advising. The Panther Retention Grant was developed after the institution noticed an average loss of 1,000 students per semester due to a financial inability by the students to pay tuition and fees. Many of these students were first generation, persons of color, low-income, and at-risk Pell Grant recipients. The data further showed that in many cases the students were seniors who needed just a few hundred dollars. Students eligible for a Panther Grant must have demonstrated unmet need, be on track academically to graduate, be dropped (or in danger of being dropped) due to financial difficulty, and owe a modest amount in tuition and fees. If students have not registered by a certain point, they will be contacted by the financial aid office and informed of their eligibility for a grant. Students who agree to the grant terms will sign a contract requiring them to engage in intensive financial aid training and counseling.

This revenue would have been lost if they had dropped out. Financial aid received by students also remains at the university but would have been lost if the students had dropped out.

Institutions participating in the study emphasized that retention and completion grant programs are a high-touch practice, with relatively small financial costs, that can reap large benefits. A majority of students helped generally have unmet need as low as $2,000 or less. Helping them can mean the difference between a student earning a degree in a short period of time or stopping out permanently. Tim Renick, Vice Provost and Vice President for Enrollment Management and Student Success at Georgia State, noted:

> We'd work all year to get these students academically motivated and qualified to be in classes...then we'd go through this drop period where we'd lose, in most semesters, 1,000 students because they couldn't cover their tuition and fees....What we're doing in effect—in some cases for under $300 or $400—is stopping the progression of the very students that we're working with the rest of the year to try to get to the point where they can reach completion.

Georgia State realized they could strengthen long-time student success efforts by doubling down on practices that reap gains in retention and graduation as well as financial benefits for the institution.

COMMUNITY-BUILDING AND INVESTMENT IN COLLEGE-GOING CULTURE

Three campuses interviewed saw their grant programs also produce benefits for their local communities, demonstrating that campuses are not just investing in individuals but in communities. And communities, in turn, are interested in collaborating with them to create successful civic and economic outcomes for its citizens. The collaborations improve community relations toward the campuses, and campus leaders describe their programs as the "right thing to do," to invest in the local communities where their institutions are based. Cedric Howard, Vice Chancellor for Student and Enrollment Services at University of Washington, Tacoma noted:

> ...the one thing we realized was that we had to educate our community about what it meant to go to college and...ultimately complete a four-year degree. Because we were building this [workforce] capacity within our community, we thought it was necessary to educate them [both] prior to [students] coming here and while they're here, in part, because we realize the students we're serving are not going to other parts of the country; they're going to be our current and future community leaders. It was imperative for us to get them to graduate so they could return back to the community as leaders, as well-trained leaders. That was the part of our mission that we really took heed to and that was important for us.

UNIVERSITY OF WASHINGTON—TACOMA is a four-year undergraduate, graduate, and post-graduate branch campus of the University of Washington. In fall 2015 it had 4,100 undergraduate students. Rather than focus on one specific grant program, since 2012 the institution has developed a comprehensive student success approach, organized and overseen by the Strategic Enrollment Management Team (SEM). The two SEM co-chairs include the Vice Chancellor of Student Enrollment Services, who focuses on coordinating and providing guidance for the recruitment side of their initiative, and the Vice Chancellor for Academic Affairs, who focuses on retention. Together, the team works to create "seamless systems" from recruitment, to retention, to graduation. As part of their student success efforts, two emergency grants are offered that focus on retention efforts.

EMERGENCY GRANTS help students with unexpected expenses or through sudden hardship. These include paying utility bills, childcare costs, car repair bills, help obtaining transportation passes, as well as help with temporary housing, food vouchers, and clothing for homeless students in transition. About 25 percent of undergraduate students use non-childcare emergency funds annually; about five percent of students use the childcare emergency grant support. There is an annual per-person cap of $600 for childcare. The average per person grant for non-childcare emergency expenses is $1,800.

In some ways, the community-building impetus is similar to that of the ROI motivation; both acknowledge that by investing in students, the institution invests in itself, including the community where it operates.

INCREASING EQUITY FOR STUDENT SUCCESS

Another motivation identified by the institutions for launching completion grants is to achieve college equity outcomes for students who traditionally struggle to access and graduate from college. The majority of the grant programs seek to specifically serve students with demonstrated financial need from low-income demographics. A subset of campuses explicitly mentioned developing these grants for students of color, rural students, and STEM students to foster equity. As we will discuss in forthcoming sections, institutions also find that the grants attract donors who want to support historically underrepresented students and increase graduation rates for students of color.

Five Identifiable Models for Implementing Grant Programs

There are a variety of approaches to structuring, implementing, and administering completion grant programs, and to determining the best time to offer the grants and engage students in the grant process during his or her academic journey. During the interviews, five models emerged to describe how campuses are implementing completion and retention grant programs.

THE HOLISTIC MODEL TO STUDENT SUCCESS

It is important to emphasize that these efforts should not be implemented in isolation or seen as an "easy fix" for student success challenges. While completion grants are helpful components to achieve institutional retention and graduation goals, the grant programs may not be strong enough to succeed as a standalone effort.

Campuses interviewed discussed the importance of creating a system-wide transformation, supported by a broad campus culture dedicated to, and investing resources in, increasing retention, graduation, and overall student success. Their creation of system-wide retention grant programs helped them achieve these gains and support institutional buy-in.

A third of the interviewed institutions work closely with their students to help find funding alternatives before offering retention grants as a final resort. Together, they explore additional funding sources of which students may be unaware. Investigate flexible curricular models, experimental learning programs, or online courses offered. Since most of the grant programs are quite young—still pilots or implemented within the

BOISE STATE UNIVERSITY is a public research institution located in Boise, Idaho with an estimated 19,000 undergraduate students. Since 2012 they have offered a "dispersed retention approach" which consists of a suite of services called e-Advising rather than a specific completion grant program. Embedded in e-Advising is Student Success Dashboard designed specifically for first year students based on at-risk predictors, and another one designed for continuing students who have reached their maximum number of course repeats or withdrawals and are eligible to enroll but haven't enrolled yet. The staff reaches out to these students to address the problem.

The e-Advising system also includes a program called Degree Tracker. All students have an auto-populated, eight-semester course plan (the plan is adapted for transfer students) that sequences their courses in Boise State's PeopleSoft student center. Students can register based on that plan, and the student success staff can monitor whether students are on-track. If they aren't, staff can intervene. Additionally, the Degree Tracker includes academic advisor notes.

Alongside this electronic suite of tools is a student success calendar with which Boise State identifies the aforementioned data points and action items, allowing for an overall more intentional approach to student success. To create a sense of community for students and to bolster retention, the plan also integrates campus-wide social and academic opportunities. For instance, a restructuring of general education includes a required learning community model where large plenary sessions are supplemented by smaller breakout sessions for each of the general education courses offered.

Finally, while the institution describes this as a small, rarely used practice, the school has a program called the Final Mile, which sets aside $27,000 to help meet the financial needs of students who fail to register near to graduation. This comprehensive effort is implemented through the Offices of the Provost, Advising, Institutional Research, and the Office of Information Technology.

MORGAN STATE UNIVERSITY is a historically black college in Baltimore, Maryland with 6,500 undergraduate students. It has two grant programs to bolster retention and completion. The first program, launched in 2009, is a need-based grant offered through the institutional aid process and all undergraduate students are free to apply. For this grant they consider year of study, existing aid, and past institutional aid. The second program called the "Reclamation Initiative" offers aid to any student who has earned 90 credits or more, has at least a 2.0 GPA, and has stopped out for a semester. The institution invites these students to return to the university by applying for the grant.

Since 2011, the Reclamation Initiative has invited 133 former students to return, and 56 have accepted. The state of Maryland has now extended similar grant funding to other institutions to help them reclaim students who were close to graduation when they stopped out. Morgan State is committed to a comprehensive student success strategy that includes financial aid guidance, alumni mentoring, academic advising, a financial literacy program, a parent newsletter, and peer tutoring.

last six years—it became clear that some campuses are experiencing cultural shifts as they learn to think about student success more holistically.

Gabriela Garfield, Interim Director, Office of Student Financial Aid at Wayne State University, said that a decade ago her institution's goal was for the financial aid staff to get a student in the door with a complete aid package, without much thought given to what happened once the student arrived on campus. Now the entire financial aid office supports students with the philosophy that "we'll get you here but we also need to make sure that [you] graduate. So we've come a long way in changing that attitude about what type of service we provide our students."

As you review the following models, be mindful about how they might complement and enhance your institution's culture, student population, and ongoing student success strategies.

THE RECLAMATION MODEL

Almost half of the campuses interviewed follow policies that disrupt the progress of students in good academic standing to some extent. A student might be on the verge of stopping out, or has already been dropped from a course due to lack of payment. Another student may have left the institution for at least a semester. These students become eligible for retention grant programs and are either notified of their eligibility by program administrators or apply on their own. Eligible students are—or were, if they have already left the institution—seniors on track to graduate within one to two semesters. Morgan State University's "Reclamation Grant" program targets such students. Another

institution is seeking a way to intervene earlier. Now their students must drop out for at least a semester to receive funding from their program.

TWO-PRONGED MODEL

As Gabriela Garfield of Wayne State put it, "I don't think a completion grant is successful unless the institution starts looking at what they're doing up front as well." At least two-thirds of the institutions take a two-pronged approach: 1) they offer retention and completion grants earlier in their college success pathways to supplement students' financial aid packages and curb the likelihood of students running out of funds, or 2) they offer retention grants to students in danger of dropping out and completion grants to students who have already stopped out to allow them to resume their education and complete a degree.

SKIN IN THE GAME OR STUDENT ACCOUNTABILITY MODEL

The two-pronged model requires students to agree to certain terms and conditions. The "Skin in the Game" model asks a little more of students to incentivize their progress and accountability. The principle here is that students who have something "at stake" or are held accountable for their progress are more likely to take responsibility for their learning, finances, and overall academic success. One promising example is IUPUI's Home Stretch Program. It is the only institution interviewed that makes a loan part of their completion program.

In the Home Stretch Program, students with unmet need who are close to graduation and in their fifth or

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (IUPUI) is a public research university in Indianapolis, Indiana with over 23,000 undergraduate students. They have two awards: the Grant for Access and Persistence (GAP) Award and the Home Stretch Program.

GAP AWARD: The IUPUI GAP Award, launched in 2015, is designed to help high need, at-risk students, who are eligible for both the Indiana O'Bannon Grant and for federal Pell Grant funds. Recipients receive $2,000 ($1,000 per semester). Incoming freshman receive renewable awards as well as University College support programming. The grant can be renewed for a total of four years of funding. IUPUI reported approximately 500 students received the award (250 beginning freshman, 125 sophomores, 60 juniors, and 60 seniors).

HOME STRETCH: The Home Stretch Program was launched in 2013 and provides a financial incentive to students in their fifth or sixth year of study at IUPUI to complete their bachelor's degree within one academic year, including a summer session. The program awards an institutional loan which will be forgiven if the student graduates within one year. Some of the students eligible for the loan have exhausted their federal and state grant eligibility which increases the likelihood the students will either discontinue enrollment or enroll part-time.

Currently the Home Stretch Program is offered to students with demonstrated financial need, a minimum of 80 credits, and a minimum 2.0 cumulative GPA who agree to complete their degrees within one year by attending school full-time. The initial funds are provided to a student as an institutional loan. Once it is confirmed that the Home Stretch loan recipient has completed his or her bachelor's degree, the loan is changed to an IUPUI Home Stretch grant award. If students do not complete the bachelor's degree within the agreed to timeframe, they must repay the loan which has a modest interest rate.

IUPUI reported that 150 students were identified as eligible for the program in 2013-14. Selected students were required to sign a corresponding student loan offer and then graduate by August 31, 2014. Eventually, 112 (75 percent) of the students completed their degree within one year. An additional 27 (8 percent) were still enrolled in fall 2014. Eleven of the students (7 percent) did not graduate or enroll the following fall semester.

sixth year of study can receive a loan as an incentive to attend school full-time and graduate sooner. If the student fulfills preset criteria and graduates, the loan is forgiven. Students who fail to meet the program expectations have a loan with a reasonable interest rate that they must repay but, at the very least, they know they were supported in their attempt to move closer to degree completion.

Other examples of the "Skin in the Game" model include "cost splitting," where the campus meets half of a students' unmet need, and the student supplies the rest. Or "alternative fund seeking" which requires students to demonstrate that they have applied for alternative streams of funding and exhausted all options prior to receiving retention grant funds.

PREEMPTIVE OR EARLY-ALERT MODEL

Many campuses interviewed have "early alert" grant program models in addition to models targeting students nearing degree completion.

In this model, students at risk of stopping out are identified, tracked, and supported early in their academic careers at the institution. The financial aid process identifies them as having unmet need and students are invited to apply for retention grants to supplement their aid.

At least three institutions interviewed are gathering freshman student data to support institutional retention efforts. Data includes: AP courses offered in high school, high school GPA, and whether or not students'

received free or reduced lunches. Predictive analytics are used to anticipate the financial or academic support needs of entering students and give campuses a clearer picture of their incoming students. Universities receiving a high percentage of students from the local community may connect with high schools to build community rapport, share data, and reinforce their institution's message that student success is an investment in, and collaboration with, communities.

There may be other promising models—or even variations or combinations of those reported here—that are appropriate for your campus culture and student success strategy. These practices are still being developed at most of the institutions interviewed. Consider them evolving frameworks or promising practices to help you shape your own institutional models for retaining and graduating more students.

WAYNE STATE UNIVERSITY is a public research university in Detroit, Michigan with 18,000 undergraduate students. The institution offers two grants to assist students who entered the university as freshmen, the Board of Governors Completion Grant and the WSU Promise Grant.

THE BOARD OF GOVERNORS (BOG) COMPLETION GRANT started in the 2012-2013 aid year and initially targeted students who had exhausted their Pell Grant eligibility. WSU noticed that in addition to student's losing Pell Grant eligibility, these students were also reaching their aggregate loan limits. What initially began as a temporary program has now become a permanent grant. For the 2015-16 aid year, the grant offers an average of $4,000 to needy students in their fifth year of study, and a grant of $5,000 to needy students in their sixth year of study. This aid represents a substantial portion of the school's yearly $11,000 tuition. To qualify, students must have earned enough credits to graduate within six years. Students must also have "skin in the game", which includes having borrowed loans at WSU.

THE WSU PROMISE GRANT, created in the 2013–14 school year, is a front-end, four-year grant to help students with a portion of their tuition. The Promise Grant is given to first-year students with demonstrated financial need and Expected Family Contribution as low as zero but no more than $8,000. Students must complete 24 credit hours each year to maintain the award. Exceptions may be made for students who complete slightly fewer credits due to participation in remedial courses. Wayne State will continue this need-based award into the future as students make progress.

The WSU Promise Grant is included in the student's financial aid award letter along with the grant requirements. Throughout the semester, the office sends out reminders to notify students of the enrollment and completion requirements. For the Completion Grant, eligible students will receive an email informing them that they have qualified for funding, and to accept the funding must submit an online form to complete an academic plan of work. The plan describes the courses needed to graduate and how students will complete them to earn the degree.

Wayne State reported preliminary numbers for the 2008 cohort (students who matriculated into the university that year); 43 students received the BOG Completion Grant, and for the 2009 student cohort, 70 students received it. Wayne State anticipates implementing the following requirements for future grant recipients:

- Require students to declare their major earlier
- Have students meet more often with our academic support center
- Have students participate in learning communities
- Provide more intrusive advising
- Incorporate financial literacy and default prevention initiatives.

Communications, Leadership, and Staffing

THE KEY TO any effective completion grant program is a clear strategy for communicating the program to students and other stakeholders, and having dedicated staff to manage the work.

COMMUNICATIONS AND OUTREACH

Most of the institutions interviewed identify eligible students and invite them to apply for retention or completion grants. In some cases, program staffers simply inform students that they qualify for grants and will receive funds. Some communications and outreach differences are worth detailing.

RECIPIENTS ARE IDENTIFIED BY INSTITUTION.

Campus stakeholders in financial aid, student success, academic advising offices, and some faculty, are well informed about the retention or completion grant programs. Most institutions do not widely publicize their programs within the institutions or their communities. Instead, program staffers reach out to eligible students to:

- Manage budget limitations for the grant programs; they do not want to be "flooded" by students requesting support.

- Control and sustain funds to do the most possible good.

- "Screen" students to prevent any "gaming" of the system, such as a student failing to pay tuition on purpose to qualify for the grant (no institution interviewed saw this occur on their campus).

RECIPIENTS SELF-IDENTIFY OR ARE REFERRED TO INSTITUTION.

Only two institutions interviewed actively publicize their grants and related services. They even offer an online application process and empower campus and community members to refer potentially qualified students to their programs. Cedric Howard at UW-Tacoma described their outreach. "Our systems are set up so that anyone can… activate the system of support. Whether they are a staff member or faculty member or even a community member."

Tracy Robinson, Director of Innovative Academic Initiatives at University of Memphis, reported, "We've gotten referrals that have gone straight to the President's office…we do some community outreach…[and] we get some referrals from some unlikely sources."

Empower the entire campus and wider community— including academic advisors, financial personnel, and off-campus community partners—to identify eligible students, participate in outreach, and notify staff running the programs. This allows institutions

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UNIVERSITY OF MEMPHIS (UOFM) is a public research university in Memphis, Tennessee with 16,500 undergraduate students. UofM's Finish Line Program is overseen and implemented by the Division of Academic Innovation and Support Services. Launched in 2013, Finish Line is a degree completion program started for students who stopped out of the institution before graduation. To qualify students must have stopped out for at least one semester and have earned 90 or more credit hours toward their bachelor's degree. Every semester, the program staff mines data to generate a list of students who meet the criteria. Staff from Division of Academic Innovation and Support Services then contact eligible candidates, occasionally going back three to five years to find eligible former students. Former students may also apply through the program's website, or they can be referred by someone in the university or local community. In addition to providing students with grant funds, program staff also locate discounted, flexible coursework alternatives for students, waive obsolete curricular requirements and financial or academic holds. UofM reports that 123 students have graduated through the Finish Line Program with 150 additional students coming through the pipeline to persist toward graduation.

to broaden their pool of potential candidates and helps establish retention, completion, and student success efforts as deeply ingrained components of their institution's mission and culture.

LEADERSHIP AND STAFFING

Completion grant programs typically sit at the nexus of the offices of financial aid, student success, academic advising, institutional research, and enrollment services. The majority of the day-to-day implementation of the grants is overseen by financial aid offices. If the grant program requires coordinating data collection and analysis done in separate offices, institution-wide collaboration is integral to the program's efficacy. Oversight of operations and grant dissemination require engagement with financial aid staff and direct student interactions. Tracking and supporting programs with academic advisors, the student success office, and financial aid are crucially important.

If retention and completion grant programs are to succeed, they will need system-wide collaboration and commitment for their progress and sustainability.

HIGH-TOUCH EFFORT

Virtually every campus interviewed emphasized that a retention or completion grant program is a "high-touch" enterprise. When it comes to working for student success, requiring the programs to have sustained investment from a staffing perspective is critical. 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.

DEDICATED STAFF IS ESSENTIAL

Interviewees emphasized the need for dedicated staff, and programs without a dedicated staff lament its absence. Most of the institutions, however, have not deeply explored staff costs or are not equipped to calculate staffing costs.

Institutions interested in replicating a completion grant program on their campus should consider staffing, and additional resources or funding needed to support the programs before launching them, rather than afterward.

Student Eligibility Criteria

MANY CAMPUSES EMPHASIZED the need to establish clear, definable, and measurable student eligibility criteria and a program funding design before any campus embarks on a completion grant program. The exact criteria established by each institution varied, but was clearly focused on resolving demonstrated unmet need and student progress to degree completion. The nuances and specifics of these criteria are outlined.

EMPHASIS ON PROGRESS TOWARD COMPLETION

None of the institutions have merit-based retention grants. GPA requirements for grant eligible students are relatively moderate to low (ranging from 2.0 to 3.0). Instead, the programs tend to focus on students' progress toward graduation, typically requiring eligible students be 30 credits or less to completion. If a student has earned the majority of the necessary credits toward their degree, the implication is that he or she has persisted academically to reach that point and qualifies for a grant.

DEMONSTRATED, GENUINE UNMET NEED

Unmet need comes in many forms. This can include an inability to pay tuition or fees, or other costs of attendance. Students may have previously applied for, received, and or exhausted all other possible funding sources, including Pell Grants.

LOW THRESHOLD OF FINANCIAL NEED

Institutions with retention and completion grant programs want to stretch the pool of money they manage to cover as many qualified students as possible. Therefore, almost all of the institutions focus on students that owe a modest amount of unpaid tuition and fees (e.g. $2,000 or less). This allows them to help many students with limited need rather than a few with significant unpaid tuition and fees.

ADDITIONAL REPORTED CRITERIA TO CONSIDER

Other notable criteria were established by the institutions to ensure student success.

- **ACADEMIC ADVISOR ENGAGEMENT.** A handful of institutions require students to obtain a recommendation or a memo from their advisor stating that the yet unpaid course is necessary for graduation. This requirement strengthens the role of the advisor in the process and strengthens their relationship with the student. Moreover, student coordination with academic advisors requires students to purposefully consider their past and future academic progress and develop a clear plan for moving toward graduation. IUPUI reported that students who received coaching from trained academic advisors as part of their Home Stretch completion program demonstrated a higher on-time graduation than those participants who did not receive coaching.

FLORIDA INTERNATIONAL UNIVERSITY (FIU) is a public research university in Miami, Florida with 50,000 undergraduate students. FIU's completion grant launched in 2014 is called the Graduation Success Initiative Graduation Grants Award. It is funded by the Office of Undergraduate Education and administered by the OneStop office that centralizes a number of student services in one place. The grants offer senior students in their final year up to $1,200 if they have a 2.0 GPA, a memo from their academic advisor verifying graduation in the next semester, and they are part of a graduation cohort (full-time, first-time degree seekers). FIU reports that about 20 students receive the GIS Graduation Grants Award each term.

● **STUDENT CHARACTERISTICS.** Four of the ten institutions have student characteristic requirements that are important to their institutional goals and/ or donors. These requirements include in-state residency status; full-time student status, and first-time cohort status (to improve graduation rates figures); specific length of time at the university (to count toward the institutional or state graduation rate/outcomes); demographic or identity group status (e.g. underserved populations); and pursuit of a specific discipline/major (e.g. a STEM major).

Again, institutions should carefully consider their student body, institutional culture and goals, and student success strategies when establishing their criteria. Use the list and information presented in the report as suggestions rather than as recommended practices.

Student Terms and Conditions for Receiving the Grant

SEVEN OF THE ten institutions require grant recipients to participate in other activities to receive funding. These terms and conditions support student accountability, empowering them to think more carefully and intentionally about their learning. Activities include financial literacy to support personal and education budget management as well as future financial health and stability. Having students sign a contract and take financial literacy training were the top terms and conditions identified.

REQUIRED CONTRACTS

At least a third of the institutions interviewed require students to sign a contract agreeing to participate in the grant program and any terms, conditions, or stipulations attached to it. The act of signing a contract has the potential effect of making the grant seem more "serious" or "official" to students, keeping them more accountable to completing the degree, coursework, or semester(s) the grant covers.

FINANCIAL LITERACY TRAINING

Only one institution requires financial literacy training as a condition of receiving the grant, but half of the institutions mentioned financial literacy training or workshops as part of their overall student success programming. Two institutions require all of their enrolled students—regardless of financial standing or need—to participate in financial literacy training. The institutions noted that USA Funds has a free financial literacy training program that offers over 40 different literacy modules for students and allows the program administrators to track how well students perform on the assessments.

ADDITIONAL TERMS AND CONDITIONS

Other identified terms and conditions to which students must agree in order to receive the grant include:

- **WORK PLANS.** According to interviewees, completing and submitting a work plan with academic advisors describing how the student will finish their degree holds students accountable. It also empowers them to focus on their graduation path and the work it will take to get there.

- **SERVICE HOURS TO THE INSTITUTION.** Interviewees said this practice helps teach students the importance of contributing to their community and giving back to those who give to them. Service may take the form of helping out in the financial aid office, peer mentoring, or volunteering with off-campus community partners.

- **DONOR ENGAGEMENT.** Writing thank you notes to donors, meeting with donating companies to learn about their career opportunities, or students sharing their experience after receiving the grant at stewardship events were mentioned.

Implementing some form of terms and conditions for students to ensure they get the most out of receiving the grant was mentioned to help them to feel empowered by the financial support and to take ownership over their academic and professional life.

UNIVERSITY OF AKRON (UA) is a public research university in Akron, Ohio with 21,000 undergraduate students. UA has a suite of grants and scholarships that were launched in 2012 and are overseen by the Office of Student Success and the Office of the Provost. These programs are aimed at students who 1) are within two semesters of graduating, have exhausted all financial aid and owe tuition and fee balances that if not paid, will prevent them from graduating or 2) demonstrate clear financial need, have exhausted all financial aid, have completed 15 credits at UA and have relatively small balances that if not paid, will prevent them from continuing their education. A student of any year can potentially qualify for this aid even if they are not close to graduating.

Each of these grants requires a student to possess a 2.75 GPA minimum (with some individual exceptions made). These awards are one-time grants that can be reviewed individually to be continued for an additional semester. UA reported that their programs have recovered over $700,000 of revenue each year for the university by preventing student stop out. More than 65 percent of current recipients of the completion scholarships have completed their degrees since receiving the scholarships between 2012–2014. Most of the remaining 35% graduated in less than one year after receiving a scholarship award.

Markers of Success

E VALUATION OF EXISTING retention grant programs is fairly limited. More research can be done to compare grant recipients with their peers who have not received grants in order to learn more about how the grants actually affect recipients' retention. Few of the campuses are tracking or analyzing student data beyond determining whether their students persist or graduate. Thus, this report does not present the metrics or markers for evaluating success as a causal relationship but instead as potential indicators that the institutions' efforts are working.

It may be beneficial to gather stronger, empirical data about the student recipients of retention and completion grants to ensure these programs and their various approaches are built on supportive evidence of effectiveness. A list follows of some of the ways institutions deem their programs to be successful. Among the top markers reported or identified by the interviews were: reclaiming and graduating previously dropped-out students, improving graduation outcomes for participating students, positive changes in the overall graduation rate, and retaining tuition and fees.

RECLAIMING AND GRADUATING STUDENTS

Institutions whose grant programs (or aspects of their programs) focus on students already stopped out of the university report feeling successful when seeing an increase in the numbers of students who return and graduate. The University of Memphis interviewees, for instance, reported that 123 stopped out students (for at least a semester but often more) re-entered the institution and completed their degree in the last two years of their grant. For these institutions, simply graduating students make the grants worthwhile and effective. Otherwise, these students would not have returned or completed a degree.

IMPROVED GRADUATION OUTCOMES FOR PARTICIPATING STUDENTS

At least a third of the institutions reported higher graduation rates among grant recipients as evidence of success. IUPUI, for example, reported that student participants in their Home Stretch program in 2013-2014 were more likely to graduate on time (75 percent) than students involved in a comparison group

VIRGINIA COMMONWEALTH UNIVERSITY (VCU) is a public research university located in Richmond, Virginia with 24,000 undergraduates. Managed by the Director of Financial Aid and launched in 2011, the Graduation Funds program identifies students with a 3.0 GPA or less, who have accumulated 103 or more credits, are nearing graduation but have not registered for their final semester. The balance owed by these students must total $5,000 or less.

The program intentionally focuses on solid academic performers who are not high achievers by going after students with a GPA of 3.0 or less. Students with GPAs higher than 3.0 tend to find merit-based funding to continue. VCU reports funding about 100 students a year with this grant. Program staff review financial aid packages and student history to find candidates. They then contact eligible students to offer them half the money they owe up to a grant maximum of $2,500.

Staff also guide students by offering options for how they may acquire their half of the payment. Options may include taking out a small loan, contacting career services to find a part-time job, or seeking other funding. Since VCU has state requirements to enhance STEM-H degree completion, they tend to first focus on STEM-H students with unmet need, and then to support students pursuing other majors until their annual funding is exhausted.

(52 percent). Moreover, 66 percent of Home Stretch participants graduated in fewer terms (spring 2014) than did non-participants (only 53 percent) with the same credentials and characteristics.

CHANGES IN THE OVERALL GRADUATION RATE.
At least two institutions reported an increase in their overall graduation rate since implementing the grant. These increases may be indicative of some correlation between the increases and the institutions' overall student success efforts

Graduation rates at UW Tacoma, an institution focused on comprehensive student success programs, rose by 20 percentage points over three years. VCU reported that their four and six-year rates rose two percentage points in 2015 and that the completion rates of black students exceeded those of white students and the overall population.

INCREASED ROI. Many campuses cited the ROI of retained tuition and fee revenues as an important motivation for retaining their grant program. Tim Renick of Georgia State University said that his institution's Panther Grant program is very appealing to the Chief Financial Officers (CFO) and other senior administrators keeping a close eye on the budget each term.

> [The program has] become a favorite of our CFO who was initially skeptical but has since...realized that independent of helping students this may actually

make good fiscal sense, and may be a good business practice by increasing resources to the university. During the recession, we lost about $40 million in state appropriations yet our revenues went up every year. Some of that was due to increased endowment but by far even when we were losing $40 million in appropriations, it was because we were holding on to more students who weren't dropping out but instead were paying bills and providing tuition and fees that helped our university get through a tough financial time.

ADDITIONAL REPORTED MARKERS OF SUCCESS.
Institutions also cited other observations that they and their colleagues consider to be markers of their program's success. In addition to decreased numbers of students stopping out, campuses cite reinstating students who were dropped from courses due to lack of payment as a marker of success.

Tiffany Mfume, Director of Student Success and Retention at Morgan State, reported that approximately 97 percent of students who were dropped from classes due to failure to pay in 2013 were reinstated in fall 2014. Furthermore, for institutions that had not previously thought comprehensively about student success before, they counted a change in campus culture as a metric of success. There was a new awareness of and wider effort toward creating a more intentional, holistic approach to student success that had not been present previously.

Data Collection, Analysis, and Systems

THE INTERVIEWED INSTITUTIONS range in varying levels of depth and sophistication in their approaches to data collection, and differing tactics for using tools, although they are evolving in their plans to gather and track outcomes. While currently there is no concrete evidence that a specific approach to collecting data is more or less successful than others, the identified practices or systems may be useful for institutions seeking to strengthen or replicate a retention or completion grant on their campus.

ACCESS TO PREDICTIVE DATA. Most institutions acknowledged the value of having the ability and resources to collect data to predict stop or drop out. All stressed the importance of having a dedicated staff to collect, analyze, and use the data to promptly and effectively administer grant programs.

A few of the interviewed institutions use predictive analytics to anticipate those students who would have genuine unmet need and also do well enough academically to graduate and make the grant a "good risk."

Three institutions collect data such as high school GPA, availability of Advanced Placement courses, FAFSA application status, and whether a student received free or reduced lunches in high school to help draw a snapshot of their incoming first-year students and anticipate need. At least three institutions mentioned employing the Education Advisory Board's Student Success Collaborative (SSC), which uses institutions' historical student data to create a predictive analytical model that identifies at-risk students and offers best practices to help students and institutions achieve better retention and graduation outcomes.

SYSTEMS USED TO IMPLEMENT THE PROGRAMS. No institution identified a specific tool as a "must-have" for data collection. Most campuses use existing student information systems, or financial aid systems, to capture and track the data needed to implement an effective completion grant program. Three of the seven institutions mentioned using "Banner" to identify demographic information about their students, survey whether they have submitted FAFSAs, examine their credits earned and the aid they have received, and package aid information.

Two potentially useful ideas about using Banner to collect demographic data surfaced during the interviews. One is to consider developing a structured query language (SQL) to identify eligible students using their current SIS to package aid and services. The other is to use a third party vendor such as Starfish or Civitas.

Stakeholders, Support, and Sustainability

MANY CAMPUSES INDICATED that in order to implement any retention or completion grant program, an institution must engage the appropriate stakeholders to support and sustain the work, regardless of the approach. Naturally, each of the interviewed campuses had unique contexts, challenges, allies, and support structures as well as notable similarities, interesting distinctions, and other observations that may be useful to other institutions developing grant programs.

STATE-LEVEL AND CAMPUS LEADERSHIP SUPPORT. In four cases, institutions reported that their states were very supportive of their retention and completion grant efforts, since they had promising potential to bolster low student success and graduation rates within the state or a region. In some cases, state governors and chancellors of state systems offered funds to support these programs. Finding allies and advocates in state system offices or even in upper-level campus administration may prove beneficial to the long-term success and effectiveness of a program, particularly if there is clear data-based evidence that the program is working and beneficial for students and the institution.

STATE ACCOUNTABILITY METRICS AND POLICIES. Along with meeting state accountability policies, some of the retention grants and other student success practices on campuses helped meet and advance state accountability metrics, which in turn yielded more funding. Positive attention from state officials led to increased funding to institutions for additional student success efforts to complement existing work.

CAMPUS CULTURE TENSIONS AROUND RESOURCE USAGE. Change can create stress. Two institutions described tension on their campus around whether new or reallocated funds and staff resources should focus on supporting and empowering the most at-risk, lower-performing students or supporting and rewarding the "best and the brightest" of the institution's students. This is a common tension: determining whether to use funds for merit versus need-oriented efforts.

To ensure institutional buy-in, it may be useful for institutions aiming to implement completion grants to have a broad internal conversation around the question: "What do we as an institution want to be known for?"

COMMUNITY INVESTMENT FRAMEWORK. For many institutions dedicated to serving students who are primarily graduating to work in their surrounding geographic community, framing their retention and other student success efforts as community investment helps:

- *Curb community tensions* and allow the community to view the institution as a partner in problem-solving and serving the needs of the community. This focus can also create collaborations between local non-profits, high schools, businesses, social services, etc. and

- *Garner support from large employers* who may provide support for these programs either through direct donations or tuition coverage of current employees wishing to complete their degree.

Viewing the local community where your institution is rooted as a partner and stakeholder in student success may strengthen overall campus efforts. As Cedric Howard of UW—Tacoma stated, "I think that this program would not work if you're not invested in your community... if you have a town where your institution is separate from the community that you're serving then this program would not be as effective."

Funding: Cost, Sources, and Fundraising

WHILE THE COSTS of institutions implementing these programs varied, common sources of funding emerged. They include seed money from financial aid offices or campus presidents and provosts, reallocation of institutional funds, allocations and awards from the state or municipality, and private donations from businesses, philanthropies, alumni and others.

While we have yet to learn any specific information about the exact costs of launching a completion grant program, the experiences of the interviewed institutions offer some potentially useful information for replicating programs at other institutions.

SEED MONEY MAY NOT BE NECESSARY. According to half of the institutions, reallocation of funds can provide enough money to at least start a program. Obtaining a large surplus of funds from an external source may not always be required.

BUDGET ENOUGH TO AFFECT GRADUATION RATES. Some institutions advise that when launching a grant program, an institution ought to have enough funds available to be able to support a large enough cohort of students to positively affect its institutional graduation rate or state metrics for receiving added funding if degree completion metrics are successfully met.

IDENTIFY AND STEWARD DONORS. About one-third of the institutions mentioned the value of having private donors support retention or gap grant programs. Key lessons shared include:

- *Market the programs as small donation, big impact.* Donors appreciate having a relatively modest sum given to the institution make a big impact on a student's life. Many of the students who qualify for these programs need relatively small sums of money to succeed.

- *Provide evidence.* Donors like to know that institutions are "vetting" the recipients for them. They want institutions to collect the data/evidence that student grantees have genuine unmet need and to know how their support produces clear, proven results of meeting that need.

- *Attract donors with equity outcomes.* Since many of the recipients of the retention grants are low-income, first generation, students of color, the grants are seen as advancing equity within student success and retention efforts. 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.

- *Leverage community ties.* Local industry and business leaders that see the institution's student body as their future workforce and citizens may likely view their donations as an investment in future employees and customers.

Conclusion: Areas for Future Research

THE INTERVIEWS WERE rich with information, insights, and perspectives that will prove useful for APLU, USU, and their members' work in bolstering retention and completion rates, particularly for nearly-completed and underserved students. Still, there are unanswered questions that should be explored moving forward.

As mentioned throughout this report, these practices, ideas, and observations should be seen as starting points or suggested pathways rather than concrete guidelines, since they have not been assessed empirically. Nevertheless, knowledge gaps about these programs provide opportunities for current or future programs to grow and explore new frontiers of foiling the stop-out trap.

Some of the unanswered questions raised, and some suggestions for future research and growth, follow. Eventually they must be addressed if completion grant programs are to evolve in sophistication, pervasiveness, and effectiveness as a part of a broader institutional student success strategy.

CHALLENGES TO MEASURING EFFECTIVENESS.
Completion grants are most often just one program among many student success efforts at an institution. It can be difficult to isolate the effects of the grants in a study, because it is certainly likely that other programs, or combinations of programs, make an impact on student retention or completion in collaboration with a grant. As these programs grow and mature, more data-driven evidence of their direct impact on retention rates or overall student success must be collected and used to understand the overall effectiveness of these interventions in more detail.

In the meantime, while some correlations can be observed, it is difficult to draw any empirical conclusions. Developing a control group study may prove complicated, and of course, there is no feasible way to test whether a student would have actually stayed enrolled in school or returned to earn a degree, without the institution's interventions.

For institutions seeking to strengthen or replicate a completion grant on their campus, it is important to consistently and intentionally gather data about the grant recipients. This includes demographics, GPA, student reflections on progress, financial need, Pell and other financial aid eligibility, previous stop-out periods, graduation rates, careers post-graduation, and any other information that may help paint a clearer picture of the grant programs' impact on recipients. It would also be helpful to compare data about grant recipients with information about students who 1) were not eligible for the grant or did not have need for it; 2) those who were eligible but did not apply for or accept the grant offer; and 3) those who were eligible but did not receive grant support because grant funding was not available.

COSTS OF IMPLEMENTATION. The interviewed institutions maintained no detailed study of costs—specifically around the number of staff hours, technical hours, advising costs, etc.—it took to launch, implement, and sustain their programs.

All interviewees stressed the importance of designated staff to oversee the grant programs. A few saw staffing costs as minimal, therefore not worth calculating. Additionally, since the campus contexts were all different—cost of tuition, number of dedicated staff, amount of funding given, number of students participating in the grant (although relatively small for most schools), etc.—it was difficult to pin down the cost of replicating a model with the information given.

Moving forward, institutions developing completion grant programs should seriously consider focusing more on calculating the various staffing costs that go into overseeing the programs' development and sustainability. Additional information about the sources of funding may offer more concrete formulas or guidelines to help institutions that want to replicate a completion grant program start estimating a baseline total of seed money needed to launch the program and provide financial support to as many students as possible in their campus contexts.

CONTINUED NEED FOR ATTENTION TO STUDENT SUCCESS. The majority of interviewed institutions acknowledge that implementing their grant program contributes to institutional progress in thinking about student success more holistically.

It is important that other institutions seeking to implement a completion or retention grant view the intervention as part of a larger paradigm. The problems facing students, particularly underserved populations, are manifold. They range from family and work obligations, to a lack of access to suitable financial aid and support, to students failing to take the minimum credits needed to keep their funding or to stay enrolled. These challenges reveal a deep, systemic problem in the infrastructure, accessibility, and costs of American higher education.

Retention and gap grant programs cannot exist in a vacuum. There are many other aspects of campus culture and climate that affect a student's ability to enter a college or university, and smoothly navigate success pathways to genuinely thrive towards graduation. As interviewees have suggested in this report, there must be a cultural shift, an institution-wide—and even community-wide—dedication to educating and supporting the whole student from the moment they matriculate to the moment they cross the stage to obtain their diploma. Student success, and all that it entails, cannot be seen as a mere program, set of practices, or a line in a mission statement. It must be infused in the culture and ethos of an institution.

A culture of student success means institutions must be willing to find new ways of educating, empowering, and supporting students so they thrive and achieve their goals. In turn, to foster a culture of student success, an institution must also embrace a culture of innovation where it is acceptable to take calculated risks. The ten schools featured in this report are learning as they go along. They have willingly taken risks in an effort to provide the best support for their students. As Cedric Howard of UW Tacoma summed it up:

> You can't have intervention without promoting and celebrating risk...if you think you're going to be innovative and that you're going to be very risk averse, it's not going to work very well. For us, we actually celebrate when people are taking a risk as much as we do the innovation and the promotion of the processes that we've gone through in order to produce the programs that we have on our campus.

Thus, while it is important to carefully plan out the logistical details outlined in this report—from the grant model to the eligibility criteria, from data collection to funding—it is also vitally important that institutions do not lose sight of the big picture. Ultimately, the most well-designed, well-meaning programs only work when they exist in an environment that embraces innovation, action, and collaboration.

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Acknowledgments

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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.

Plan Backward

| Student Learning Outcomes | Program Learning Outcomes | Institutional Learning Outcomes |

Teach Forward
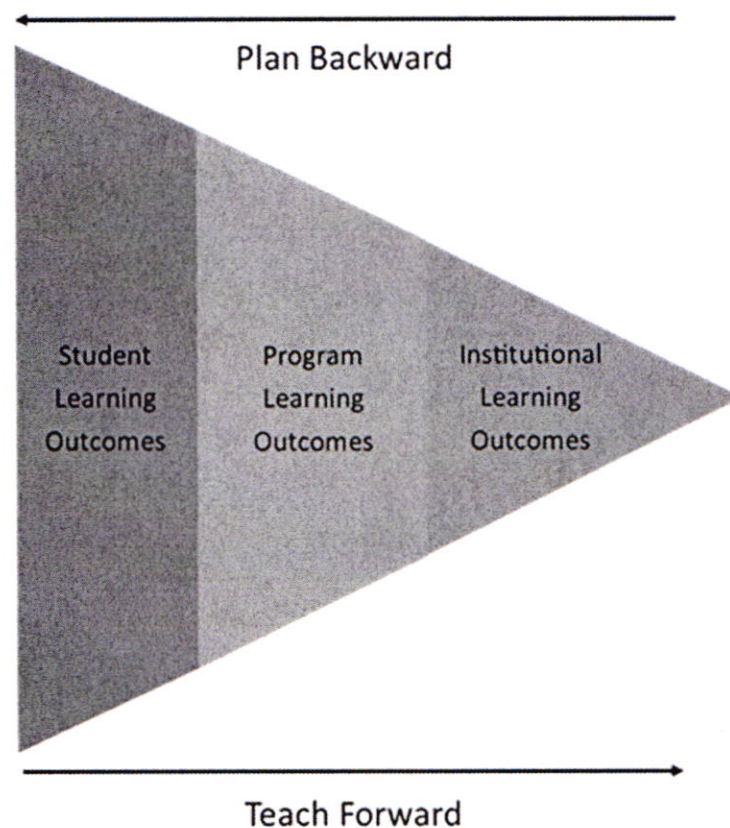
Student Learning Outcomes

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).
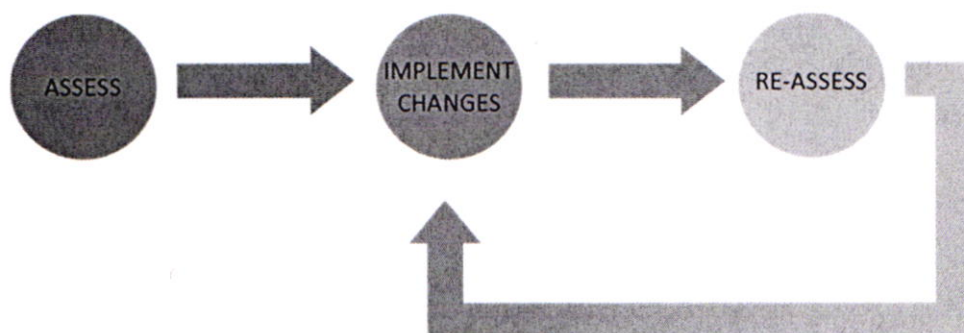
Year 1: Assessment

In the assessment year, Shasta College faculty members measure their courses' student learning outcomes, and then input their findings into our data management system, ~~Tracdat~~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 ~~TracDat~~Nuventive 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. ~~TracDat~~Nuventive 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 ~~TracDat~~Nuventive 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 ~~TracDat~~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 ~~TracDat~~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. ~~TracDat~~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 ~~TracDat~~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).

Program Learning Outcomes

PLOs Defined

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

PLO Process

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

Institutional Student Learning Outcomes

ISLOs Defined

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

Shasta College ISLOs

Shasta College assesses the following seven ISLOs:

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

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

ISLO Process

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

4. Roles and Responsibilities

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

Year 1: Assessment
- Administer SLO assessments to students to assess rates of student success in acquiring the course SLOs (the core knowledge, skills, attitudes and abilities expected upon successful completion of the course)
- Submit SLO assessment results for each course for future discussion and accreditation compliance, including the rates of success and a summary analysis of the results.
- Courses taught "off-cycle" (in non-assessment years) should be assessed in the year they are taught.

Year 2: Reflection and Implementation
- o 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
- o Submit reflection results individually and/or in dialog with other instructors

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

Program Review:
- o Review and report PLO results during each 2-year Program Review cycle
- o 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:

- Admissions and Records / Financial Aid (One-Stop)
- Assessment Center
- CalWORKS
- Counseling Center
- Enrollment Services Office
- EOPS/CARE

- PACE
- Sci-Fi
- Student Success Center
- Transfer Center
- TRIO – Student Support Services
- Veterans Center
- Gateway to College

- UMOJA
- Tehama Campus Student Services

- STEP-UP
- Trinity and Intermountain Campuses Student Services

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.

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.

Fall: Assessment

- The primary means of data for outcomes will be derived from a common survey distributed to all students in the fall.
- SAO/SSLO assessment results are reported and entered in Nuventive Improve by the beginning of the spring term.

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 will propose changes to SAOs or SSLOs, assessments, and/or service design 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:

- Admissions and Records / Financial Aid (One-Stop)
- Assessment Center
- CalWORKS
- Counseling Center
- Enrollment Services Office
- EOPS/CARE/SCI*FI
- Foster and Kinship Care Education
- PACE

- Student Housing
- Student Life
- Student Success Center
- Transfer Center
- TRIO Student Support Services
- TRIO Talent Search
- TRIO Upward Bound
- STEP-UP
- Gateway to College

Department reviews will inform annual area plan initiatives. The results of annual area plan assessments will be included in department reviews.

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.

Student Services Council
Bylaws – 2018

DRAFT

Student Services Council Membership

Nine Ten (9 10) Voting Members:

- Chair – Assoc. VP of Student Services /Dean of Enrollment Services
- Dean of Student Services
- Dean of Student Services (Interim)
- Associate Dean of Student Services
- Associate Dean of Access and Equity
- Director of TRIO
- Director of Gateway to College
- 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~~ September 2018

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

				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	

				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.	Same as below
		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	DONE
		EOPS Electronic Application	James/Sandra	EOPS electronic application through MyShasta	Has been loaded into MyShasta; in final steps	DONE
		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	

		Delinquent Debt Hold (PERC)	James/Tim/Becky/Sandra	Need to re-assess programming and adjust to fit current processing/student needs.		SAME as above
		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	