



Student Services Council Meeting
 Wednesday, Dec. 4, 2019
 9:00 AM • Room 2314
Minutes

Committee Members Present					
	Nancy Berkey	X	John Yu		Becky McCall
X	Sharon Brisolarara	X	Sandra Hamilton-Slane	X	Jennifer McCandless
X	Tina Duenas	X	Sue Huizinga		
X	Nadia Elwood	X	Tim Johnston		

Guests Present					
X	Jennifer Fox	X	Brianna O'Leary		
X	Seth Abrahamson				
X	Chad Buell				
X	Michelle Fairchild				

District / Division Goals

Goal 1: Increase First-Year Persistence by 2%
Goal 2: Increase Completion Rate by 2%
Goal 3: Increase completion efficiency by 1%

Goal 4: Increase course success by 1%
Goal 5: Improved through-put

Focus Areas: To increase the number of credentials awarded and the number of students transferring to UC/CSU and decrease the number of accumulated units:

- Improve access from application to registration
- Implement Automated Student Education Planning
- Expand Shasta Summit early alert
- Increase number of ADTs, BA, Certificates, transfer
- Promote transfer pathways with K-12 partners
- Improve access to existing on-line student support through SARS Zoom and the online orientation.

1. Approval of Minutes

- a) **November 20, 2019:** Nadia Elwood motioned and Sue Huizinga seconded to approve the minutes. All in favor to approve, Sharon Brisolarara and Tina Duenas abstained.

2. Discussion Agenda

- a) **Strategic Plan – Progress Review:**

- 1) Will Breitbart put the Strategic Plan narrative together and Jenifer Fox consolidated the data.

- 2) Italicized words within the report are the goal description in order to clarify the goal and align the vision for success. The report is looking at the Fall-to-Spring semesters.
- 3) The Student Success Metrics includes everyone.
- 4) Three-year completion rate:
 1. The results are considering the fall semester first-time, full-time, students and students who completed at least 6 units in the first term as well as the completion of math or English classes in the students' first three-years.
 - a. The Council requested if the number of students can be included with the percentages provided. Knowing the number of students can help with context and provide additional understanding.
- 5) Undergraduate Credentials awarded:
 1. Actual number of Chancellor approved awards given to students at Shasta College.
 - a. Target line is based on the 3% growth goal from the 17-18 academic year.
 - b. The numbers are based off of credentials awarded in comparison to the number of FTE students.
 - c. The "Degrees When Due" team is now looking at years previous to 17-1,8 which should no longer impact the numbers provided in the Strategic Plan.
 - i. DWD degrees post in the year the student actually completed their degree.
- 6) Course Success Rates:
 1. Success rates increased by at least 1% across the entire strategic plan.
- 7) Improved through-put:
 1. Through-put is based on students who have successfully completed a transfer English and math course in their first academic year. The charts on the Strategic Plan show English and Math separately as well as together.
 2. High School student as first time college student in transfer level English and/or Math, or completed transfer level prior to being a college student are included.
 3. The breakdown with gender, race and ethnicity groups are a comparison among each corresponding group, not a comparison with all students.
 4. Interesting to see how many students were enrolled into English or Math in one year vs. another year.
 5. The numbers and percentages only count those that were actually enrolled into classes.
- 8) Research positively highlighted that each activity has some completions as well as progress made.
- 9) Research stated that any further comments should be sent over to Jennifer Fox.
- 10) College Council has requested that each of the Shasta College Councils to review the Strategic Plan and recognize receipt.
- 11) The Strategic Plan has been formally received and recognized by the Student Services Council for informational purposes only.

b) CCSSE and surveys data

- 1) Survey was administered in the spring 2019 semester.
- 2) Two different response rates, one was based on CCSSE response rate (34%) and another was on our own (62%).
- 3) Spring 2019 semester was the second time the CCSSE was given at Shasta College. CCSSE is given every three (3) years.
- 4) CCSSE does provide a weighted number in order to pull out part-time and full-time student data.
- 5) CCSSE standardizes benchmark scores from all colleges that perform the CCSSE through the Nation, and compares our data to the National standard.
- 6) Student Services Satisfaction: Gaps greater than one are important to focus on.
- 7) Basic Skills Enrollment: The number of students recommended to a basic skills course may change as we further implement AB 705.
- 8) Research stated that other departments will see their respective data. The Council requested if they can also see the data for other departments.
- 9) Research suggested a change in the administration of the CCSSE survey to include better Faculty and Department awareness as well as notifications of when a Survey is to take place.
- 10) The Council asked about how CCSSE defines first generation students because 45% of the respondents stated they were the first person to attend college. CCSSE considered a first-generation student based on how the student answers, "Who in your family has attended some college?"

11)The Council suggested that CCSSE survey should keep supplemental questions that are related to the Shasta College Strategic Plan as well as creating a question to support our Institutional Student Learning Outcomes (ISLOs).

c) Program Evaluation Reports

1) Shasta Summit

1. Instructors are able to connect with Supplemental Instruction through Shasta Summit.
2. Data is based on courses that actively utilize Shasta Summit.

2) New Applicant Outreach

1. When the CCCApply report is pulled we do not include high school students because we already have a separate process that performs high-touch outreach with the high school students.

3) Student Success Center

1. Presentation postponed.

3. Action Agenda

a) Board Policies / Administrative Procedures – First Reading

- 1) None to review.

b) Board Policies / Administrative Procedures – Second Reading

1) BP 5510 Off-Campus Student Organizations

2) AP 5510 Off-Campus Student Organizations

1. The Council asked if Trinity or other Sherriff offices should be included.
 - a. The Council suggested adding “local law enforcement” instead of specifying a specific agency. BP/AP will be re-approached during the upcoming Wednesday, December 18th meeting.

c) Response to Student Death Procedure

- 1) Discussion postponed.

4. Discussion Agenda (continued)

a) Student Services Council Workgroups

- 1) Discussion postponed.

b) Power Outage Debrief

- 1) Discussion postponed.

c) Lockdown Debrief

- 1) Discussion postponed.

d) Veterans Center transition plan

- 1) Discussion postponed.

e) White Paper: Strategies to Increase Student Enrollment

- 1) Discussion postponed.

f) Placement and Testing Center

- 1) Discussion postponed.

g) Student Equity Plan Tracking Sheet

- 1) Discussion postponed.

h) Program Evaluation Template – review and update

- 1) Discussion postponed.

5. Information Items / Other

a) Instructional Council

- 1) No updates.

b) Area Updates / Announcements

1) Jennifer McCandless mentioned that Jennifer provided data for Supplemental Instruction and it is having a very positive effect.

1. Data will be shared shortly

2) Nadia is attending Community College day long senate on Friday and will report on it to the Council.

6. Meeting Adjourned at 11:00am

NEXT MEETING:

The next meeting is scheduled for Wednesday, January 15th from 9:00am – 11:00am in room 2314.
Minutes recorded by: James Konopitski, Administrative Secretary I, Enrollment Services.



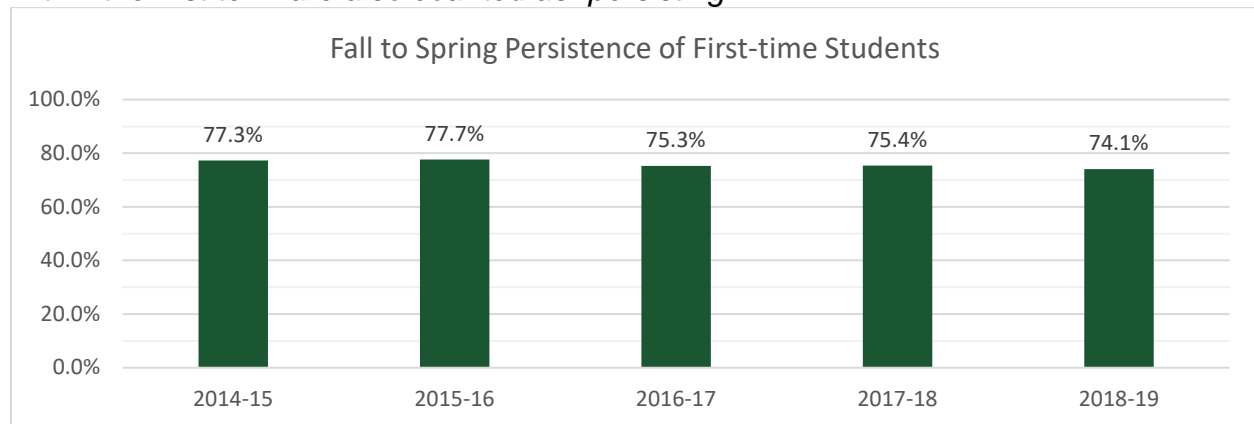
2018-2021 Strategic Plan

2019 Annual Progress Report

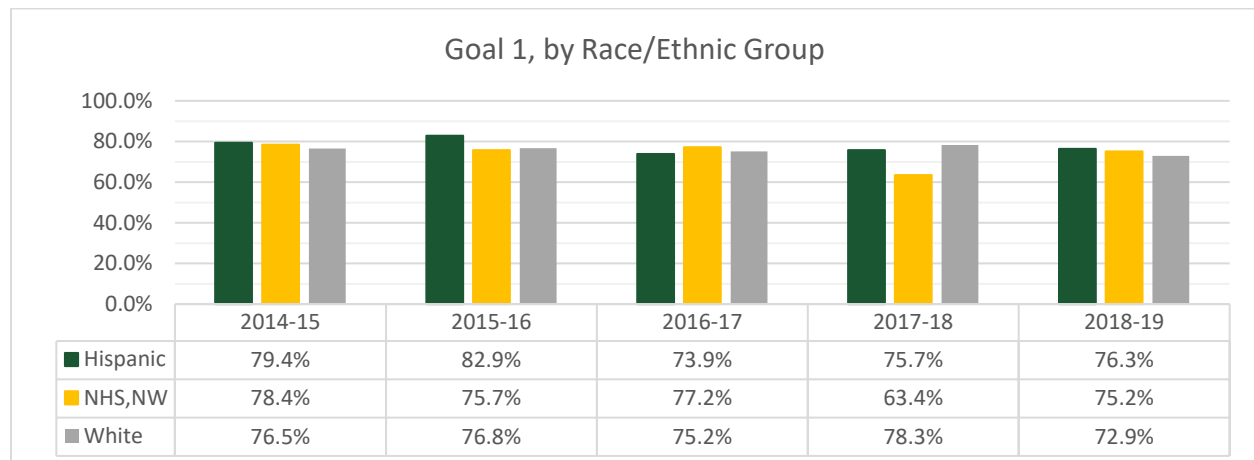
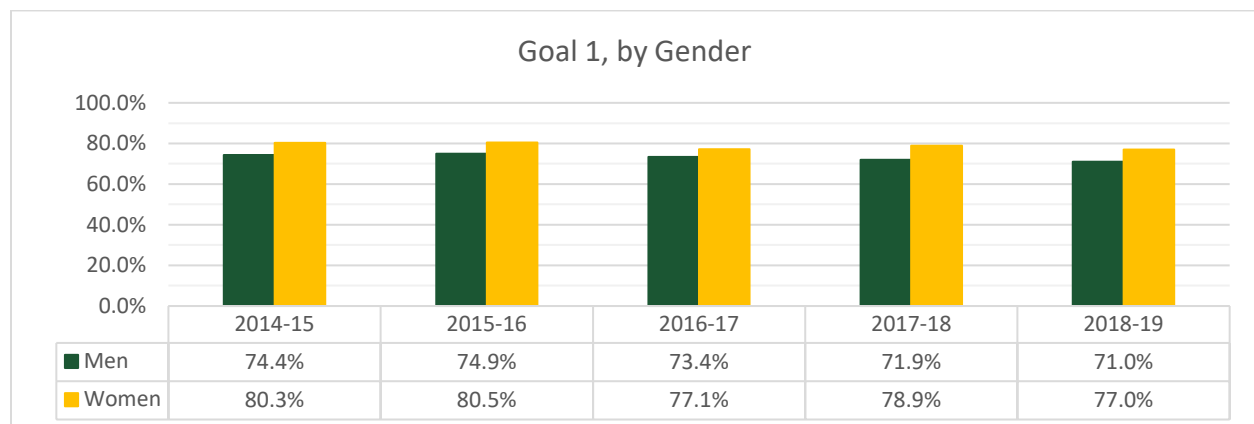
This document contains a narrative summary of the progress made in 2018-19 on each activity outlined in the Strategic Plan. The Measurable Outcome Goals presented are revisions from the original Strategic Plan. They have been modified to align the Chancellor's Office Student Success Metrics and for clarity. The reporting year of 2017-18 will be used as the benchmark year for measuring success at the completion of the plan. The growth goals indicated are expected to be seen in 2021.

Goal 1: First Fall-to-Spring Persistence Rate

Increase by two percent the number of fall first-time (full- and part-time) students returning the following spring semester. Those who complete a certificate or degree within the first term are also counted as “persisting.”



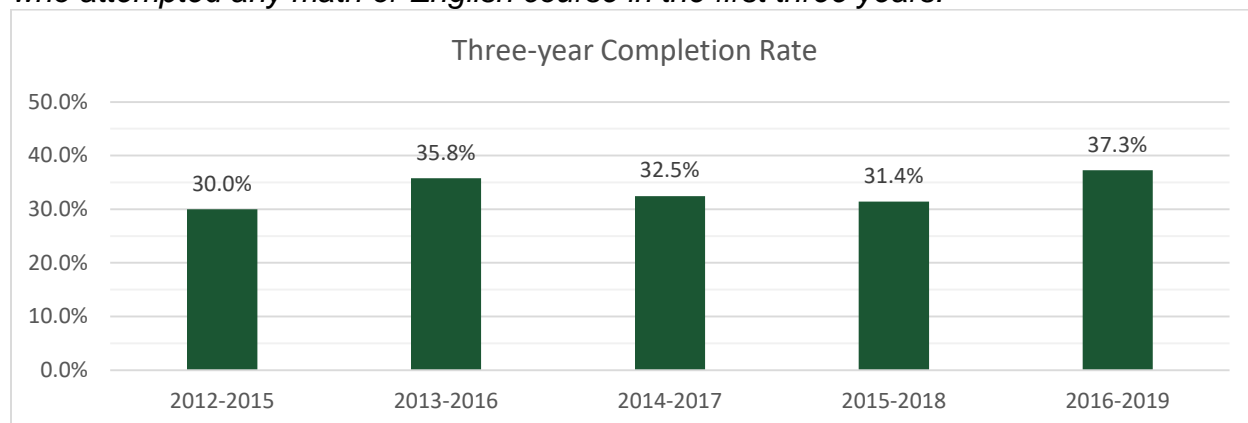
	2014/15-15/16	2015/16-16/17	2016/17-17/18	2017/18-18/19
Change	+0.4	-2.4	+0.1	-1.3



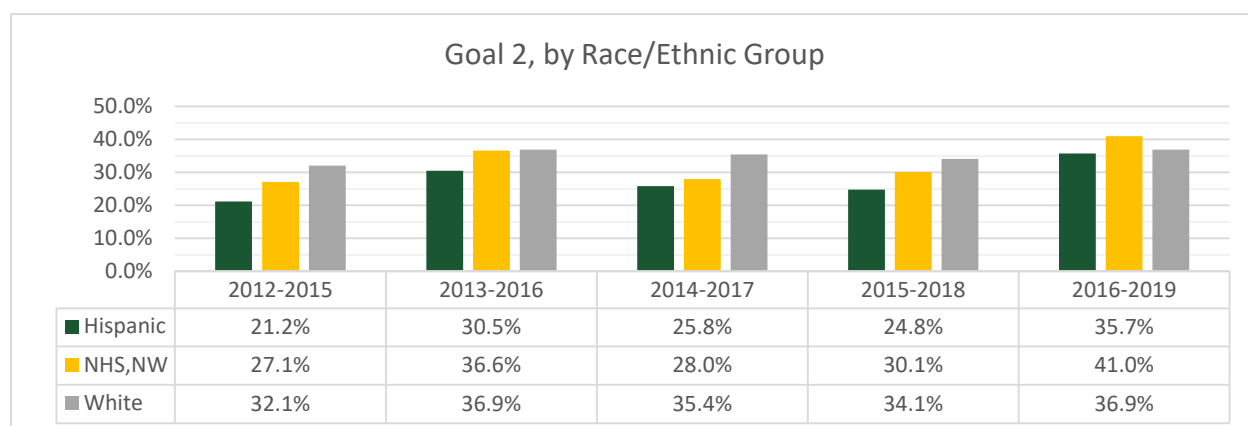
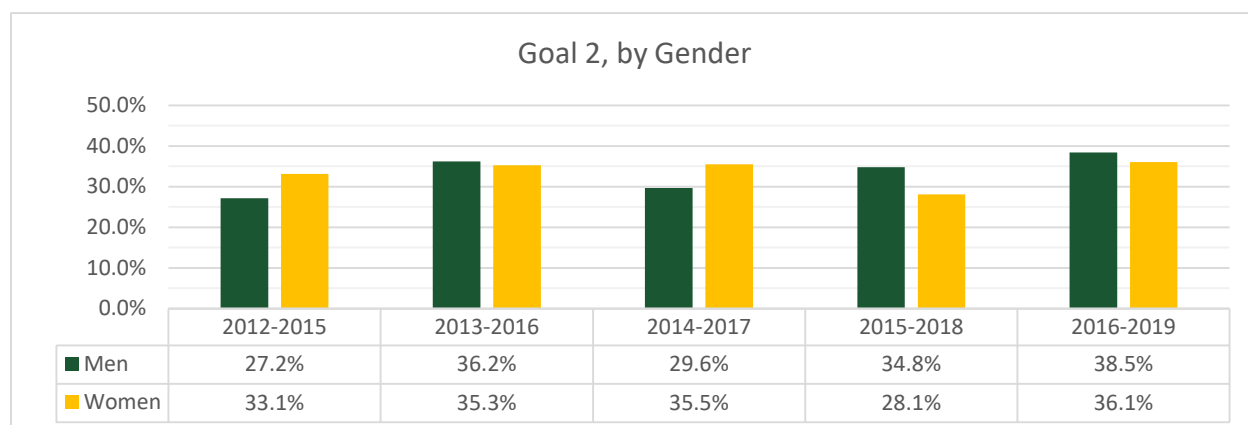
*NHS, NW: Non-Hispanic, Non-white

Goal 2: Three-Year Completion Rate

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

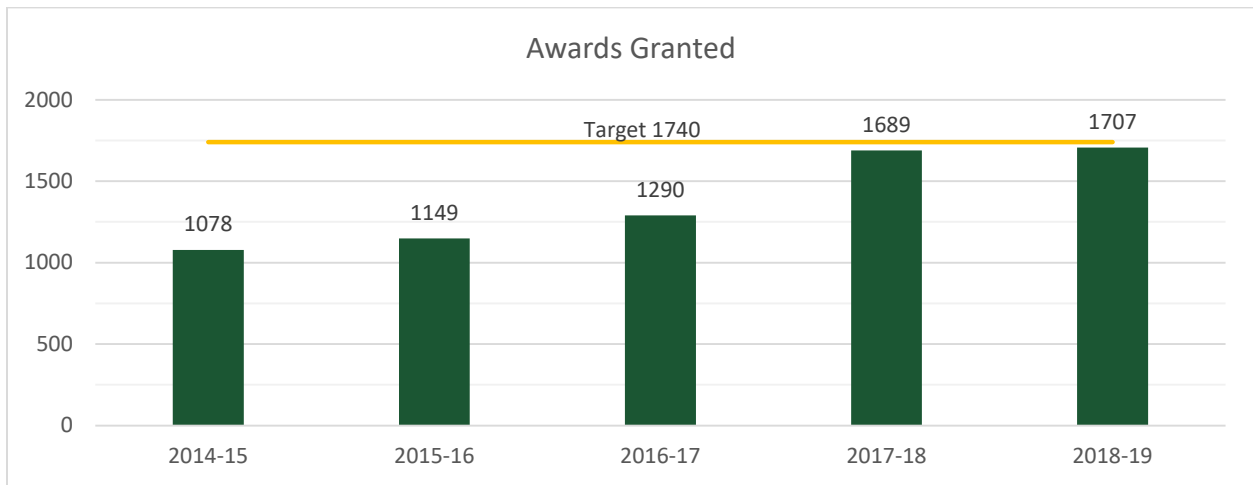


	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019
Change	+5.8	-3.3	-1.1	+5.9

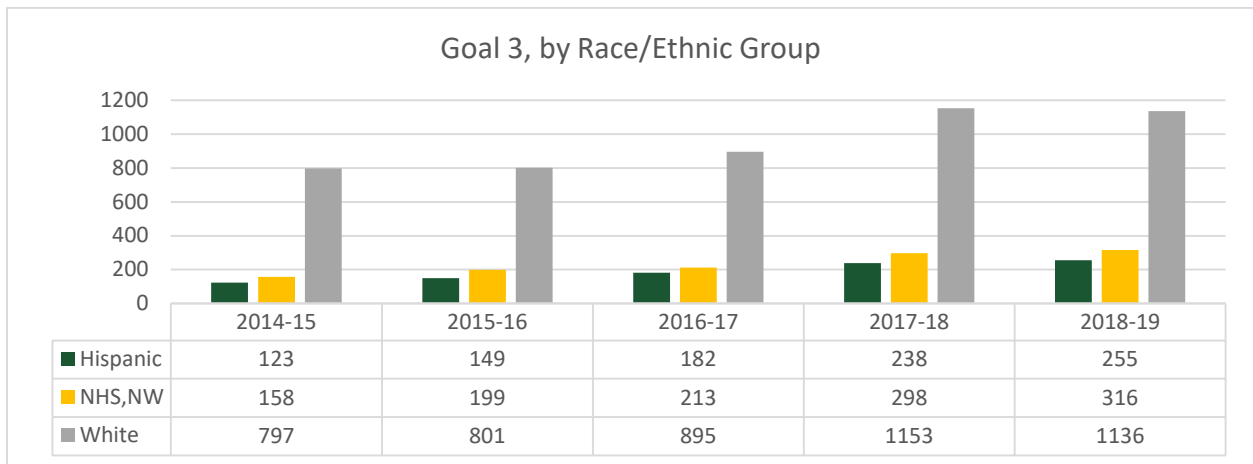
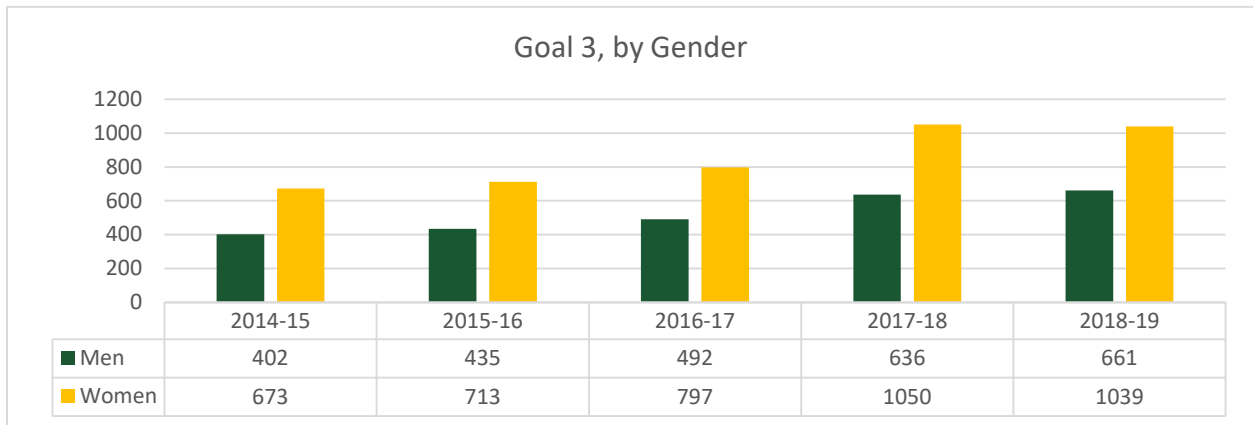


Goal 3: Undergraduate Credentials Awarded

Increase by three percent the number of undergraduate certificates of eighteen units or more, associate's degrees and bachelor's degrees awarded.



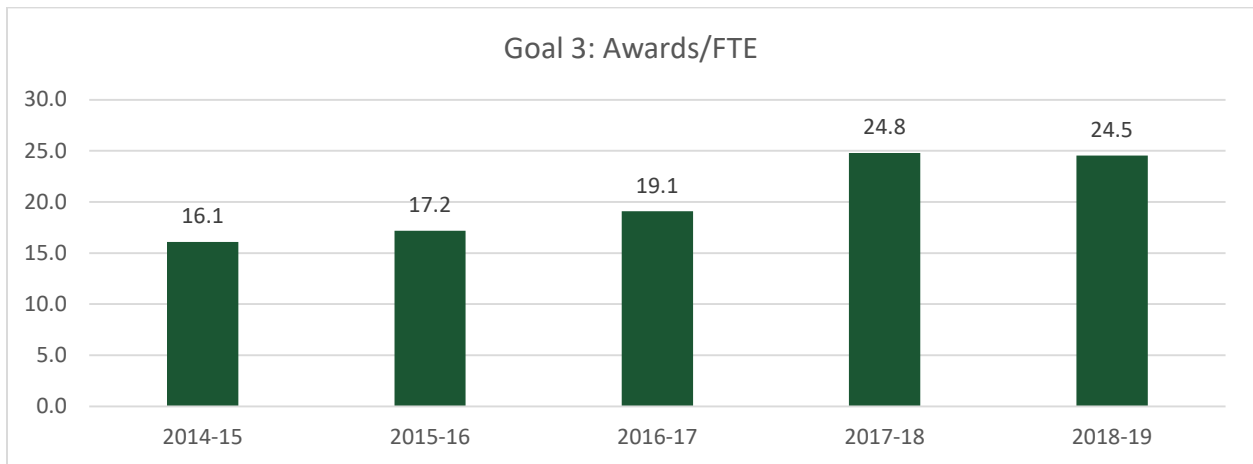
	2014/15-15/16	2015/16-16/17	2016/17-17/18	2017/18-18/19
Change	+71	+141	+399	+18



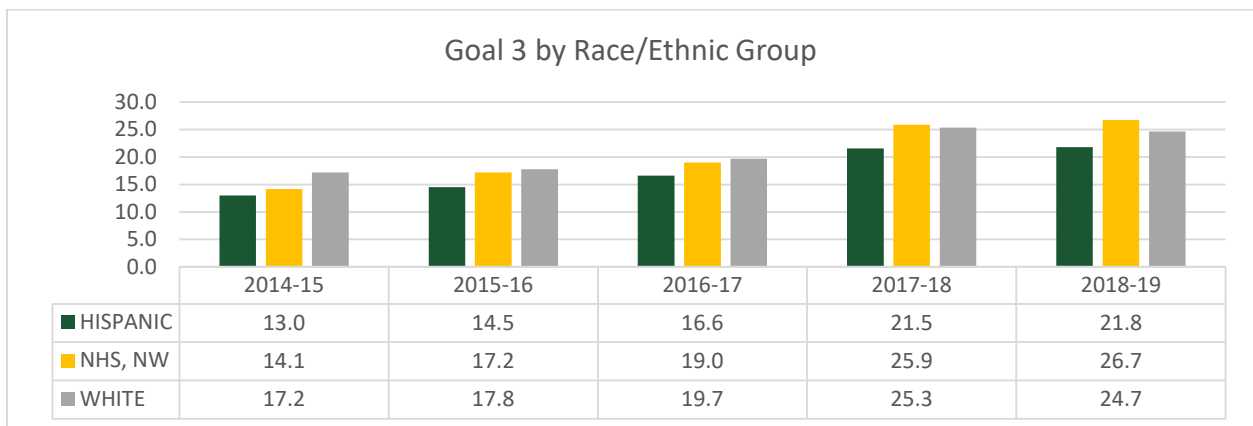
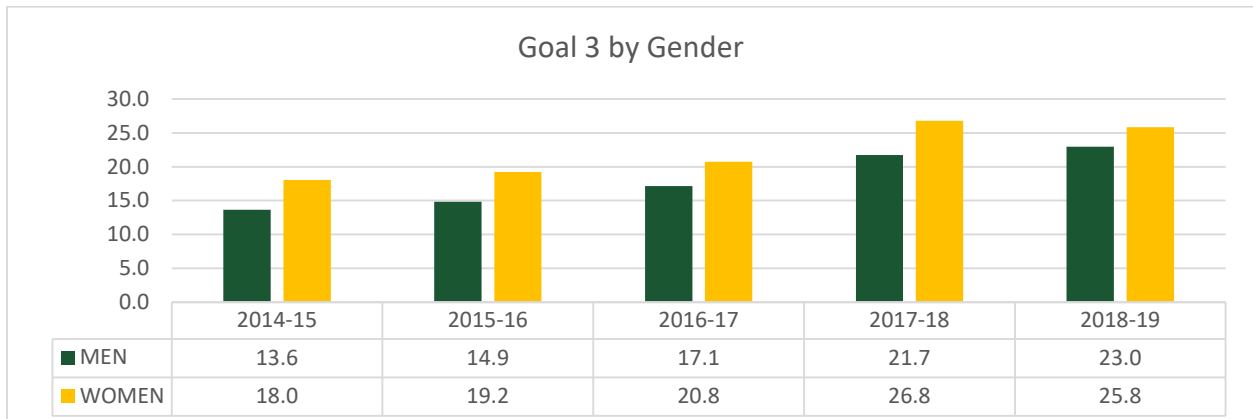
Data as of 11/7/2019

Goal 3: Undergraduate Credentials Awarded Per FTE

Increase by three percent the number of undergraduate certificates of eighteen units or more, associate's degrees and bachelor's degrees awarded per 100 FTE.



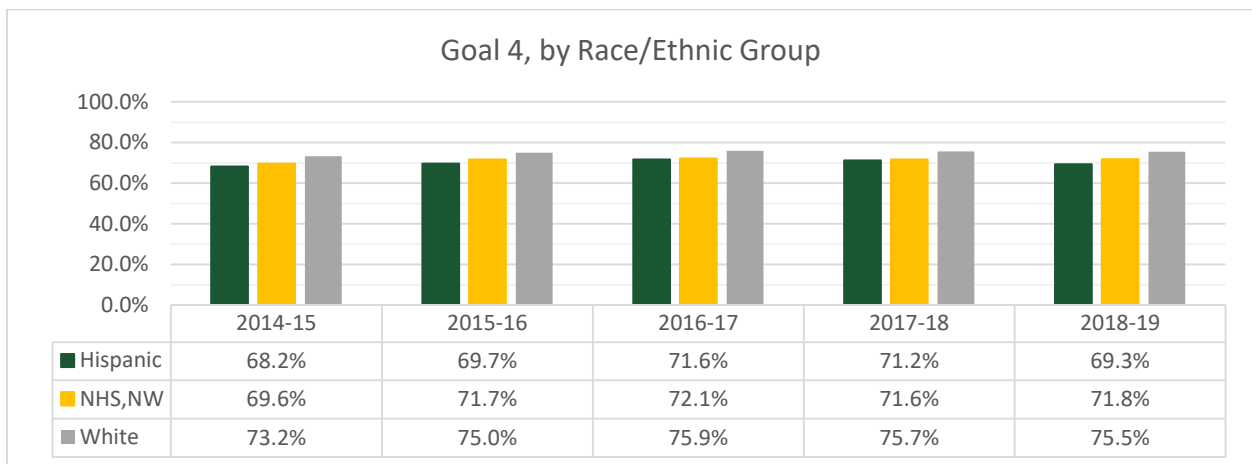
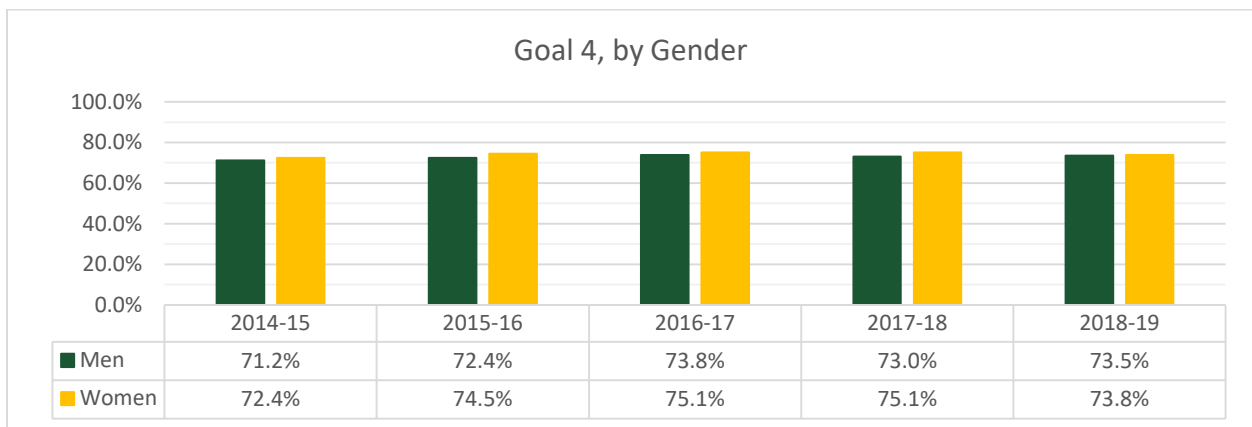
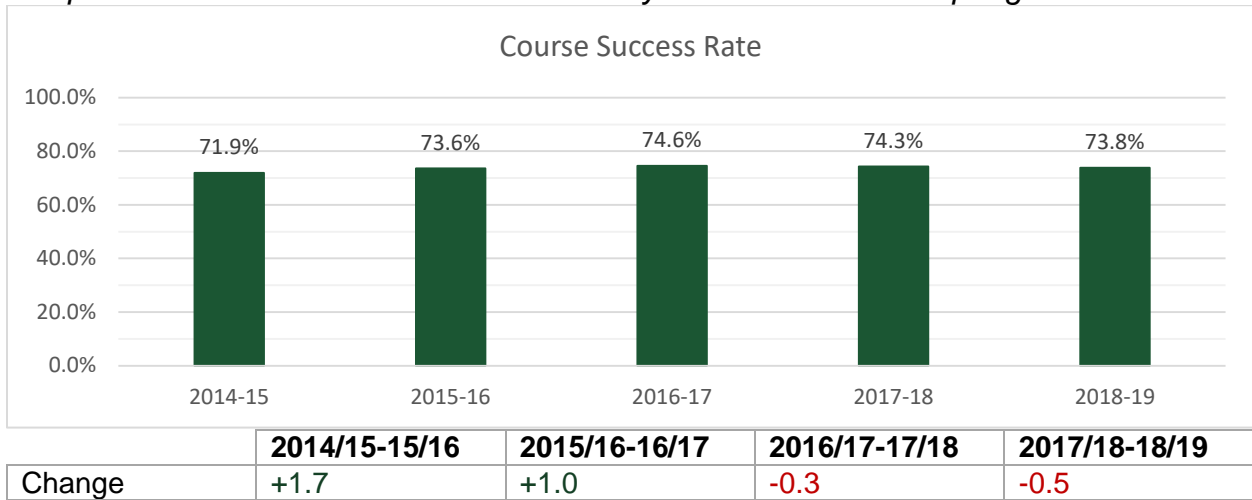
	2014/15-15/16	2015/16-16/17	2016/17-17/18	2017/18-18/19
Change	+1.1	+1.9	+5.7	-0.3



Degree data as of 11/7/2019. FTES from Datamart

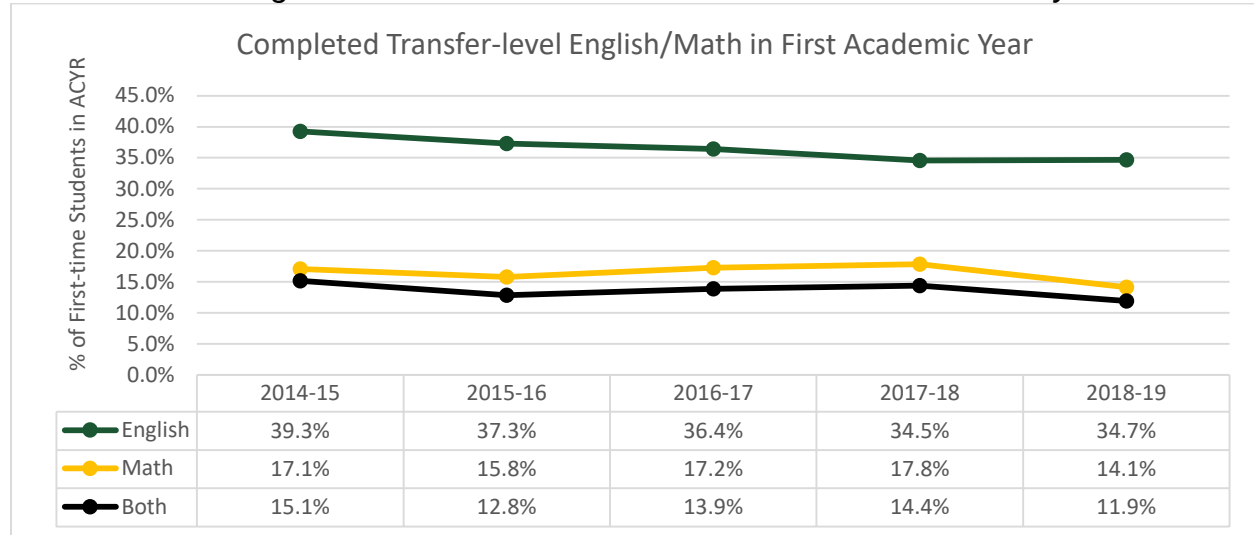
Goal 4: Course Success

Increase by one percent the percent of students who complete credit enrollments with a grade of A, B, C, or P. The institution set standard for successful student course completion is 70%. This is calculated annually across the fall and spring semesters.

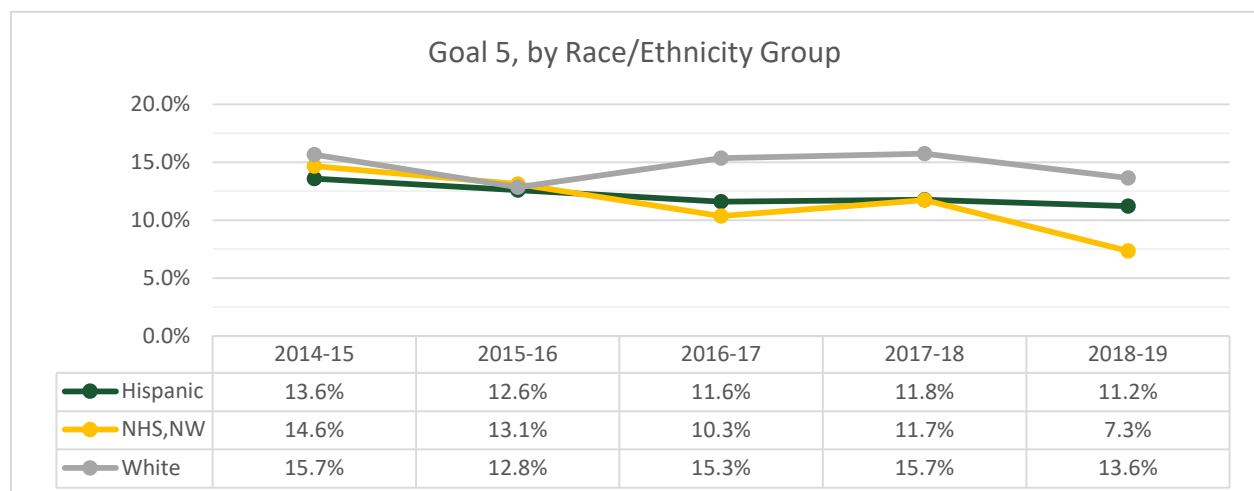
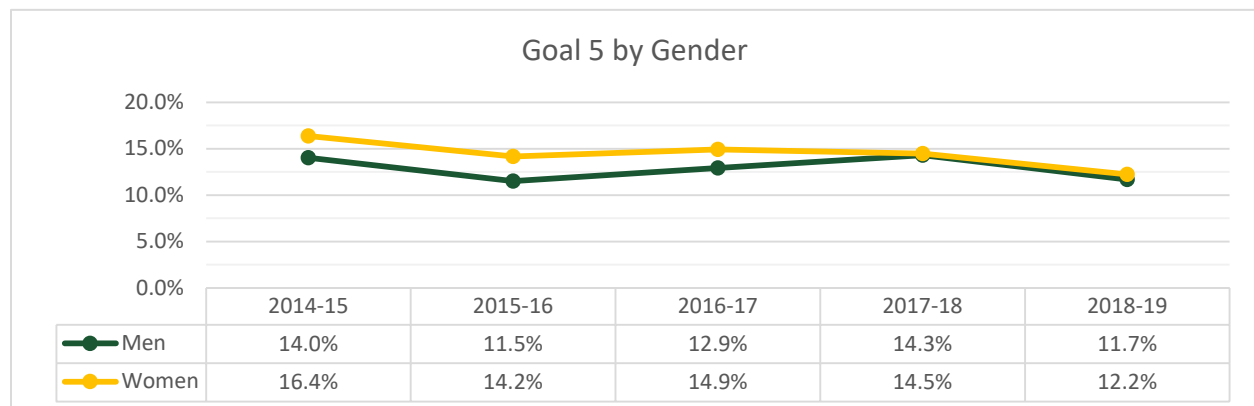


Goal 5: Improved through-put

Progressively increase the percentage of first-time students who successfully complete a transfer-level English and mathematics course within the first academic year enrolled.



	2014/15-15/16	2015/16-16/17	2016/17-17/18	2017/18-18/19
Change	Decrease	Increase	Increase	Decrease



Institutional Goal 1

Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

Institutional Objective 1.1

Increase the number of students who complete degree applicable courses, including English and math, by the end of their first year of enrollment at Shasta College.

Activities:

- A. Expand and implement best practices such as multiple measures, accelerated course options, co-requisite models, embedded tutoring, library instruction, and English and math success academies to ensure that more students enroll in degree applicable courses as they enter Shasta College.

Progress Update:

Math and English departments adopted the Chancellor's Office default placement guidelines and the placement rules recommended by the Multiple Measures Assessment Project. Both Math and English departments have developed co-requisite courses to support students in transfer-level classes. It is anticipated that this will increase the likelihood of successful completion of transfer-level English and math courses in the first year of a student's enrollment at the College. Two other high-touch programs, Supplemental Instruction and Embedded Tutoring, are growing in popularity among faculty. The College continues to offer math academy (Math Camp) in August. The Research Department is planning to complete an assessment of co-requisite courses and wrap-around support to determine which services are having the greatest impact in summer 2020 (after Math 14S has been offered for two semesters).

- B. Investigate, implement, and expand innovative best practices in instruction.

Progress Update:

The College trained three faculty in the Instructional Skills Workshop methodology and provided facilitator training. The intent is to offer the Instructional Skills Workshop to small groups of faculty to support development of best practices in instruction each year. During the 2019/20 Academic year, the College is also offering a year-long online course through ACUE called Effective Teaching Practices to 20 faculty. The course is meant to improve engagement and persistence and promote deeper learning.

- C. Use disaggregated data to evaluate effectiveness of alternative placement procedures, including multiple measures, local assessments, and supplemental diagnostic tools, with a targeted focus on equity populations.

Progress Update:

The Research Department will complete an assessment during the upcoming year that allows disaggregation of outcomes of students receiving the above-mentioned services.

- D. Investigate the feasibility of implementing additional placement tools specific to returning adults and/or non-traditional students, including tools that may add additional individualized diagnostics.

Progress Update:

The District adopted the placement guidelines recommended by the Chancellor's Office and is not requiring students to use any placement tools. Students who are seeking guidance for self-placement for math may use ALEKS software to support their placement decision. The English Department produced "Materials for Self-Placement in English Courses" - a document that Counselors can share with students who are considering various English course options. In addition, Student Services is working with IT to implement the Multiple Measures Placement Service through CCCApply which will facilitate the collection of transcript data from High Schools to support placement and completion of transfer level math and English during the first year.

Institutional Objective 1.2

In accordance with the California Community College Chancellor's Office (CCCCO) Vision for Success Goals, increase the rate at which students complete certificates, credentials, associate degrees, and transfer goals each academic year through the implementation of Guided Pathways.

Activities:

- A. Implement and expand best practices such as alternative course scheduling, cohort support, case management, Meta-Majors, Guided Pathways, and supplemental instruction (including tutoring) to increase the rate at which students complete certificates, credentials, associate degrees, and transfer goals.

Progress Update:

The College's ACE program uses both a cohort model and alternative scheduling. Success rates are high for these courses and Instructional Deans will explore the possibility of offering an entire GE pathway beginning Fall 2020. Regarding Guided Pathways, the College identified faculty and administrators to serve as leaders in the development of new systems designed to support completion. The Fall 2019 Flex day was designed to support guided pathways implementation. It is anticipated that the local Guided Pathways system will increase the number of students who complete and reduce the amount of time it takes to earn certificates and degrees. In addition, Supplemental Instruction has grown from 15 sections in Spring 2019 to 22 sections during the Fall 2019 term.

- B. Reduce time to completion and/or number of units accumulated in degree attainment through case management, automated education plans, accelerated course patterns, early alert warning systems such as Shasta Summit (Starfish), and clear academic program maps.

Progress Update:

General Counselors are now assigned to each academic division to support instructional colleagues with program mapping and to support student cohorts through a case management model. The College is piloting a student planning tool that is currently available to all students as a soft launch. It is anticipated that the student planning tool will be in full production for the Spring 2020 term. Draft academic program maps are integrated into the student planning tool. Regarding Early Alert, reports from faculty and students indicate that Shasta Summit is an effective communication tool for both encouraging students and recommending high-touch academic interventions. Student Services is continuing to expand the use of Shasta Summit each term.

- C. Implement and evaluate the Integrated Plan (which aligns goals from SSSP, Equity, and the Basic Skills Initiative) and report results to College Council on an annual basis.

Progress Update:

An assessment of the 2017–2019 Integrated Plan was presented to College Council on April 30, 2019. The Student Equity and Achievement Program (SEAP) has taken the place of the Integrated Plan. The final Integrated Plan report will be submitted to the Chancellor’s Office in September 2019.

- D. Redesign web interface and online accessible tools to support student matriculation, and awareness of degrees, certificates, and Meta-Majors.

Progress Update:

The College is in the process of redesigning the website to support the discovery of information and resources that support program completion. Design templates and website structure have been completed. The College is now in the content migration and development phase. The website will be in full production for the Spring 2020 term.

- E. Implement best practices to proactively confer degrees and certificates to students for the work that has been completed including degree audits, “degree reclamation”¹ and “opt-out”² degree conferral.

¹ Degree reclamation refers to efforts to retroactively confer degrees and certificates that were earned by students but not received.

² Opt-out degree conferral makes the awarding of degrees/certificates automatic unless the student declines.

Progress Update:

The College began work on this activity by participating in the Degrees When Due project. The project has two aims. The first is identifying completers (and near completers) who have not applied for a degree. The second aim is to identify students who have stopped out after transfer and transfer units back to Shasta College with the goal of awarding associate's degrees. The first phase of the project identified hundreds of completers or near completers over the course of the past five years. A temporary staff member was hired to re-engage with this population to award degrees and certificates and provide options for completing missing courses. In addition, the College is investigating a process for automatically identifying students who have earned awards but not applied for them. IT is validating the opt-out degree audit tool and the Student Services Team will engage in reimaging workflows associated with degree and certificate conferral. It is anticipated that the new processes and workflows will be in place by Summer 2020 to support an opt out degree/certificate conferral process.

- F. Promote annual Innovation Mini-Grants to enhance campus-wide creativity, interaction, and innovation.

Progress Update:

The College has continued to support innovation efforts through this program and has funded \$73,500 in projects to support student learning in the classroom, online academic support services, new programs, and international recruitment.

- G. Engage in discussions between staff, faculty, counselors, administrators, and students to develop and sustain the Guided Pathways framework and enable continuous improvement.

Progress Update:

The College has engaged in several associated activities. To support dialogue and to plan for Guided Pathways implementation, the College hosted three Guided Pathways focused workshops in which data was shared to illustrate the scope of the “completion problem” and the need for system reform and to gather ideas for changing local processes and systems. The conversation continued during the Fall 2019 Flex Day. A year-long professional development plan was recommended to faculty to support continued engagement and collaboration on Guided Pathways.

Institutional Objective 1.3

In accordance with CCCCO Vision for Success Goal 2³, increase the number of students who transfer and/or are transfer prepared annually.

Activities:

- A. Increase the number of students who annually attain Associate Degrees for Transfer (ADTs), including students from disproportionately impacted groups.

Progress Update:

The College has seen steady growth in the number of ADTs awarded with a total of 235 awarded in the 2017-18 Academic year. The College is engaged in a variety of efforts to increase degree attainment including: Guided Pathways reform, reimagining Early Alert, Degree Planning tools for students, placement reform, and the development and continued support of a variety of high-touch academic support services.

- B. Enhance integration of the Transfer Center with pathway programs including Accelerated College Education (ACE), Bachelor's through Online Degrees (BOLD), TRiO, dual and concurrent enrollment, and all University Partnerships.

Progress Update:

The ACE program pathways are based on ADT degrees in Business, Psychology, Sociology, and starting in 2019-20, Communication Studies and Administration of Justice. Since ACE's inception in 2016, 75 ACE students have earned associate degrees: 40 ADT's, 14 University Studies associate degrees (our original "transfer" associate), and an additional 21 "non-transfer" associate degrees. Of the 186 currently active ACE students, 129 have indicated they are pursuing ADT degrees. The BOLD program has identified a short list of public and private, not-for-profit, regionally accredited universities where our students can complete a bachelor's degree locally or online for less than \$20,000 total tuition: CSU Chico, Humboldt State University, CSU Sacramento's College of Continuing Education, Columbia College, National University, Simpson University, Southern Oregon University, and Western Governors University.

- C. In cooperation with K-12 partners, expand transfer pathways such as the College Promise Program, the Shasta College Honors Program, BOLD, and expanded dual and concurrent enrollment.

Progress Update:

Through BOLD, Shasta College has established formal partnerships, including transfer evaluation/articulation agreements, with Western Governors University and Columbia College (private, non-profit universities). Columbia College has based its transfer

³ *Vision for Success Goal 2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2022.*

evaluation for their Business and Psychology bachelor's degrees on the ACE ADT pathways. Western Governors University has evaluated and agreed to accept Shasta College's ADT, University Studies, and "non-transfer" associate degrees toward their bachelor's degree completion programs. These new partnerships, in addition to strengthening existing partnerships with other BOLD university partners, increases the number of clear, affordable pathways from Shasta College to bachelor's degree completion for local students who cannot move out of the area.

- D. Attain specialized accreditation of the Shasta College Dual Enrollment Program and create stronger connections with the College and Career Access Pathways legislation (CCAP) and Guided Pathways.

Progress Update:

Upon further examination and after a lengthy discussion in the Dual Enrollment Advisory Committee on April 23, 2019, the decision was made to apply the majority of the standards required by the National Alliance of Concurrent Enrollment Partnerships for Accreditation to Shasta College's Dual Enrollment program; however, we will not seek specialized accreditation at this time. One of the reasons cited for not pursuing accreditation is the cost and burden that would be placed on Shasta College faculty to implement a Faculty Liaison program as required in Standard F3.

The Shasta College Dual Enrollment program is working with one school district to explore and implement a College and Career Access Pathway (CCAP) Agreement. The 2019/2020 school year will be spent establishing the guidelines the High School will have to follow in order to sign an agreement with the hope of implementing it for the 2020/2021 school year. Red Bluff High School is able to make the classroom population changes needed to be compliant with CCAP requirements and is willing to help collect demographic information to ensure Shasta College is able to report accurate information to the Chancellor's office annually. Once Red Bluff High School has completed one school year cycle with an agreement in place, we will offer to work with other school districts to implement the same agreement.

Dual Enrollment's recent placement under the new Pathways and Learning Support Division was strategic as it positions the program to be a part of Guided Pathways development.

- E. Develop strong advocacy for the continuation of Bachelor's Degree programs offered through the community college system, including the Shasta College Health Information Management Bachelor's Degree.

Progress Update:

Shasta College participates in monthly California Community College Baccalaureate Degree Program Steering Committee conference calls and bi-annual conferences to collaborate and promote the pilot programs. A campus visit from the Legislative Analyst Office (LAO) is scheduled on October 28, 2019. Key staff and faculty will talk about why the Health Information Management (HIM) program was developed, the structure of the

program, the skills and competencies the program teaches at the upper division level, cost of the program, and job placement of program graduates. In addition, a HIM employer, HIM program graduate, and current HIM student will meet with the legislative analyst to share their experiences and the impact that the baccalaureate degree program has had on their lives. The SB 850 LAO final report evaluating the 15 pilot programs is scheduled to be published by February 1, 2020.

The HIM program went through a rigorous self-assessment and site visit process resulting in program accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) on May 22, 2019. CAHIIM accreditation enhances public recognition for program quality, affirms academic credibility for students, establishes eligibility for professional certifications, and assures employers that graduates have expected knowledge and skills.

HIM program administration and faculty continue to promote and advocate the program through articles and advertising in professional journals, press releases, program information sessions, HIM advisory committee meetings, career fairs, HIM events and conventions, and the California Health Information Association Academics Committee.

Institutional Goal 2

Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

Institutional Objective 2.1

Improve access to instruction through a variety of innovative practices.

Activities:

- A. Implement technology improvements that support instruction such as increased course offerings, further utilization of Canvas, and the provision of a comprehensive WiFi network throughout the District.

Progress Update:

Use of Canvas remains strong among faculty and students and continues to grow each term. The District completed a comprehensive WiFi assessment in 17/18 and is implementing WiFi upgrades to coincide with Bond projects. Information Technology is currently working with a contractor to install cabling and WiFi Access Points in several buildings throughout the main campus as well as installing outdoor Access Points. By mid-Fall 2019 there will be enhanced and increased access to WiFi resources in 80% of the main campus.

- B. Work within California Community College Chancellor's Office (CCCCO) guidelines to apply for and receive Center Status for the Tehama Campus.

Progress Update:

The College completed an updated Letter of Intent (LOI) as per counsel from the Chancellor's Office. The updated Letter of Intent uses the foundational work done in 2011 and 2012 which included a formal Preliminary Notice, community letters of support, etc. The updated LOI was approved by the Shasta College Board of Trustees in July, 2019. The LOI was submitted to and received by the Chancellor's Office in late July, 2019. The Chancellor's Office staff are reviewing the updated LOI and will be informing Shasta College of the LOI's approval status. If the LOI is approved, Shasta College will then begin a Needs Study (to be completed by the end of July 2020). If the Needs Study is found to be substantial by the Chancellor's Office, all materials will be submitted to the Board of Governors in 2021.

- C. Develop extended education sites as learning hubs with computer access, connectivity, library resources and services, and learning supports to ensure equal access to online learning opportunities.

Progress Update:

The College has increased bandwidth at all Extended Education Sites. This allows the College to deliver additional online services and for students to use Extended Education sites to complete online classes. It also allows rural students to utilize the site's internet for those who cannot get fast internet at home. In addition, the College has created a laptop lending program at Tehama, Trinity, and Intermountain campuses to support student computer use, allowing access to Canvas and online courses for students who may not have access to computers when not on campus. A recent retirement in Intermountain is allowing the College to pilot an Extended Education Paraprofessional in Intermountain. The Paraprofessional will be able to provide tutoring and learning support services in addition to matriculation and ITV support.

- D. Through participation in the California Community Colleges Technology Center's Library Services Platform project and other innovations, implement and assess a modern integrated library system to improve discovery and access to research material for students and faculty.

Progress Update:

The College began implementation work for a new Library Services Platform in Fall 2018 and is scheduled to go live with the new system for the Spring 2020 term.

- E. Expand and evaluate evidence-based practices such as online tutoring and/or synchronous learning supports for basic skills and general education.

Progress Update:

In 2018-2019, the Tehama campus Tutoring and Learning Center piloted online tutoring, and has been able to share what is and is not working well. During 2019-2020, the Main

campus Tutoring and Learning Center will also pilot online tutoring. The anticipation is that the College can provide learning assistance to a broader population of students.

- F. Offer full degree and certificate sequences in online format with corresponding student support services as needed.

Progress Update:

In an effort to reach a greater number of students with online opportunities, the College applied for and received an Online Pathways grant from the Chancellor's Office during the 2018/19 academic year. These funds are being used to support the development of bottleneck online courses such as communication, science labs and core courses for specific degrees. Developing online courses in these areas will allow the College to offer thirteen online degree and certificate pathways beginning Fall 2020.

- G. Expand Accelerated College Education (ACE) degree offerings and add additional ACE cohorts during structured day programs, online (synchronous and asynchronous) and at extended education sites.

Progress Update:

The ACE program now offers five complete ADT pathways (Administration of Justice, Business, Communication Studies, Psychology, and Sociology). All of these pathways can be modified using existing compressed ACE classes to complete a local associate degree instead of the ADT, as adult students sometimes need to modify their academic goals quickly to address employment or personal needs). The ADT Business is fully online, and the remaining ADT degrees are a combination of online and evening hybrid classes on Tuesday/Thursday evenings. The Administration of Justice pathway is offered through ITV at our extended education sites. ACE also offers a daytime pathway for two local Business associate degrees (Management and Marketing/Finance). The classes are a mix of online and Tuesday/Thursday 9 – 11 am hybrid classes. The morning times were chosen so that students can utilize state-supported preschool programs that run 8:30 – 11:30 am in our local area. ACE also offers a fully online Web Design certificate using compressed classes.

- H. Promote and track participation in internal and external professional development opportunities to capitalize on, and expand, the expertise of faculty and staff; specifically in relation to Guided Pathways.

Progress Update:

The College was selected to take part in a cohort which is implementing Cornerstone, a professional development tracking system offered through the Vision Resource Center. It is anticipated that this will allow faculty and staff the opportunity to track their own professional development, while also providing external professional development opportunities through the Vision Resource Center.

Institutional Objective 2.2

Improve access to student services through a variety of innovative practices.

Activities:

- A. Expand access to student support services through the development of a “One Stop” Center on the main campus, expanded support services in our extended education centers, and through additional online student support and communication options, including an updated mobile app service and automated education plans.

Progress Update:

Admissions and Records and Financial Aid offices have been combined on the main campus to create a “One Stop” Center. Front-line staff have been trained in both areas to respond to student questions. The Student Success Center offers direct student support – particularly with the steps to enrollment and registration processes. The Tehama Campus remains the original model for “One Stop” student services.

The College is piloting a student planning tool that is currently available to all students as a soft launch. It is anticipated that the student planning tool will be in full production for the Spring 2020 term. Draft academic program maps are integrated into the student planning tool. A counselor group is piloting SARS Zoom – a tool that provides video conferencing for students to complete a counseling appointment regardless of physical location. The mobile app provides users with access to the most requested information and resources across the campus. This semester will bring a new interface and a new way for students to interact with staff.

- B. Expand access to student support services through the development of multilingual versions of current and future resources.

Progress Update:

Multilingual versions of current and future resources are increasingly available. The common CCCApply application is available in both English and Spanish as are the new student welcome letters. An upgraded new student orientation will also feature both English and Spanish versions. Various outreach materials now have English, Spanish, Chinese, and Japanese versions.

- C. Create procedures for fully utilizing new and existing technology to make the most of all software products acquired by the District.

Progress Update:

The College recently implemented Office365 for all students, faculty and staff. This suite of Microsoft tools has increased collaboration among the community and is easily integrated into other tools such as Canvas for use in teaching curriculum. The College

has also made a significant effort to implement Single Sign On (SSO) and ensure that all new software that requires authentication is SSO compatible. By doing this, the student experience is enhanced and the ease of transitioning from one software to another is improved without the need for multiple logins.

Institutional Goal 3

Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses, and organizations.

Institutional Objective 3.1

Enhance student success through the cultivation and expansion of collaborative partnerships with three sectors: K-12 partners, four-year institutions, and business and industry.

Activities:

- A. Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs.

Progress Update:

Our Economic & Workforce Development (EWD) division supports and manages an array of grant managers whose primary focus is to collaborate with both K-12 partners and Business and industry. Our Career Pathways Trust grant of \$5 million dollars related to creating pathways with our K-12 partners in two sectors, Health and Advanced Manufacturing. We assist in identifying more dual enrollment opportunities, participate in high school advisory committees, and host K-12 students on our campus to visit our programs and talk to our students. In alignment with educating the students we also host Counseling to Careers 3-day summits dedicated to high school counselors. During the summit we introduce new programs, hold student and business partner panels to discuss pathways and career opportunities. EWD also hosts two Regional Directors for Industry Engagement in Small Business/Entrepreneurship and Advanced Manufacturing. The Regional Directors (RDs) scope enhances our relationship with industry partners. It is through communication and engagement which allows our RD's to create a bridge between our classrooms and our industry. The latest infusion of Strong Workforce dollars by our State, administered through our Chancellor's office, allows to meet the demand of the California economy and labor market for skilled workers. The other primary goal of these dollars was to lift low-wage workers into living-wage jobs. Shasta College achieves these goals by monitoring our student success in CTE programs, improving career pathways by increasing dual enrollment, focusing on data-driven outcomes and coordinating our funding regionally.

- B. Develop and align stackable certificates with industry-recognized certification standards to increase employment options for students.

Progress Update:

The College continues to make curricular changes to support the changing needs of the community. The following programs were added in 2018-19 - Hospitality Management (AS-T), Computer Science (AS-T), Business – Marketing and Finance (AS), Business Retail Management (Cert.), and Medical Scribe Specialist (Cert.). The College continues to explore degree pathway options as part of Guided Pathway efforts.

- C. Increase participation in collaborative efforts to improve college attainment rates as measured by an increase in local high school graduates' college going rates and Shasta College's transfer rates to four-year institutions, and a decrease in remediation rates.

Progress Update:

The Assistant Superintendent/VP of Student Services serves as the Executive Director of North State Together, a regional collaborative with the aim of improving college attainment rates. Through this effort, the college is actively involved in Reach Higher Shasta and Expect More Tehama which are connected to the North State Together collaborative which also seeks to improve college attainment rates. The college actively coordinates with the Shasta County Office of Education College and Career Counseling Coordinator to coordinate efforts to increase college attainment rates. The Transfer Center Plan outlines efforts to improve transfer rates to four-year institutions.

- D. Identify additional opportunities to obtain Bachelor's degrees via partnerships with four-year colleges/universities, including an increase in student transfer opportunities.

Progress Update:

In addition to offering our own bachelor's degree in Health Information Management, Shasta College has established the Bachelor's through Online and Local Degrees (BOLD) support program as part of our Innovation department. This program uses a sequence of four, one-unit, online Student Development classes (STU 40, 41, 44, and 45) to help students navigate through their university and career change experience. The courses focus on Getting Connected to Your University (40), Career Focus (41), Career Worksite Readiness (44), and Graduate and Professional Student Success (45). BOLD had a soft roll-out in Spring 2018 with six students enrolled in STU 40, two of whom have completed their bachelor's degree; another four students enrolled in universities with the assistance of the staff and counselor from the BOLD office, but chose not to utilize the support classes. The program then was retooled a bit and relaunched in Spring 2019 with five new students, one of whom has already graduated with her bachelor's degree. For Fall 2019, there are seven active students in the BOLD support classes (STU 40 and 41).

Through BOLD, we have formalized relationships and transfer evaluation pathways with Columbia College (private, non-profit) and Western Governors University (private, non-

profit). We have also strengthened our relationships and pathways advising with CSU Chico, CSU Sacramento's College of Continuing Education, Humboldt State University, Southern Oregon University, National University (private, non-profit), and Simpson University (private, non-profit). The BOLD Director and Nursing faculty have also worked closely with a number of public and private, non-profit institutions to identify and promote RN to BSN online programs.

- E. Promote the Shasta College Promise Program and open access resources to minimize issues of affordability as a barrier to accessing postsecondary education.

Progress Update:

Shasta College sent a team of staff, faculty, and administrators to the College Promise workshop at Rocklin College in May 2019 to identify best practices and assess our current Promise program through an equity lens. In 2019-20, Shasta College started offering a second year tuition-free promise to those who qualified for the first year tuition-free in 2018-19. Promotional materials will be provided to high school partners in informational packets.

Institutional Objective 3.2

Increase collaboration with businesses and agencies to expand student work-based and experiential-based learning (such as, internships, work experience, mentoring, volunteering, clinical experience, work study programs, advisory committees, service learning, and global education).

Activities:

- A. Develop an online resource which will serve as a civic and community engagement database (to track offerings and participation) for students, faculty, staff, and community partners to share and track information about opportunities.

Progress Update:

The College created an online website that lists a wide variety of employment opportunities. Updates to the database are shared through social media with some frequency. See additional details and related efforts below in 3.2B.

- B. Expand curricular and co-curricular opportunities through involvement in civic and community engagement opportunities (including internships and service learning opportunities).

Progress Update:

Through Economic and Workforce Development, the College is engaged in a variety of efforts to expand opportunities for students. These efforts include Student Success

workshops for supporting employment searches, collaboration with Reach Higher Shasta on the Career Connections project, and the development of an online job board for Shasta College students. Efforts continue to promote Shasta College employment support with students and local businesses.

- C. Implement and scale the *New World of Work* Program to ensure that students have the 21st Century Employability Skills necessary to succeed in their career aspirations, including expanding the numbers of work-based learning placements, digital badging, and micro-credentials in accordance with program goals.

Progress Update:

New World of Work currently has 72 partner colleges in the CA Community College System as well as two external partners in Oregon and New York. Official Partners become members of the Community of Practice which includes access to all data collection tools and the digital badging platform. Many partners are using varying models to integrate soft skills into their work-based learning platforms. These models include 0.5-3 unit soft-skills courses which are aligned with certificate programs and others are adding components to the curriculum of existing work-based learning courses. The program will continue to add partners through their Post-Secondary and K-14 Pathways training models with the goal of reaching all 115 CA Community Colleges and high school partners. The online lessons will be available Fall 2019 and align with the post-secondary curriculum. The high school curriculum will also be released Fall 2019.

Institutional Goal 4

Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

Institutional Objective 4.1

Continue implementation and assessment of the integrated planning cycle as described in the Integrated Planning Manual and update other plans and manuals as needed.

Activities:

- A. Continuously update and assess all necessary plans that support institutional effectiveness, such as the Technology Plan, the Participatory Governance Manual, the Shasta College Equal Employment Opportunity Plan, and the Facilities Master Plan.

Progress Update:

In the 2019 academic year, the College updated the Strategic Plan. New to the Strategic plan was the establishment of progress indicators or benchmarks by which the College can measure progress on the goals articulated in the plan. The College also updated the Equal Opportunity Employment plan during the 2019 academic year.

- B. Investigate and improve participation of all individuals and groups in the Shasta College planning process.

Progress Update:

The College is engaged in a variety of efforts to support participation in the planning process. First, the College started a new employee orientation in an effort to support a positive campus climate where employees know their participation is valued. As another example, the Program Review Committee is exploring ways of making the Program Review process more meaningful in an effort to encourage deeper and more authentic participation. The College will continue to explore other methods of supporting this activity.

- C. Conduct all Bond activities with highest focus on transparency, accountability, and inclusivity.

Progress Update:

Transparency of Bond activities is evidenced by monthly reports to the Board of Trustees that include a comprehensive financial overview of project budgets and expenditures, a written projects update providing a detailed status of current projects, and a PowerPoint presentation serving as visual support of the foregoing. In addition to typical transactions, the financial overview also provides an itemization of construction contract change orders by dollar amount and percentage of original contract amount for full disclosure. The reports mentioned are presented at regular monthly meetings which are open to the general public.

The Measure H Citizens' Bond Oversight Committee (CBOC) is charged with verifying that all Bond expenditures are spent on approved projects as represented to District voters in the Measure H ballot text; to inform the general public of pertinent information pertaining to the Measure H Bond; and to provide an Annual Report of CBOC activities which is presented to the District's Board of Trustees. The CBOC also reviews the annual Bond financial and performance audits prepared by an independent accounting agency. Bond project updates, both written and visual, are also provided to the CBOC at their quarterly meetings which are open to the general public.

Bond projects whose end use affects student and/or staff spaces utilize Project Committees comprised of the end users of the space. Through this method, staff and student input can be solicited to ensure the final product meets the actual needs of the end users. Inclusivity in communications regarding Bond projects is achieved in several ways. In addition to reports to the Board of Trustees and the CBOC, Bond project

information is presented monthly to the Facilities Planning Committee. Ad hoc presentations by request are made to division offices, various committees, and to Student Senate.

The Bond web pages on the District's website provide accessibility to all of the foregoing through links to: financial overviews; annual financial and performance audits; written project updates; all presentations; CBOC meeting agendas, minutes, and annual reports; project descriptions and photos; and legal documents pertaining to the Measure H Bond.

- D. Design premier spaces for students through the Bond planning process that maximize engagement and allow for enhanced learning opportunities.

Progress Update:

As outlined in the Facilities Master Plan – Amendment One, there is an increased focus on creating interior and exterior student collaboration and social spaces throughout our campuses. These gathering areas will create an environment fostering student and faculty interaction to support continued learning outside the traditional classroom. Within the classroom buildings, student spaces will have a small table and/or lounge seating with available marker boards and video screen enhancements. As evidenced by the future CIS Building floor plan, adjacent faculty offices will provide easy access for students requiring assistance and support. Bond funds will also support new or refurbished student social spaces to provide a safe, comfortable learning environment. A newly hired Master Plan landscape consultant will provide designs for reimagined outdoor gathering areas for student study and socialization.

An integral part of providing premier spaces for maximum student engagement, both inside and outside the classroom, is the upgrading of our technology capabilities, including high-speed wireless access. Over the past 1.5 years, over \$1 million has been spent on District-wide technology upgrades and new technology equipment intended to enhance the student learning experience. This is particularly important with the increase of student-centered technology used in the classroom to create an engaging, interactive educational environment.

- E. Create inclusive design plans through the Bond projects and ensure that all parties, including students and staff, have an opportunity to share ideas and perspectives.

Progress Update:

Bond projects affecting staff and students are designed through collaboration among the Project Committee assigned to each project, the architect, outside technical consultants, one or more Cabinet-level administrators, the Director of Physical Plant, the Bond Program Manager, and Shasta College trades staff. Project Committees include administrators, faculty and staff, and for student spaces, one or more current or former students. As the interior plans are developed, the users of the individual spaces are consulted to ensure the end product will meet user needs. Campus wide design

decisions—such as the standard color palette and interior/exterior finishes—are brought to the Facilities Planning Committee, a participatory committee comprised of administrators, faculty and staff, for input and approval.

Institutional Objective 4.2

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning.

Activities:

- A. In conjunction with the first Quality Focus Essay, develop, assess, and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle.

Progress Update:

Program Learning Outcomes are published in the College catalog and will be featured on program pages on the new website. Results from Program Learning Outcomes assessment are published as part of the Program Review process. The SLO committee will publish the results of recently analyzed Institutional Student Learning Outcomes in the Spring 2020 term.

- B. Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results of selected outcomes, and assess the implemented changes.

Progress Update:

During the 2019 academic year changes were made to the Program Review process so that programs are more consistently and explicitly reporting on outcomes and assess core program courses against established Institution-set Standards.

- C. In conjunction with the second Quality Focus Essay, create a data warehouse that ensures access to valid and relevant data that includes information about disproportionate impact and promotes a culture of inquiry at Shasta College.

Progress Update:

The College began work on this project by investing in infrastructure to host and support data sharing. There was a significant setback with the retirement of the Project Director. The College has hired a consultant to continue working on critical components of establishing the data warehouse.

- D. Implement findings from the United States Department of Education's Strengthening Institutions Initiative to ensure that accreditation goals are balanced within the framework of a positive campus culture.

Progress Update:

The College did not participate in this grant program.

- E. Encourage Shasta College personnel to participate in professional development opportunities such as accreditation trainings and site visits to other institutions in order to continuously improve.

Progress Update:

During the 2019 academic year, at least 3 Shasta College staff participated in Accreditation site visits and the associated training.

Institutional Objective 4.3

Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes.

Activities:

- A. Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (such as, OPEB contributions, STRS and PERS employer contributions, and the projected effects of the funding changes) while maintaining sufficient reserves at a level which does not require special borrowing (such as TRANs borrowing).

Progress Update:

The District continues to look for strategies to minimize long-term obligations while maintaining reserves necessary for normal operations. During the 2018/19 year the District used unrestricted net income and fund balance to transfer \$1,750,000 to OPEB Trust (Other Post Employee Benefits) to reduce ongoing benefit liabilities.

- B. Pursue special funding sources outside of State funding (such as competitive grants, State categorical programs, and/or private funding) to enhance the District's mission.

Progress Update:

- C. During the 2018-19 fiscal year, Shasta College applied for numerous grants that were awarded during the current fiscal year. The grant amounts awarded totals \$3,812,350. Additionally, we received 17 non-competitive categorical restricted allocations. Total amount of competitive grant and categorical funding budgeted in 2018-19 was approximately \$14,611,000. The Shasta College Foundation's

income for 2018-19 was \$352,735. All of the above funds were used to support student educational goals.

- D. Collaborate with the Shasta College Foundation to support regional partnerships, seek additional grant funding, and increase giving to support Shasta College's goals and objectives.

Progress Update:

The Shasta College Foundation continues to engage in partnerships to support community development. The most significant collaboration being North State Together sponsored by the McConnell Foundation. Other continued collaborations include work with the Lumina Foundation, Reach Higher Shasta, SHIELD (Public Safety Consortia), Shasta Historical Society, Shasta County Office of Education and faculty to enrich our speaker series events on our campus. The Foundation, along with its Executive Board, strive in connecting with the community and encouraging members to consider our Foundation as a place of contribution in form of endowments, donations and payroll deductions. Our new Strategic Plan, beginning in 2020, will include capital campaign efforts.

Student Services

Community College
Survey of Student
Engagement
(CCSSE) 2019



Background

- Survey was given in Spring 2019
- 514 students responded;
 - 34% response rate (CCSSE provided)
 - 62% response rate of participating courses
- Second administration of survey, previously given 2016
- 2019 Cohort comparison data includes
 - 2017-2019 national survey data
 - 616 institutions
 - 120 institutions classified large (8,000-14,999 students)

What is Student Engagement?

...the amount of time and energy students invest in meaningful educational practices

...the institutional practices and student behaviors that are highly correlated with student learning and retention

Demographics of Survey Respondents

- Gender:
 - 53% women;
 - 45% men;
- Ethnicity:
 - 65% white,
 - 10% Hispanic*(SC: 17%),
 - 12% two or more*(SC: 6%),

*Significantly different than Shasta College (SC) population



Demographics, contin.

- Age: 65% traditional college-age (<25)
- Highest education level*:
 - 83% high school (SC: 94%);
 - 5% college certificate;
 - 12% college degree (SC: 6%)

*Significantly different than Shasta College (SC) population



Demographics, contin.

- Athletes: 12%*(SC: 2%)
- First-gen: 40%
- Vet: 6%*(SC: 2%)
- Enrollment Status*: Full-time 80% (SC: 37%)
 - CCSSE creates weight to account for this variation which adjusts responses to reflect actual population

*Significantly different than Shasta College (SC) population

Benchmarks

Category	Shasta College	Large Colleges	2019 Cohort
Active and Collaborative Learning	49.8	49.1	50.0
Student Effort	44.2	49.3*	50.0*
Academic Challenge	46.6	49.4	50.0
Student-Faculty Interaction	46.5	48.3	50.0
Support for Learners	49.2	48.9	50.0

- Benchmarks are scaled with national (2019 Cohort) to be mid-point.
 - Active & Collaborative Learning: 7 questions
 - Student Effort: 8 questions. *Significant different as a result of computer lab usage.*
 - Academic Challenge: 10 questions
 - Student-Faculty Interaction: 6 questions
 - Support for Learners: 7 questions

Institutional Support

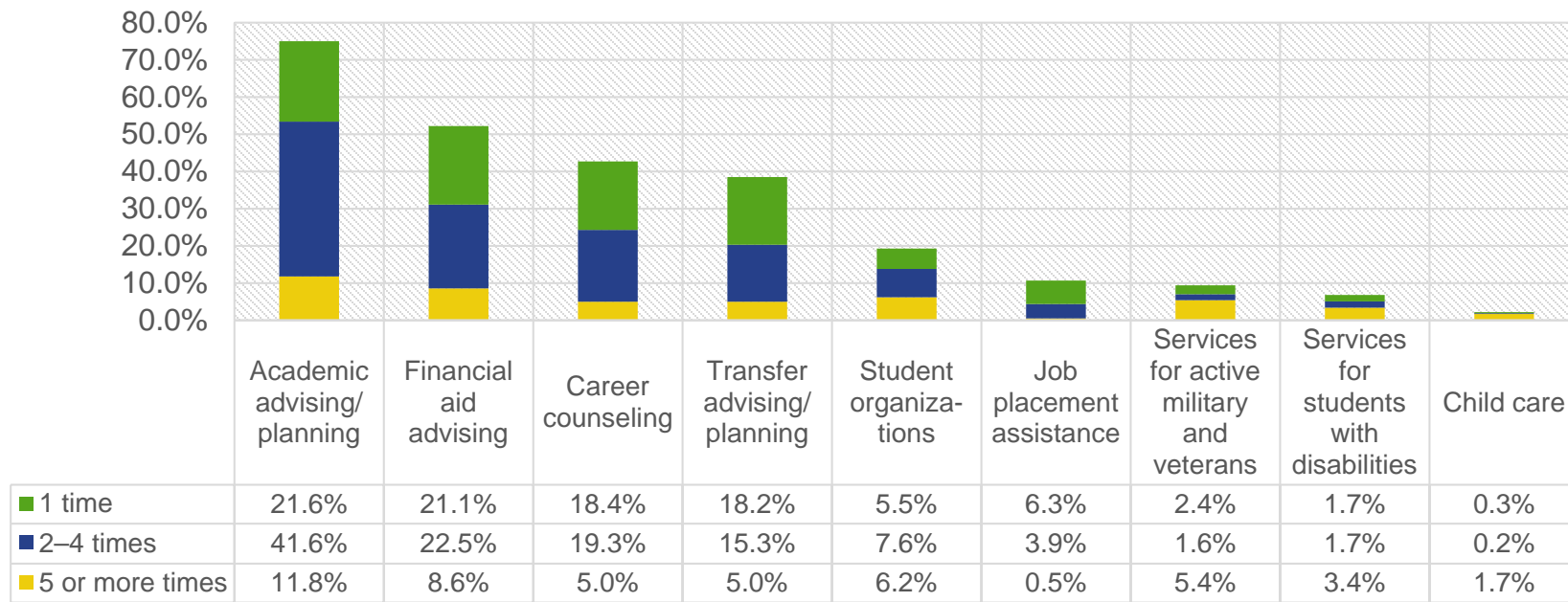
- Shasta College students report equivalent levels of institutional support as other community college students
- The highest support was reported on student success (academic)

How much does this college emphasize the following?	Shasta College	Large Colleges	2019 Cohort
Encouraging you to spend significant amounts of time studying	2.87	3.03	3.03
Providing the support you need to help you succeed at this college	3.04	3.05	3.07
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.63	2.67	2.67
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.01	2.03	2.06
Providing the support you need to thrive socially	2.16	2.22	2.26
Providing the financial support you need to afford your education	2.67	2.52	2.58

Student Services – Use of Services

- 75% of students report getting assistance with academic advising/planning during the academic year.
- 52% report getting financial aid advice, and 43% report receiving career counseling

How often did you use resource?



Student Services - Satisfaction

	Satisfaction	Importance	Gap
Academic advising/planning	1.32	2.56	1.24
Job placement assistance	1.38	2.42	1.04
Financial aid advising	1.27	2.30	1.03
Skill labs (writing, math, etc.)	1.29	2.30	1.01
Child care	1.01	1.87	0.86
Services for students with disabilities	1.68	2.52	0.84
Career counseling	1.20	1.97	0.77
Transfer advising/planning	1.46	2.12	0.66
Student organizations	1.39	2.05	0.66
Computer lab	1.44	2.06	0.62
Library resources and services	1.55	2.15	0.60
Services for active military and veterans	1.66	2.20	0.53
Peer or other tutoring	1.46	1.83	0.37

The largest difference between importance and satisfaction is with Academic advising/planning.

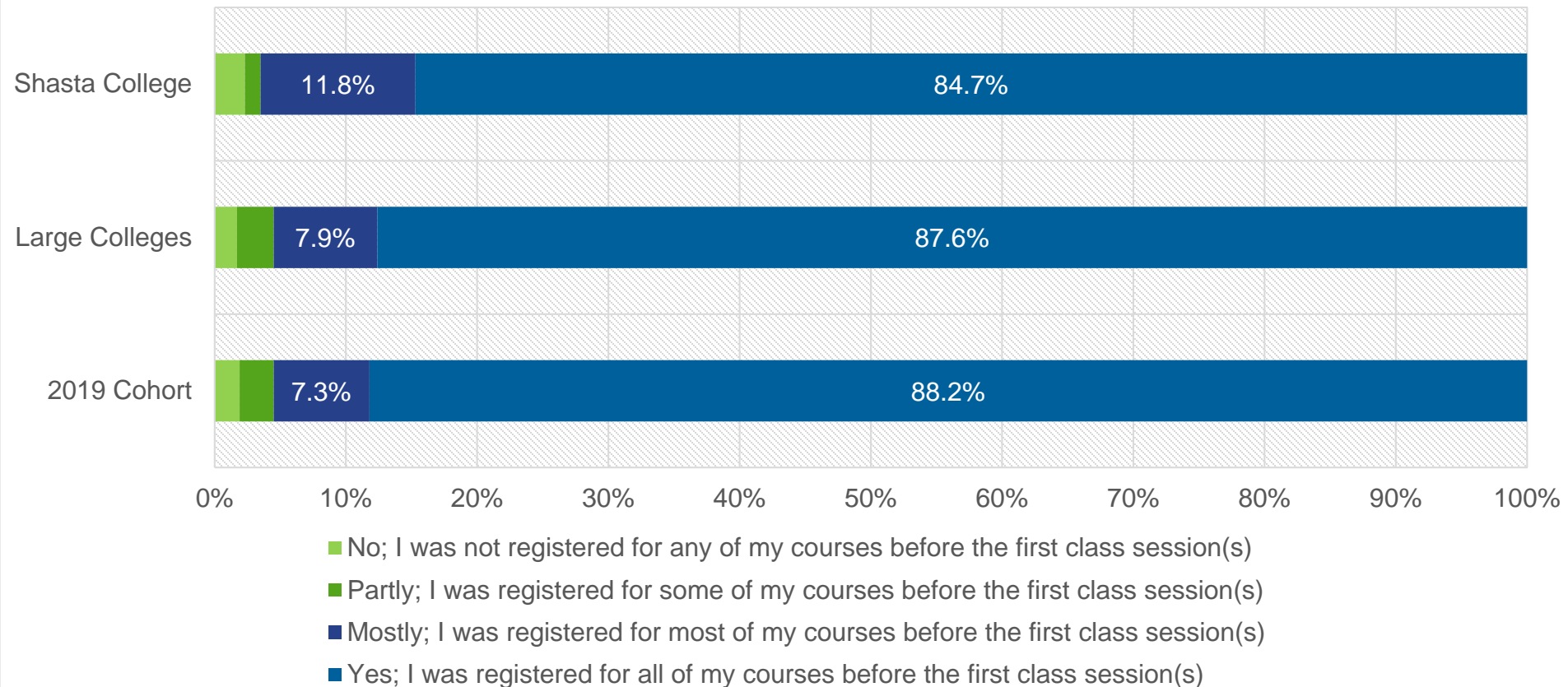
All areas with gap larger than 1 should be given attention/be examined.

Small gap scores indicate higher levels of expectations being met.

Students responded on scale of 1-3, with 1 being 'Not at All', 2 being 'Somewhat' and 3 being 'Very'.

Registration

During the current academic term at this college, I completed registration before the first session(s).



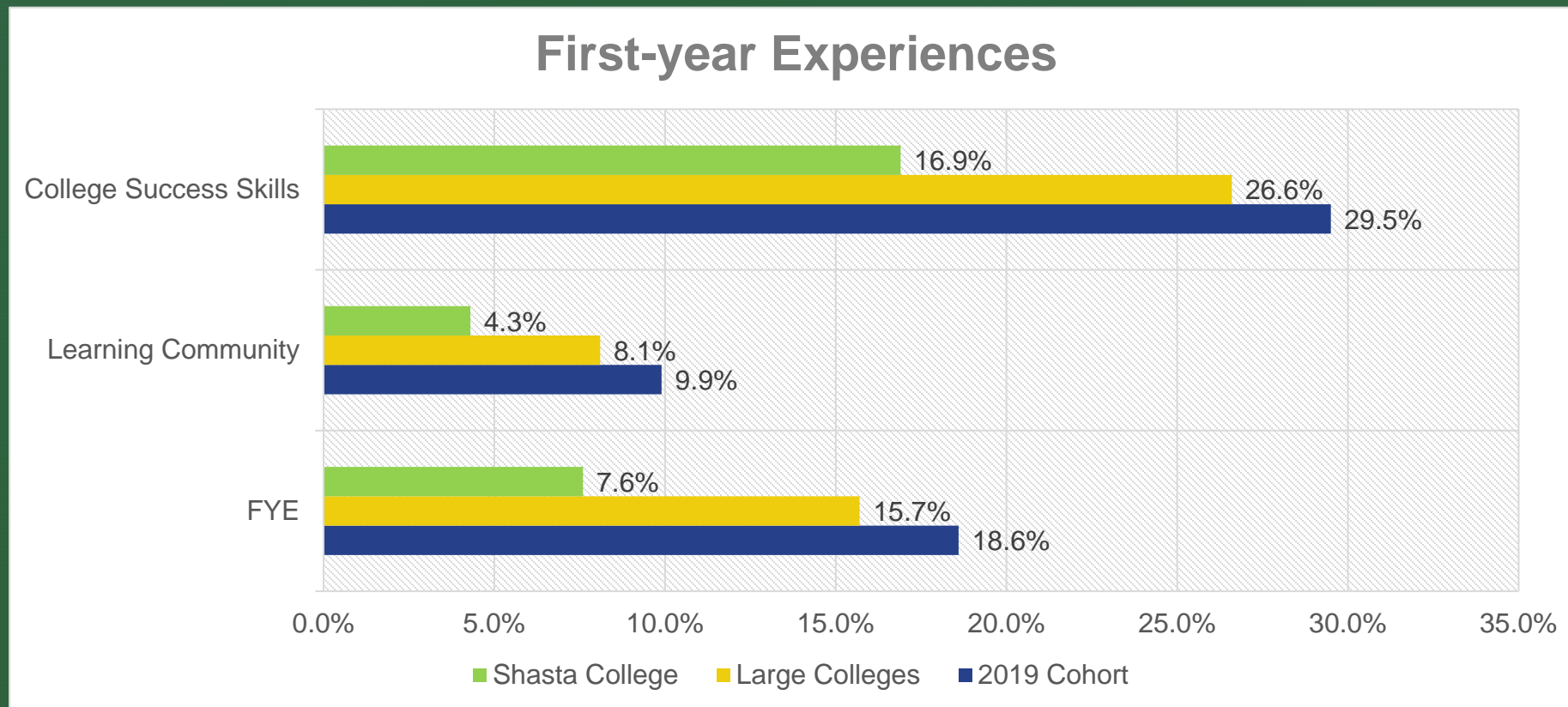
Orientation

- Shasta College students responded participating in online orientation vs. on-campus orientation at twice the rate of other community college students.

The one response that best describes my experience with orientation	Shasta College	Large Colleges	2019 Cohort
I was unable to participate in orientation due to scheduling or other issues	14.4%	15.5%	16.7%
I was not aware of a college orientation	20.1%	17.7%	16.5%
I enrolled in an orientation course as part of my course schedule during my first academic term	3.4%	6.6%	7.3%
I attended an on-campus orientation prior to the beginning of classes	20.0%	41.6%	44.2%
I took part in an online orientation prior to the beginning of classes	42.1%	18.6%	15.4%

First Year Experiences

- 17% of SC students took a success skills course their first term, compared to 29.5% of students nationally.



Basic Skills Enrollment

- Over half (56%) of students who were recommended to take developmental courses during their first term did not.
- The percent of students reporting they received recommendations is expected to decrease over time as a result of the implementation of AB705.

I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I...	Shasta College
Did not enroll in any of these courses	56.1%
Did enroll in one of these courses	24.7%
Did enroll in more than one of these courses	19.2%
<i>Developmental/ Remedial courses not recommended</i>	<i>59.3%</i>

Academic Planning

Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

Part-time Students

	%
Yes	45.1%
No	41.2%
In first-term	13.4%

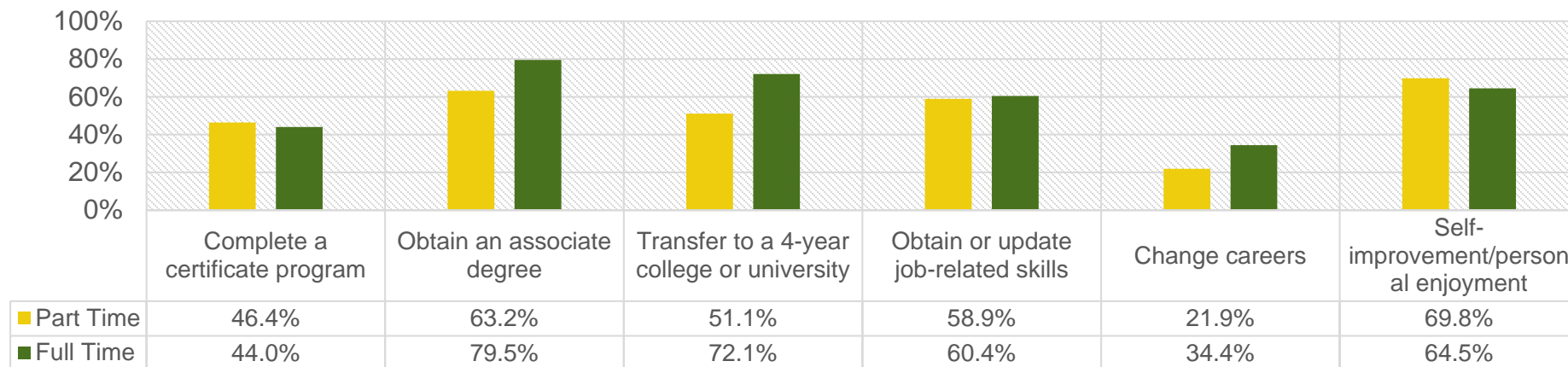
Full-time Students

	%
Yes	68.6%
No	22.6%
In first-term	8.8%

Academic Goals

- There is no difference between part- and full-time for those working to complete a certificate.
- A higher percentage of students who are working to complete a degree are full time, 79.5% vs 63.2%.
- Approximately two-thirds of students are taking courses for self-improvement/personal enjoyment. This high percent may reflect student interest/value in education more than their academic goal.

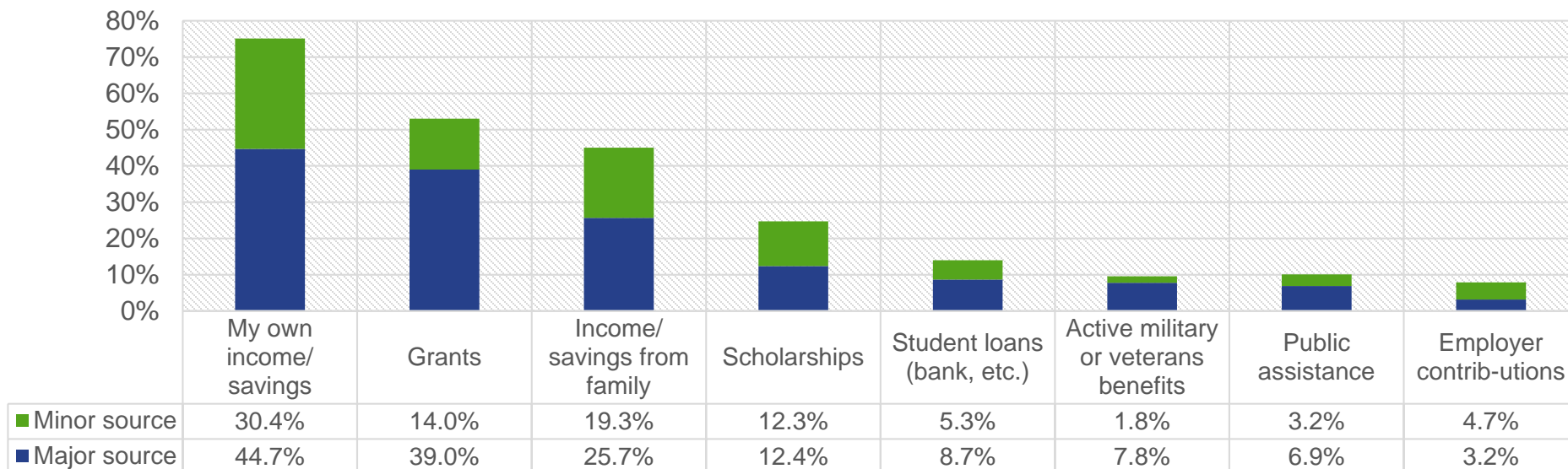
Indicate which of the following are your reasons/goals for attending this college.



Financing College

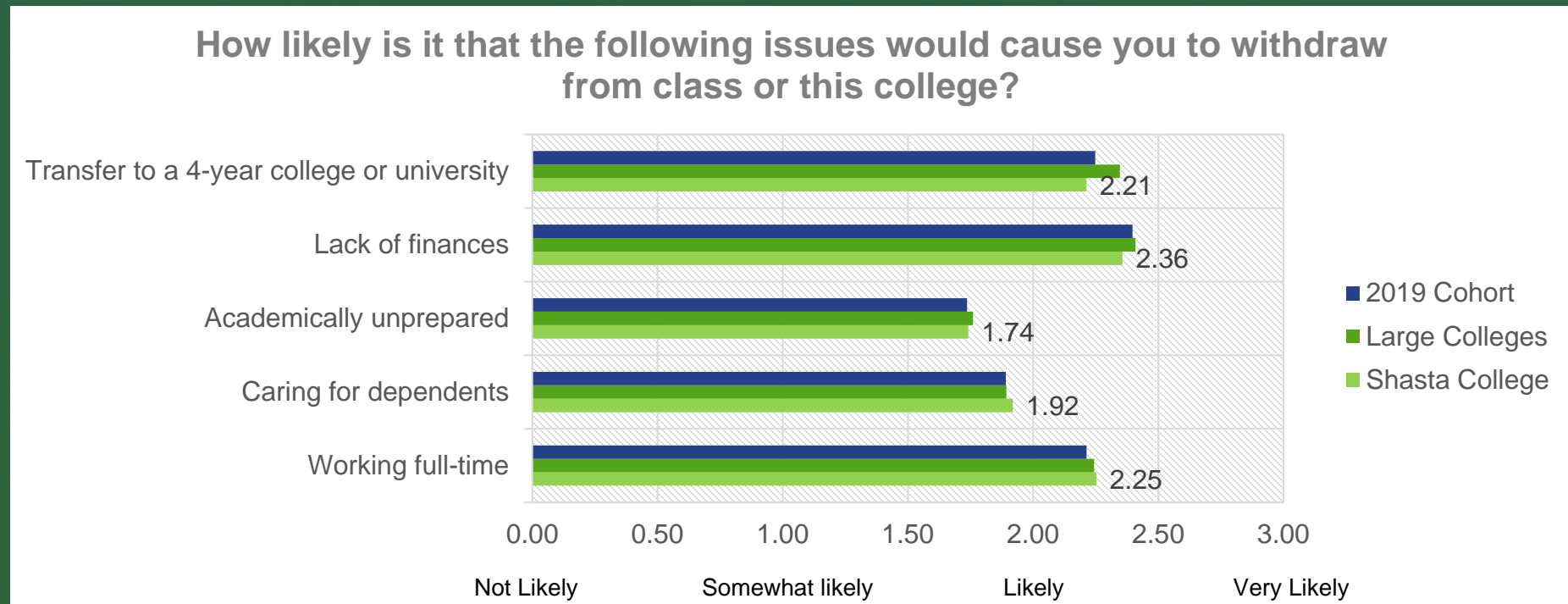
- Nearly half (44.7%) the students report financing college primarily through their own income/savings, and 40% primarily through grants.
- 14% report taking out student loans.
- 25% report receiving scholarships

Indicate which of the following are sources you use to pay for your tuition at this college.



Threats to Persistence

- The greatest threat to persistence is finances, followed by employment.
- Students are more likely to drop out due to lack of finances than transfer to a 4-year college or university.
- These match responses at other community colleges.



Shasta College Response to Student Death

1. COORDINATING OFFICE FOR COLLEGE RESPONSE TO STUDENT DEATH:

Information about a student's death may come to the attention of any member of the college community, and may come from a variety of sources, such as a phone call or visit from the family, friend, or roommate of the student, an obituary, a police officer, or a report in the media. The person receiving such information should immediately notify the [Associate Vice President of Student Services \(AVPSS\) office](#) who will act as the coordinator for all college responses.

INITIAL NOTIFICATION:

The individual receiving notification of the death of a student should immediately notify the ~~Assistant Superintendent/Associate~~ [Associate Vice President of Student Services \(AVPSS\) office](#). The AVPSS will immediately notify the following persons:

- President (The President will notify the Chancellor.)
- Assistant Superintendent/Vice President of Administrative Services
- Assistant Superintendent/~~Associate~~ Vice President of Instruction
- Associate Vice President of Human Resources
- Director of Marketing and Public Information
- Director of Student Life & Title IX Investigator
- Dean of Extended Education
- Dean of Library Services & Educational Technology
- ~~Dean of Enrollment Services~~
- Dean of Student Services
- Associate Dean of Student Services
- Behavior Intervention Resource Team (BIRT)

In instances in which a report of a death is not verified, the AVPSS will indicate to these individuals that efforts are being taken to verify the death and that verification will be provided as soon as possible.

The AVPSS will coordinate with the Director of Marketing and Public Information on the release of any information.

The following information is helpful to properly identify the student and to ensure the correct information is disseminated:

- Student's full name
- Student identification number
- Name and address of parents or spouse
- Date and cause of death
- Major, Campus Employment Status, or Organizations
- Enrollment Status
- Address of Student

VERIFICATION OF DEATH:

Before initiating any further actions or communications, the AVPSS must be certain of the validity of a report of a student's death. The AVPSS will use his/her judgment as to whether documentation verifying a student's death is necessary. When documentation is deemed necessary, sensitivity to the grieving family is paramount so verification must be gained as tactfully as possible. Verification can be established by obtaining documents such as an obituary,

Last updated ~~10.1.2018~~11.25.19

death certificate, a coroner's office report, official military correspondence, or a US Consulate or ambassadorial office (if outside of the US). In no cases will the campus community or the media be informed of the student's death until the death has been verified and primary family members have been notified.

2. COMMUNICATION WITH THE FAMILY OF THE STUDENT

CONDOLENCE TO THE FAMILY:

The VPSS will draft a formal letter of condolence from the College President to the family on behalf of the college community. The letter will be written in/translated to the family's primary language.

A separate letter of condolence will be sent by the Assistant Superintendent/Associate Vice President of Student Services on behalf of Student Services. This letter will outline the official procedures taken by the college to close the student's accounts and other services and support offered by the college.

REPRESENTATION AT THE FUNERAL, MEMORIAL SERVICE, CELEBRATION OF LIFE, ETC.:

When possible, a college representative will attend funeral services. The attendance will be coordinated by the Assistant Superintendent/Associate Vice President of Student Services.

3. NOTIFICATION OF COLLEGE COMMUNITY

NOTIFICATION OF STAFF AND FACULTY:

The VPSS will review the particular circumstances of the student's death and determine whether an announcement should be made to all members of the college community and if so, an appropriate manner and time to make the announcement. Instructors in whose classes the deceased was enrolled will receive a personal phone call or email from the VPSS or VPI.

NOTIFICATION OF STUDENTS:

The VPSS will notify either selected students or all students, depending on the circumstances.

ANNOUNCEMENT OF FUNERAL, MEMORIAL SERVICE, CELEBRATION OF LIFE, ETC.:

As soon as possible the President or VPSS will announce the final arrangements to the campus via email, if the information was not available for the initial notification.

MEMORIAL GATHERINGS, RECOGNITION AT COLLEGE EVENTS:

The deceased may be remembered at a specially coordinated event, at commencement (if graduating), Scholars Convocation (if a scholarship winner) or other campus events. The VPSS or designee will invite the family of the deceased student to attend.

4. ADMINISTRATIVE ACTION

Once notified, college personnel will take the actions described below. All offices should remove the student's name from any paper or electronic mailing lists.

Admissions and Records:

- Make a notation on the student's record indicating the student is deceased.
- Withdraw the student from all courses enrolled in for the current term, if the student had not completed at least 60% of the course(s). If the student had remained enrolled past census date, work with faculty to determine whether it is appropriate for a grade to be assigned. Provide a "W" regardless to help with insurance purposes. Once insurance purposes have been verified, take appropriate actions to clear the student's records from having the "W".
- Seal the records by the ~~Dean of Enrollment~~Associate Vice President of Student Services or the Associate Dean of Student Services to be no longer accessible through Colleague/Ellucian.
- If the student had an outstanding incomplete grade from a previous term, contact the instructor to obtain a change of grade for the course (it is anticipated that most often the grade would be changed to a "W").
- If the student had applied for graduation, contact the ~~dean of the student's~~Office of Student Life area of study to ask if he/she would like to request awarding a posthumous degree (see section on Posthumous Degrees and Certificates below); if not, cancel the application.

Business Office:

- ~~_____~~ Billing will immediately stop. All refund policies will be followed, and any refund due the student will be processed to the student's estate.
- All student debt will be assessed at the time of notification.

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Human Resources (in collaboration with Counseling Center/Mental Health Services/~~Employee Assistance Program~~):

- Emergency counseling services will be made available to students, faculty, and staff impacted by the student's death.

Financial Aid:

- The Financial Aid Office will verify any aid received, notify the appropriate agencies of the student's death, pull any disbursements that may have been transmitted, and, as applicable, request the official death certificate to follow procedures if the student has a loan.

Library:

- Update any library records accordingly and determine action to be taken if the student has any outstanding library obligations or items checked out.

Information Technology Services:

- The ~~Dean of Enrollment~~Associate Vice President of Student Services will notify IT and provide the following information so that IT can create an auto-reply message and ensure that no new email is accepted: student's username or ID number, name, and date of death. IT will set the account for auto-reply and do-not-save-messages to the student's account. The standard message (subject to change by the ~~Dean of Enrollment Services~~Associate Vice President of Student Services) is: "This is an automated message. This account is no longer available." IT will also clear the password. As of the date of death, the account enters the "grace period;" at the end of the grace period, the account is deleted.

International Student Services:

- ~~_____~~ Update student's immigration record as appropriate if the student was an international student.

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Last updated ~~10.1.2018~~11.25.19

Marketing

- Marketing department to remove student from any enrollment based marketing campaign including but not limited to paper and electronic mailing lists.

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Payroll:

- The AVPSS will contact the Payroll department regarding disbursement of the final payment(s), if the student is employed by the District. Final pay warrant will be issued to the student's estate.

Student Life:

- The student's name is removed from any alumni mailing lists.

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Scholarships:

- The Associate Dean of Student Services will verify any scholarship received by the student and notify the Foundation or donor of the student's death.

Student Employment:

- The AVPSS will verify student's employment and notify the campus employer directly, if s/he has not yet been notified.

5. Scholarship Creation

Individuals wishing to fund a scholarship in memory of the student will contact the Associate Dean of Student Services to discuss next steps.

6. Posthumous Degree or Certificate

Any academic member of the college community may request that the degree(s) or certificate(s) is awarded posthumously. The decision to award a degree or certificate posthumously will be made on a case-by-case basis depending on the completion of degree or certificate requirements, ~~the total number of units earned~~ and the number of units earned at Crafton HillsShasta College.

The Assistant Superintendent/Vice President of Instruction will convene a group comprised of two faculty members appointed by the Academic Senate representing Counseling and Instruction, and an evaluator to review the recommendation. If approved, the VPI will notify Admissions and Records to ensure appropriate arrangements are made, such as ordering a diploma for the student, and making a notation on the student's transcript that the degree was awarded posthumously.

Admissions and Records will coordinate with the Director of Student Life to ensure appropriate information is included in the Commencement program.

RESPONSE TO STUDENT DEATH CHECKLIST

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- Original recipient of student death will immediately contact the AVPSS.
- AVPSS to verify student death as indicated in page 1 & 2 of this document.
- AVPSS to obtain all student information indicated on page 1 of this document to be disseminated.
- AVPSS to notify all college officials designated on page 1 of this document once student death is verified.
- President to notify the Chancellor of the student death.
- AVPSS to draft and send a formal letter of condolence on behalf of the College President.
- AVPSS to draft and send a letter outlining the official procedures taken by the college to close student's account.
- AVPSS to designate a college representative to attend the funeral services.
- (IF APPLICABLE) AVPSS to verify student employment and notify campus employer.
- VPI to notify all instructors whose classes the student was enrolled.
- Human Resources to establish emergency counseling services for staff, faculty and students prior to campus-wide announcement.
- AVPSS to send individual or campus-wide announcement with information indicated on page 2 of this document.

The following may be done simultaneously after the above checklist has been completed:

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- Business Office to stop billing, process outstanding refunds to student's estate, and write off any student debt.
- Admissions and Records to make notation on student's record indicating student is deceased.
- Admissions and Records to withdraw student from courses and consult with faculty regarding final grades after allowance for insurance claims.
- Financial Aid to verify aid and notify appropriate agencies, pull distributions and request death certificate.
- Director of Student Life & Associate Dean of Student Services to determine if the student is to be remembered at specially coordinated campus events as indicated on page 2 of this document.
- Assistant Superintendent/Vice President of Instruction to convene faculty group to determine eligibility for posthumous degree or certificate and make recommendation to Admissions and Records
- IT, Marketing & Admissions and Records to remove student name from all paper and electronic mailing lists.
- Student Life to remove student from alumni mailing lists.
- IT to create auto-reply and do-not-save messages for student account and delete password.
- IT to calendar grace period for account deletion.
- Library to update records and determine actions to be taken for checked out items/outstanding debt obligations.
- (IF APPLICABLE) AVPSS to contact Payroll regarding final paycheck disbursement if employed with the District.
- (IF APPLICABLE) Admissions and Records to contact instructors for "I" grades for change of grade form.
- (IF APPLICABLE) Admissions and Records to contact Student Life regarding graduation if eligible for degree/certificate/posthumous degree and commencement recognition.
- (IF APPLICABLE) Global Education team to update student's immigration record.
- (IF APPLICABLE) Associate Dean of Student Services to verify scholarship status and notify Foundation/donor.

The following may be done after above checklists have been completed:

- Admissions and Records to seal the student record.

Student Services Council
Workgroups
Spring 2020

Workgroup	Members	Report Date
Instructional Material / Textbook cost	Nadia Elwood and Robert Bowman	
Onboarding / Training Project	Sandra Hamilton-Slane, Patricia Esparza, Sue Huizinga, Becky McCall, Sharon Brisolaro, Sandy Lucero or Susan Ayers, Ryan Loughrey, and Chelsea Kefalas	
Information Sharing	Kelsey Moynahan, Patricia Esparza and Sue Huizinga	
Succession Planning	Tim Johnston and Greg Smith	
Student Support Services for fully online degrees / certificates	John Yu, Sharon Brisolaro, and Ryan Loughrey	
ISLOs, SAOs and SSLOs	Tim Johnston	

Student Services Program Evaluation / Strategic Planning Template

DEPARTMENT NAME: New Applicant Outreach Program

YEAR OF CURRENT REVIEW: 2019-2020

DEPARTMENT CONTACT: Carly Gordon, Natalie Tucker, Tim Johnston

DEPARTMENT CONTACT EMAIL: cgordon@shastacollege.edu; ntucker@shastacollege.edu; boleary@shastacollege.edu

WHO COMPLETED THIS FORM? (List all those who participated in completing this review.)

Natalie Tucker, Brianna O'Leary, James Konopitski, Tim Johnston

DEPARTMENT OVERVIEW

- a. What does the department do to contribute to the college mission and student success regardless of location or means of delivery?

In support of the college's mission, student success and student equity outcomes, the New Applicant Outreach Program contacts students upon application, tracks their progress through matriculation and provides support as necessary to assist them as they progress from application to registration. This project began in February 2018. It remains in a pilot phase and predominantly includes students from the ACSS and BAITS divisions.

The goals of the project are to:

- Build relationships on behalf of Shasta College.
- Provide one-on-one support throughout our enrollment processes.
- Help students navigate the system, complete all enrollment steps and register.

The benefits to the student include the following:

- High-touch customer service outreach.
- Personal phone call and Welcome Packet from a staff member.
- Invitation to the Student Success Center.
- Access to technology and expertise.
- Stronger awareness of enrollment processes.
- Promote the power of connection through "hands on" assistance.
- Provide a smooth transition for new students – helping them to successfully navigate the system, complete matriculation and register for classes.

The benefits to the faculty include:

- Builds goodwill in the communities we serve.

- Creates a positive 'culture of inquiry' on campus.
 - Identifies, retains and registers more prospective students to the college.
 - Reduces equity gaps through a high-touch, service oriented outreach model.
- b. Discuss any changes to the department as a result of the previous program and/or external review. Note any resources that the department previously received for improving the program. How did these resources affect outcomes? Were resources previously requested but not received through the Area Planning process?

This is the first program evaluation. Through the annual area planning process, a staff member was dedicated to this project.

- c. Describe progress on previous department goals.

This is first program evaluation.

- d. Does the department have any future concerns or anticipated changes that could affect operations?

Please see "D" below under Department Program Effectiveness / Data Analysis.

DEPARTMENT PROGRAM EFFECTIVENESS / DATA ANALYSIS

- a. SAO (Service Area Outcomes) or SSLO (Student Services Learning Outcomes) Assessment
 What was assessed? How were assessments completed? What was learned? (If a survey was used, please include the number of respondents.)

Service Area Outcome: The New Student Applicant Project will increase the number of new applicants who move from application to registration by 2% per year.

Service Area Outcome: The New Student Applicant Project will increase the number of new applicants who complete the new student orientation and FAFSA by 2% per year.

During the initial selection process (February 2018 to the end of August 2018), approximately every 2-3rd applicant up to a maximum of 12 applicants per week were contacted. During this trial, a total of 702 students from ACSS and 1110 from BAITS were selected.

The following data indicate that both outcomes were met.

ACSS	
<p>These percentages only reflect ACSS numbers. <i>Formula Example of 1st Cell: Orientation Completed - (ACSS applicants called and completed orientation) divided by ACSS Total Called applicants</i></p>	
Called	Not Called
Orientation Completed	
38.80%	28.80%
Education Plans Completed	
31.20%	30.80%
Matriculation Steps Completed	
22.80%	19.20%
Met With a Counselor	
50.40%	47.60%
17/18 FAFSA	
7.60%	6.00%
18/19 FAFSA	
49.20%	47.60%
Spring 2018 Enrolled	
3.60%	2.80%
Summer 2018 Enrolled	
16.80%	12.00%
Fall 2018 Enrolled	
33.60%	35.20%

In the pilot group, the new applicants from the ACSS Division who received a phone call were more likely to complete the new student orientation, more likely to complete their FAFSA, more likely to meet with a counselor and more likely to register for classes.

BAITS

These percentages only reflect BAITS numbers.

Formula Example of 1st Cell: Orientation Completed - (BAITS applicants called and completed orientation) divided by BAITS Total Called Applicants

Called	Not Called
Orientation Completed	
36.80%	32.00%
Education Plans Completed	
34.00%	35.60%
Matriculation Steps Completed	
23.60%	22.80%
Met With a Counselor	
43.20%	44.80%
17/18 FAFSA	
8.40%	5.60%
18/19 FAFSA	
44.80%	46.40%
Spring 2018 Enrolled	
2.00%	2.00%
Summer 2018 Enrolled	
5.20%	6.00%
Fall 2018 Enrolled	
35.20%	32.80%

In the pilot group, the new applicants from the BAITS Division who received a phone call were more likely to complete the new student orientation, more likely to complete their FAFSA and more likely to register for classes. They were however less likely to meet with a counselor and complete an education plan.

Combined Counts

These percentages add divisions together on the Called and Not Called but keeps the totals separated by Called and Not Called.

Formula Example of 1st Cell: Orientation Completed - (ACSS #'s Called + BAITS #'s Called) divided by Total Called (ACSS + BAITS)

Called/Total Called Students	Not Called/Total Not Called Students
Orientation Completed	
37.80%	30.40%
Education Plans Completed	
32.60%	33.20%
Matriculation Steps Completed	
23.20%	21.00%
Met With a Counselor	
46.80%	46.20%
17/18 FAFSA	
8.00%	5.80%
18/19 FAFSA	
47.00%	47.00%
Spring 2018 Enrolled	
2.80%	2.40%
Summer 2018 Enrolled	
11.00%	9.00%
Fall 2018 Enrolled	
34.40%	34.00%

Overall, new applicants from both the ACSS and BAITS Divisions who received a phone call were more likely to complete the new student orientation, somewhat more likely to complete their FAFSA and slightly more likely to register for classes. They were slightly more likely to meet a counselor and complete an education plan.

b. Department / Program Specific Assessments

Were there any assessments or advisory committee recommendations that are unique to the program? If so, please describe the instrument(s), results and next steps.

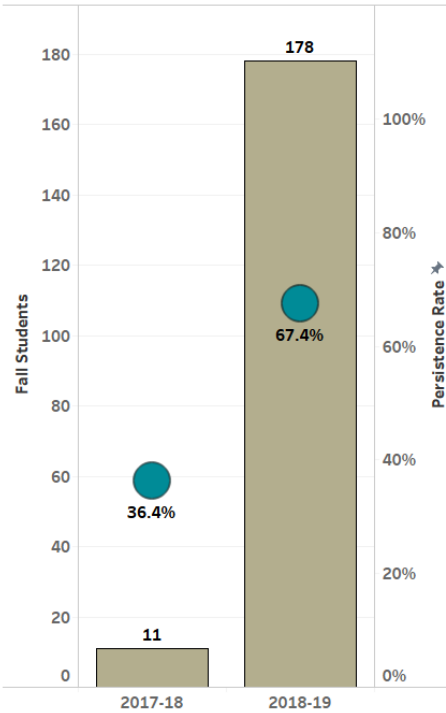
The Research Office completed the following program specific assessment. In addition, anecdotal notes indicate a positive student perception of the project.

The program specific assessment included a comparison between the new applicant student population and the general population on the metrics of fall to spring persistence, course success, first-year completion of math and English and the number of units earned. It is difficult to determine the correlational relationship between this program and outcomes.

New applicants appear to trail behind the general population on all measures.

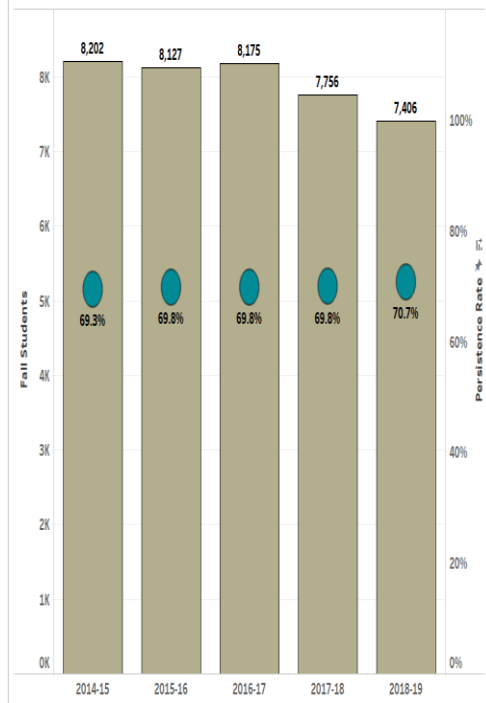
New Applicant Outreach

Fall to Spring Persistence



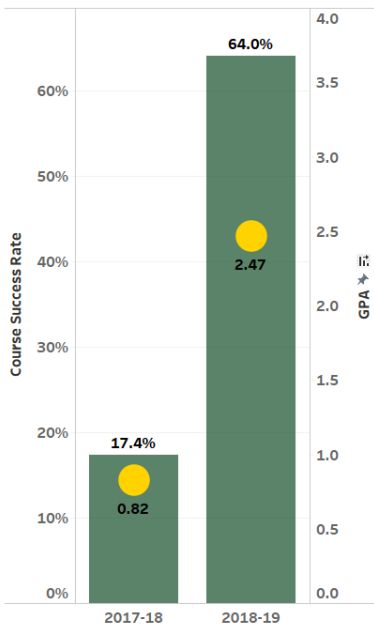
Campus

Fall to Spring Persistence



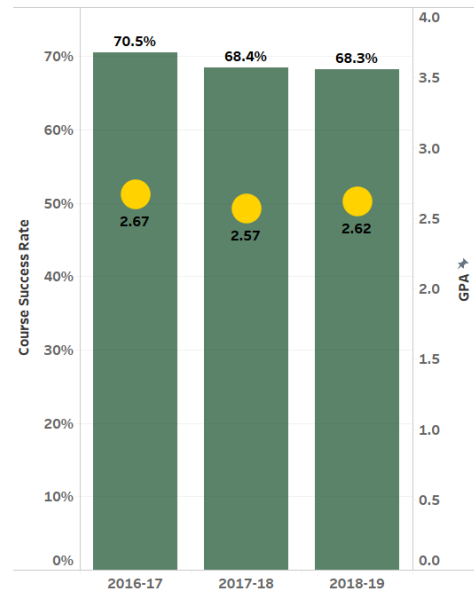
New Applicant Outreach

Course Success Rates



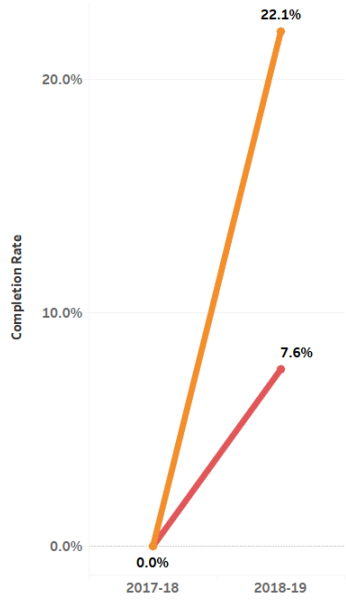
Campus

Course Success Rates



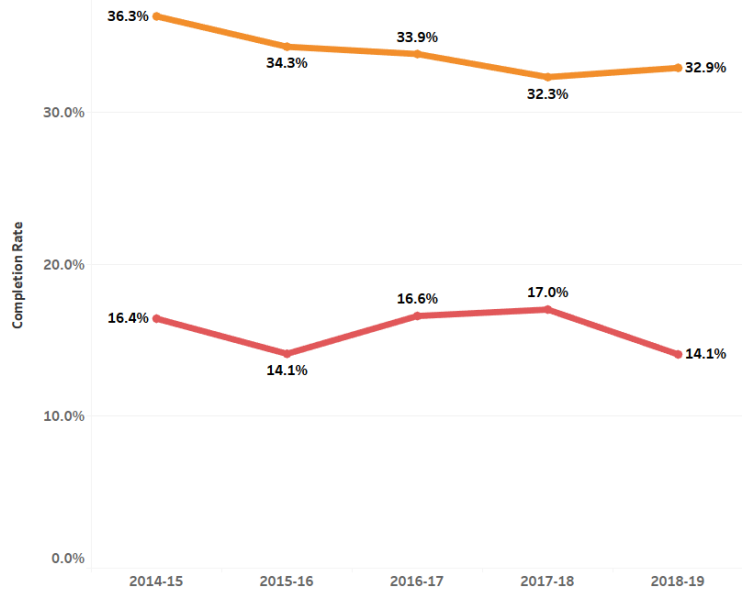
New Applicant Outreach

First-Year Transfer-Level Math and English Completion Rates



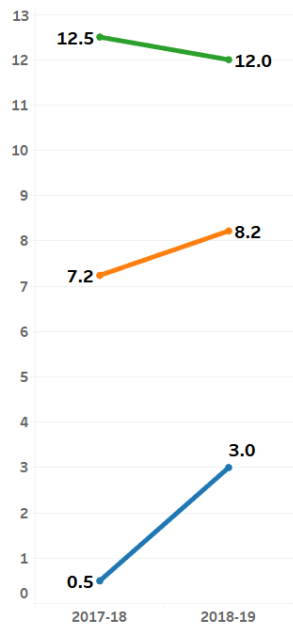
Campus

First-Year Transfer-Level Math and English Completion Rates



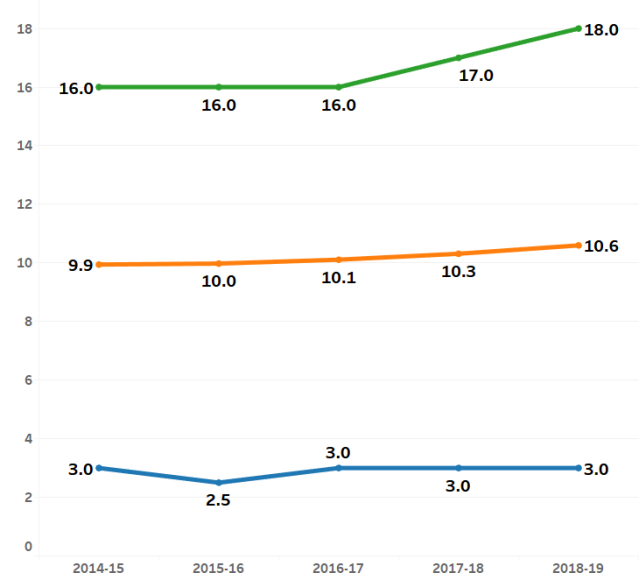
New Applicant Outreach

Units Earned Per Academic Year



Campus

Units Earned Per Academic Year



c. Progress on *Vision for Success, Guided Pathways, Strategic Plan, Student Equity Plan* and *Enrollment Management Plan* initiatives

What did the department do? What has been the impact of these actions to date?
What next steps will be taken?

Consistent with the *Vision for Success* and the four pillars of Guided Pathways, the New Applicant Outreach Program seeks to help students choose and enter their path and seeks to help students to stay on their path. Please see “D” below for next steps.

d. Program Needs and Opportunities

1. Summary of Needs and/or Opportunities for Improvement

Given your analysis of the various program assessments described in the previous section, what are the most pressing needs and/or opportunities for improvement? What resources are needed?

- Add staff and funding to support project expansion.

2. Action Plan

What steps will your department take to address the needs and/or opportunities for improvement identified above? Which Institutional Goal(s) listed in the Educational Master Plan will be addressed? List major activities, required resources, person(s) responsible and timeline for each activity.

Initiative	Responsible Person(s)	Due Date	Resources
Add staff to support the project.	AVP/Dean of Enrollment Services	Fall 2019	The annual area plan initiative was proposed in fall 2019.
Cross-train Student Success Facilitators to support the project.	AVP/Dean of Enrollment Services	Spring 2020 and ongoing	Design a cross-training program to enable Student Success Facilitators to support the project – particularly during peak application periods.
Develop annual area plan initiative to create independent budget line and funding.	AVP/Dean of Enrollment Services	Fall 2020	Funding request = \$7,500 for mailing / promotional material

Student Services Program Evaluation / Strategic Planning Template

Department Name: Shasta Summit

Year of Current Review: 2019-2020

Department Contact: Michelle Fairchild and Tim Johnston

Department Contact email: mfairchild@shastacollege.edu; tjohnston@shastacollege.edu

Who completed this form? (List all those who participated in completing this review.) Michelle Fairchild, Tim Johnston

Department Overview

- a. What does the department do to contribute to the college mission and student success regardless of location or means of delivery?
 - a. The Shasta Summit program aligns with Pillar 3 of the Guided Pathways Vision for Success by providing a tool to our faculty and staff which can be utilized to encourage and provide support to students to stay on their path. The program can be accessed via the Portal and can be used at any of our campus sites. Email notifications are sent to students to the account they have on file in Colleague. Students can also opt in to receive sms/text messages when they set up their profile.
- b. Discuss any changes to the department as a result of the previous program and/or external review. Note any resources that the department previously received for improving the program. How did these resources affect outcomes?
 - a. Hobsons Starfish Ongoing Support position was approved. A Student Success Coordinator position was created and filled in October 2018.
 - b. A one-time \$5,000 Hobsons Starfish Promotional fund was provided. The funds were used to create a promotional video for faculty and staff that was produced by Pacific Sky.

Were resources previously requested but not received through the Area Planning process?

- c. A Student Success Facilitator position was requested in the 2018-2019 Annual Area Plan Initiatives to help provide follow up support to students via Shasta Summit, but was not approved.

c. Describe progress on previous department goals.

The Shasta Summit pilot program has continued to grow

a. Spring 2018

- 3 faculty
- 16 classes
- 156 students
- 138 Flags were raised, 198 Kudos were sent, 15 Referrals, 1 To-Do, 149 unique students received a Flag or Kudo

b. Fall 2018

- 11 faculty
- 59 classes
- 555 students
- 329 Flags were raised, 545 Kudos sent, 4 Referrals , 519 To-Do's, 407 unique students received a Flag or Kudo

c. Spring 2019

- 13 faculty
- 75 classes
- 1098 students
- 454 Flags were raised, 654 Kudos sent, 627 total unique students received a Flag or Kudo

d. Summer 2019

- 1 faculty
- 3 classes
- 5 Flags, 9 Kudos, 12 total unique students received a Flag or Kudo

e. Fall 2019

- 19 faculty
- 97 classes
- 1505 students as of 11.20.19 (1649 students as of 9.18.19)
- As of 11.20.19 - 599 Flags, 1518 Kudos, 1161 unique students received a Flag or Kudo

- f. Does the department have any future concerns or anticipated changes that could affect operations?
- a. This semester we have committed to sending a follow up message to every student who receives the Academic Success Concern flag during the 8th Week Early Alert Progress Surveys or Mid-Point Alerts for short term classes. The student is advised to meet with their instructor, consider seeing their counselor, and information and links are provided regarding the various Tutoring and Learning Center services available, including workshops that are in person and online. Time is taken to review the following for each students:
 - length of time at the college
 - review all their course grades (only available for classes using Canvas)
 - identify if the student is part of a cohort group
 - check to see if they have an ed plan on file
 - confirm which counselor is supporting their major/program
 1. In some cases counselors are also notified regarding students being flagged
 - b. The plan is to continue to expand and deepen the use of the program by faculty and support staff. As the use of the program grows more support will be needed in order to continue the outreach to students who are flagged for academic concerns.

Department Program Effectiveness / Data Analysis

- a. SAO (Service Area Outcomes) or SSLO (Student Services Learning Outcomes) Assessment
 What was assessed? How were assessments completed? What was learned? (If a survey was used, please include the number of respondents.)

Monkey Surveys were sent out towards the end of each semester

Spring 2018

Students	49 out of 156 students (31%)	20% Very Satisfied	61% Satisfied
Faculty	3 out of 3 faculty (100%)	33% Very Satisfied	66% Satisfied

Students favored the following:

- 43% Academic Concern
- 41% Services Information

- 31% Kudos
- 27% Online Appointment Scheduling
- 18% Success Network

Fall 2018

Students	75 out of 555 students (14%)	20% Very Satisfied	80% Satisfied
Faculty	5 out of 11 faculty (45%)	20% Very Satisfied	80% Satisfied

Students favored the following:

- 59% Online Appointment Scheduling
- 39% Kudos
- 32% Services Information
- 31% Academic Concern
- 9% Success Network

Spring 2019

Students	45 out of 967 students (5%)	38% Very Satisfied	60% Satisfied
Faculty	5 out of 13 faculty (38%)	40% Very Satisfied	60% Satisfied

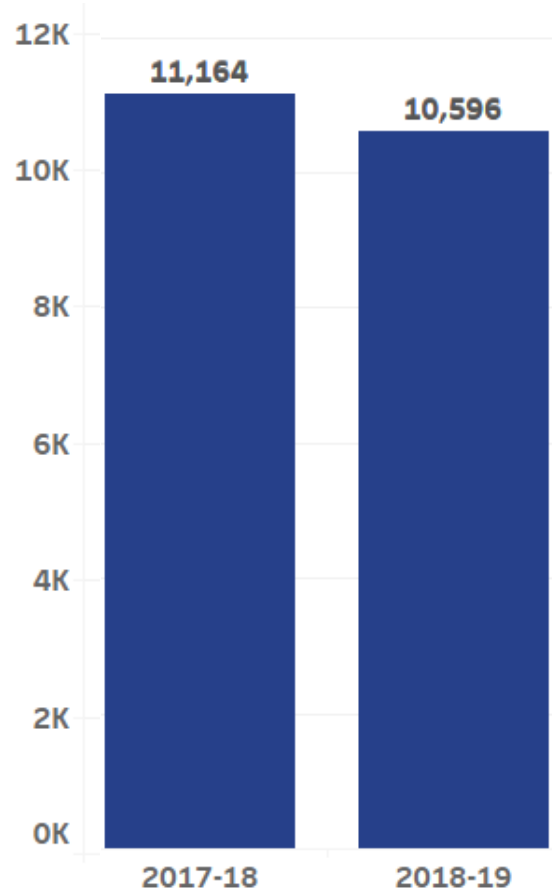
Students favored the following:

- 70% Kudos
- 32% Academic Concern
- 28% Services Information
- 26% Online Scheduling of Appointments
- 13% Success Network

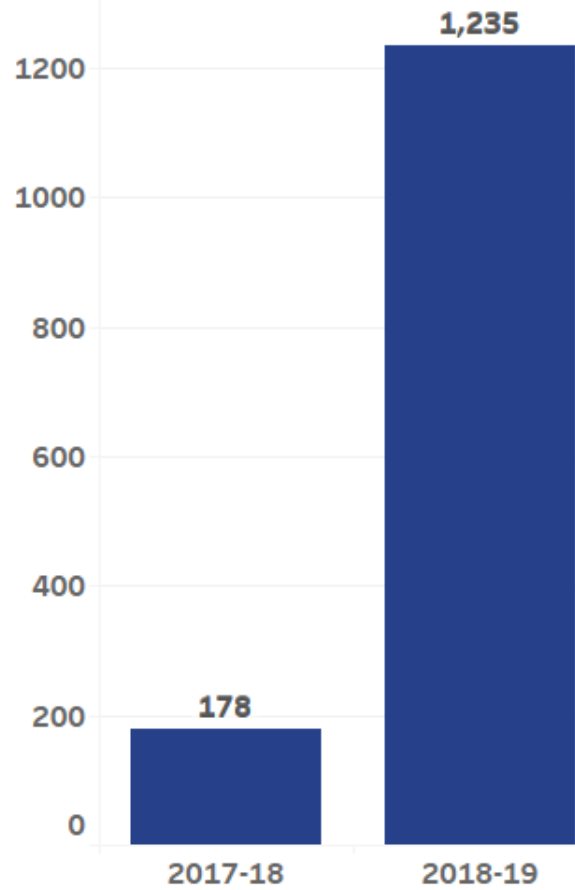
b. Department / Program Specific Assessments

Were there any assessments or advisory committee recommendations that are unique to the program? If so, please describe the instrument(s), results and next steps. Reporting provided by Research Analyst Seth Abrahamson.

All Registered UG Students by Academic Year

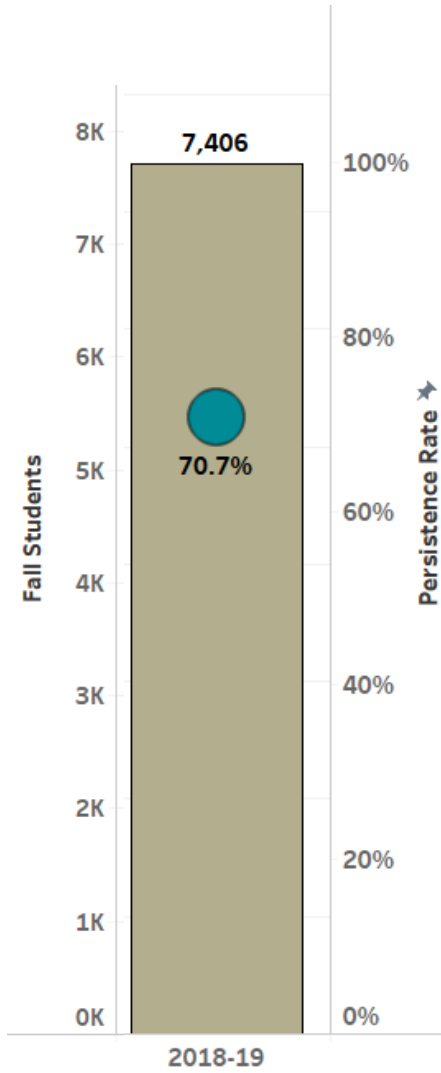


Shasta Summit Students by Academic Year

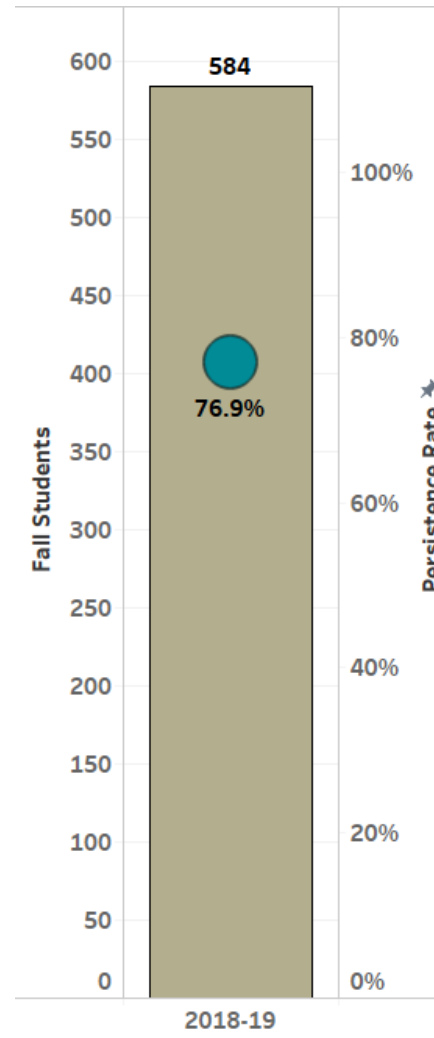


Fall to Spring Persistence

All Students



Shasta Summit Students

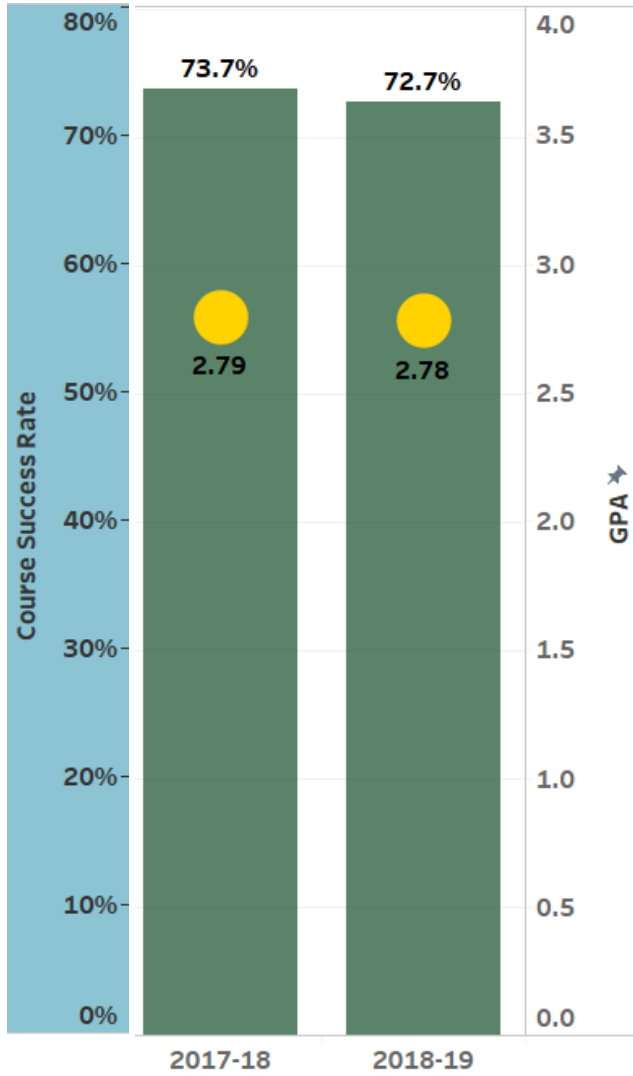


Measure Names

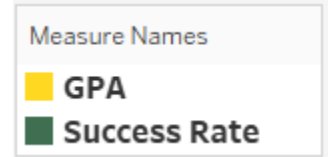
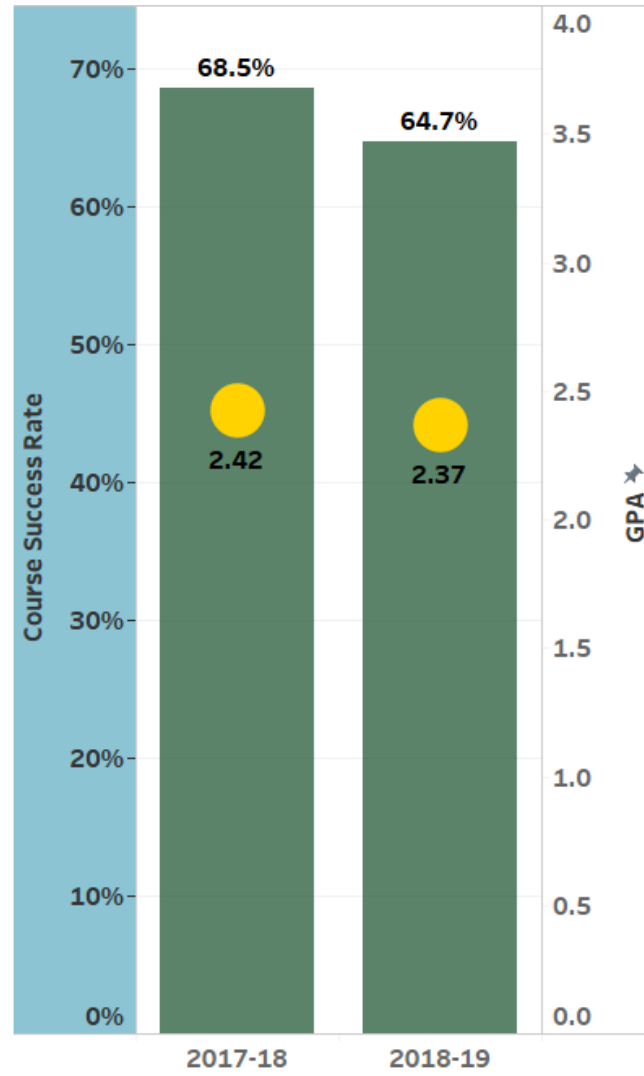
- Persistence Rate
- Total Students

Course Success Rates

All Students

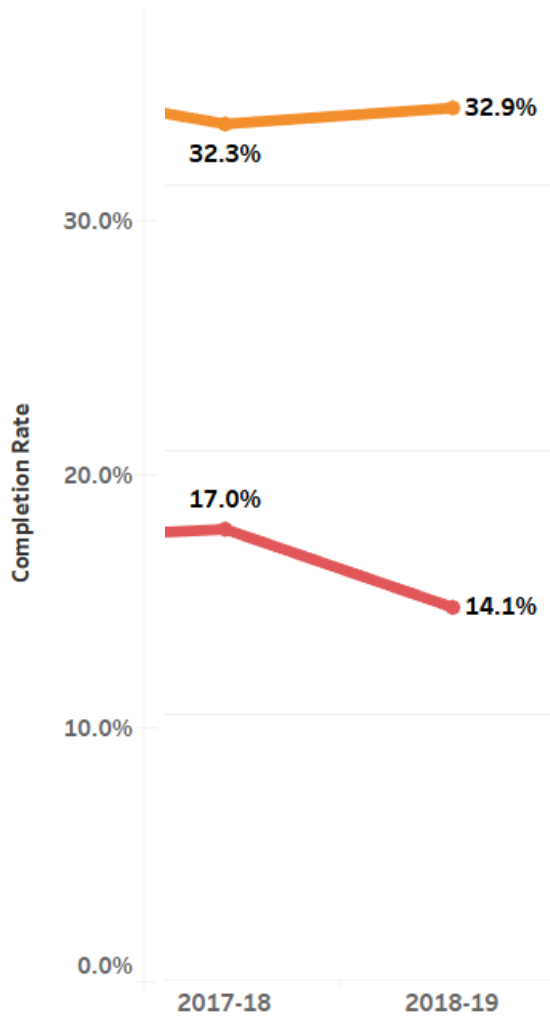


Shasta Summit Students

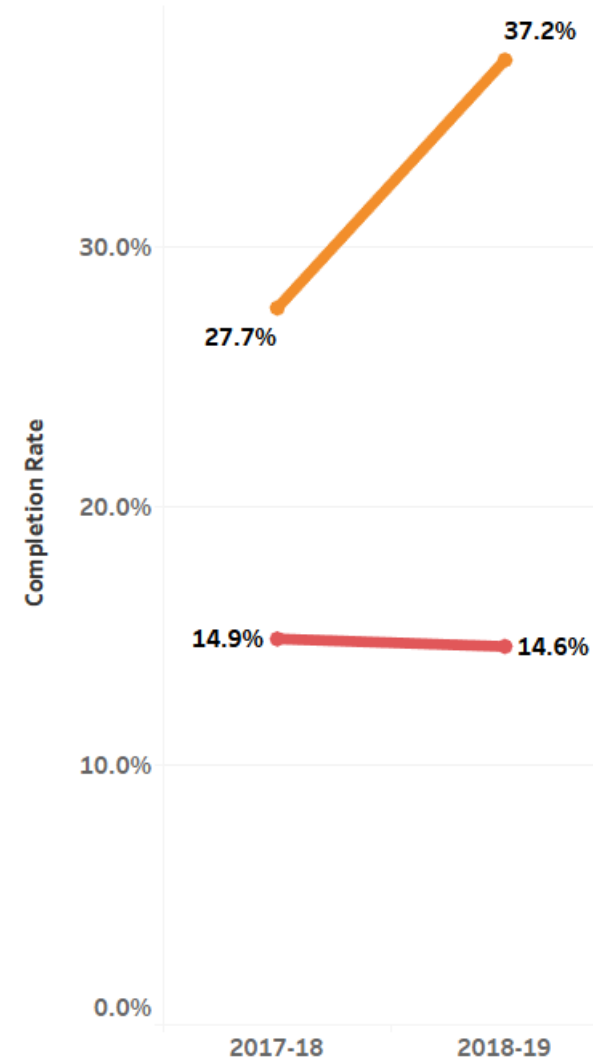


First-Year Transfer-Level Math & English Completion Rates

All Students



Shasta Summit Students

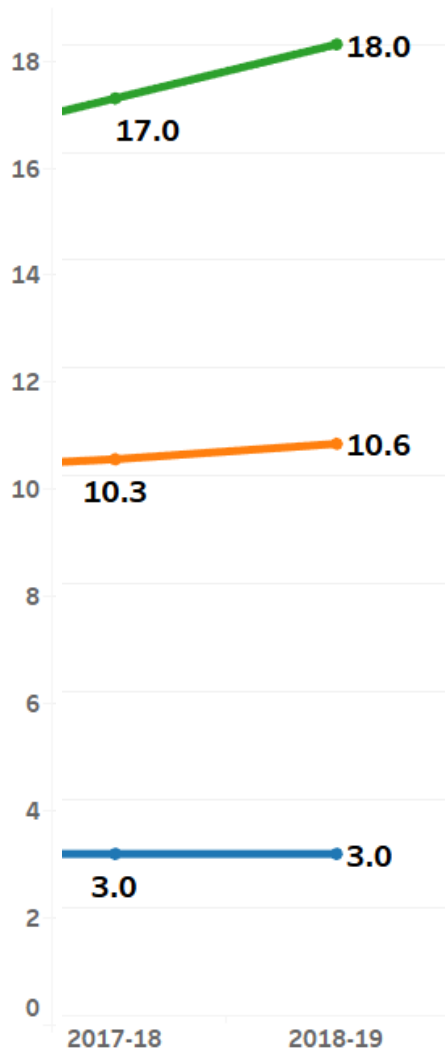


Measure Names

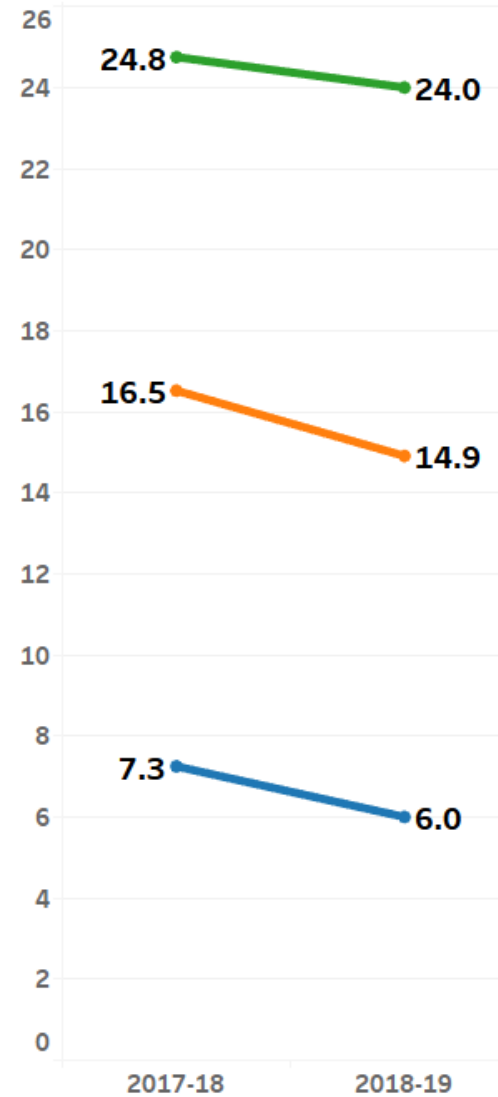
- English
- Math

Units Earned Per Academic Year

All Students



Shasta Summit Students

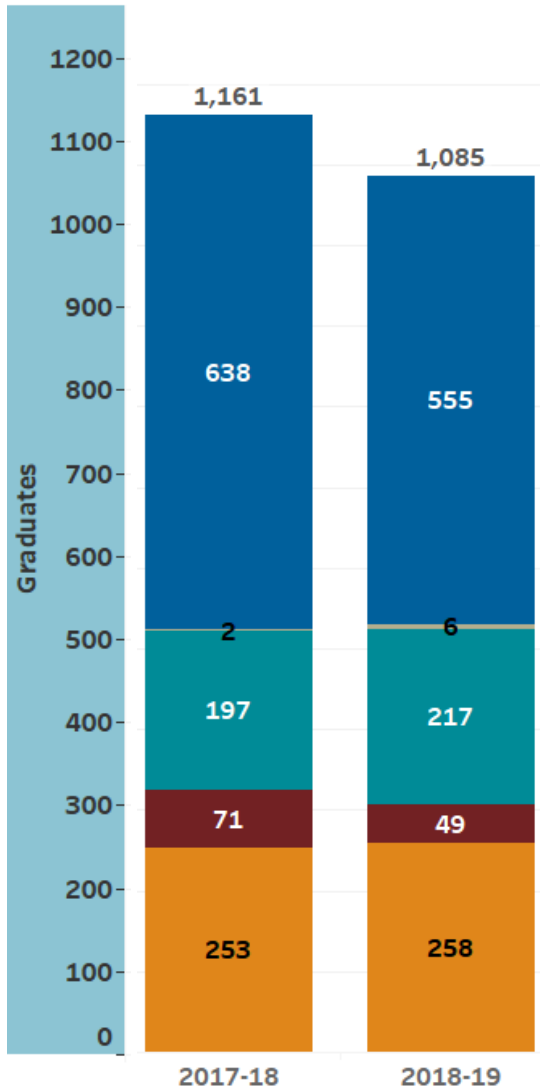


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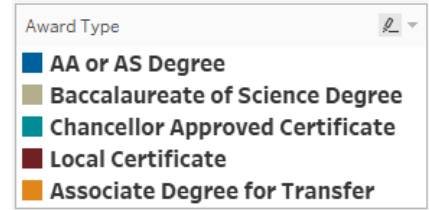
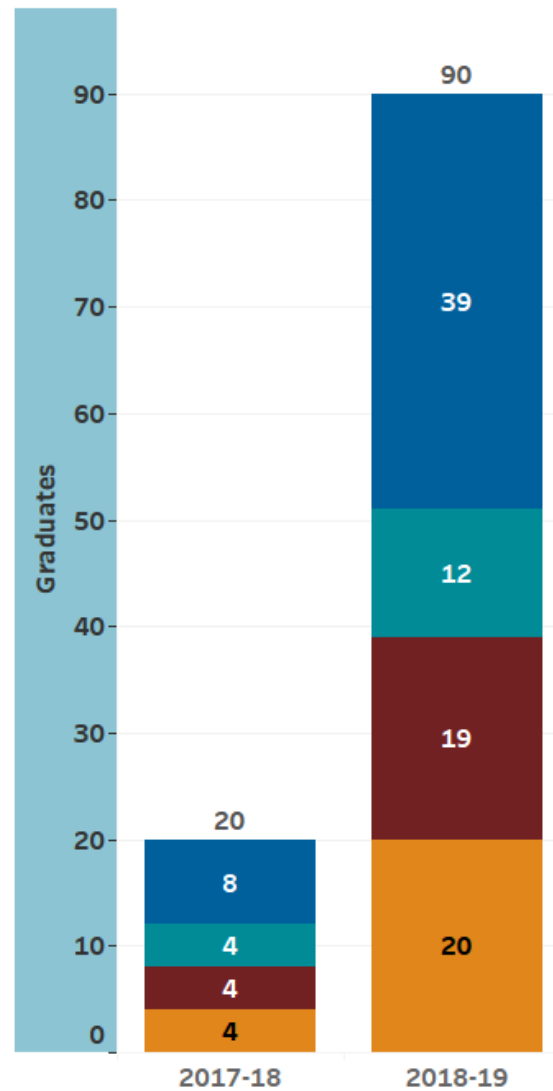
- 25th Percentile
- Average
- 75th Percentile

Unduplicated Students Earning Awards by Type

All Students



Shasta Summit Students



c. Progress on *Vision for Success, Guided Pathways, Strategic Plan, Student Equity Plan* and *Enrollment Management Plan* initiatives

1. Enrollment Management Goal 3: Complete

- i. The goal is to help students complete a program of study and earn a credential with value in the labor market or a transfer degree.

What did the department do? What has been the impact of these actions to date? What next steps will be taken?

2. Activities: Implement Shasta Summit to provide feedback and appropriate support services to students.

d. Program Needs and Opportunities

1. Summary of Needs and/or Opportunities for Improvement

Given your analysis of the various program assessments described in the previous section, what are the most pressing needs and/or opportunities for improvement? What resources are needed?

i. Additional staff support is needed due to the following reasons

- a. As the number of faculty using Shasta Summit grows more time is required in scheduling of Early Alert surveys. We are scheduling progress surveys only for instructors using the program and not only for full semester long courses, but also for alternative scheduled courses, such as those that are 8 weeks long and have late start dates.
- b. The number of Academic Success Concern flags, which are raised when a student is in danger of failing a course, will increase as the number of faculty using the program increases. In Fall 2019 the Student Success Coordinator has sent any student receiving this flag follow up email notifications. Time is required to review the students' information in order to personalize the messages sent. We want to continue this practice and additional staff could assist with this process.
- c. We would also like to initiate follow up emails for other flags for students earlier in the semester and let them know about resources and support on campus. Additional staff is required to make this possible.
- d. Additional support staff could assist with offering support to faculty, staff and students.

2. Action Plan

What steps will your department take to address the needs and/or opportunities for improvement identified above? Which Institutional Goal(s) listed in the Educational Master Plan will be addressed? List major activities, required resources, person(s) responsible and timeline for each activity.

- i. Expand use of tool by faculty
 1. Referrals from current piloting instructors
 2. Focus on English and Math faculty in consideration of AB705
 3. Outreach to specific program faculty, ie College Connections, ACE
 4. Connect with faculty still using the old early alert system
 5. Schedule and advertise monthly demonstrations and arrange for faculty to get flex time
 6. Explore idea of offering monetary stipends to attend demonstrations

- ii. Onboard counselors and support staff
 1. Continue introductions for counselors and staff who support cohort based models, ie. CalWorks, EOPS, SCI*FI, STEP UP,
 2. Develop cohorts for academic disciplines/majors/programs and onboard remaining counselors.
 3. Communicate with counselors and support staff when Academic Success Concern flags raised for students in particular cohorts ie. Assign/notify the Athletic counselor when an athlete receives this flag for additional follow up and support.

- iii. Continue to build out cohorts/organizations in Colleague and Shasta Summit

Student Services Program Evaluation / Strategic Planning Template

DEPARTMENT NAME: Student Success Center

YEAR OF CURRENT REVIEW: 2019-2020

DEPARTMENT CONTACT: Rosa Mena; Jed Brock

DEPARTMENT CONTACT EMAIL: rmena@shastacollege.edu; jbrock@shastacollege.edu

WHO COMPLETED THIS FORM? (List all those who participated in completing this review.)

Rosa Mena, Tim Johnston

DEPARTMENT OVERVIEW

- a. What does the department do to contribute to the college mission and student success regardless of location or means of delivery?

In support of the college's mission, the Student Success Center is available to assist new, current and former students through the matriculation process, support current students who are at-risk and connect all students to the campus resources which will help them achieve their goals.

In particular, the Student Success Center provides:

- One-on-one assistance with most aspects of student enrollment
- Computers, workstations and printers
- Fax, copier and scanning capabilities
- Assist students to create their Shasta College Account through the California Community College online application.
- Help Student to apply and complete the different Financial Aid Applications and processes such as:
 - FAFSA application
 - Creating their FSA ID
 - Retrieving previous information
 - Assisting students using the DRT
 - CCPG Application
 - Shasta Promise Grant Application
 - EOPS Application
 - CALGRANT
 - Requesting their grant
 - Scholarships (Shasta College & External)
 - Book Grants and book loan
 - Loans

- IGRAD, Entrance Counseling, Master Promissory Note,
 - NelNet Application
 - Financial Aid Verifications
 - Financial Aid Appeals (SAP, EFC, and Dependency)
 - Bank Mobile Account
 - Creating the account
 - Identity verification
 - Password retrieval assistance for all different platforms such
 - SC Portal
 - MyShasta
 - Campus Logic
 - Personal Email Accounts
- Support the different departments such
 - *Admissions and Records*
 - Matriculation,
 - Payments reception,
 - Triage (matriculation high season)
 - Information
 - Online matriculation & class schedule
 - *Financial Aid*
 - Information,
 - Document acceptance
 - Upload of documents into students verifications,
 - Help with retrieving, answering voicemails and emails,
 - Financial Aid outreach
 - *Counseling Department*
 - Scheduling appointments,
 - Coverage
 - Others' departments such:
 - STEP UP
 - EOPS
 - Sci*Fi
 - PACE
 - ESL

Student Success Facilitators provide direct, one-on-one in-person assistance. In addition, Facilitators are available by phone or email to respond to general student questions regardless of location. Facilitators also assist with the new applicant outreach project.

The Student Success Center staff is committed working as a One-Stop-Center where in a few visits students complete all the required applications as well as processes, utilizing

the Financial Aid and A&R knowledge, as well as liaison with the different departments to ensure our students receive unlimited assistance. We are proud to provide professional and efficient Customer Service and go far and beyond for our students.

- b. Discuss any changes to the department as a result of the previous program and/or external review. Note any resources that the department previously received for improving the program. How did these resources affect outcomes? Were resources previously requested but not received through the Area Planning process?

This is the first program evaluation. Through the annual area planning process, a separate budget line was created to recognize the Student Success Center as a separate entity beginning in 2019-2020.

Resources previously requested, but not received:

- Student Success Center Computer refresh - \$16, 332. This was determined to be a non-urgent need.

- c. Describe progress on previous department goals.

This is first program evaluation.

- d. Does the department have any future concerns or anticipated changes that could affect operations?

Please see “D” below under Department Program Effectiveness / Data Analysis.

DEPARTMENT PROGRAM EFFECTIVENESS / DATA ANALYSIS

- a. SAO (Service Area Outcomes) or SSLO (Student Services Learning Outcomes) Assessment
What was assessed? How were assessments completed? What was learned? (If a survey was used, please include the number of respondents.)

A Student Services Satisfaction survey was distributed in fall 2018. The majority of students surveyed (285/544; 52%) stated they did not use the Success Center. 24% (130/544) of the students surveyed used the Success Center once or twice with 13% (70/544) using the Center five or more times.

Of the students surveyed:

- 98% (245/251) were satisfied with the time it took to receive services.
- 99% (243/245) reported that staff explained next steps that they needed to take.
- 100% (246/246) reported that staff members were helpful and friendly with 60% (150/246) in strong agreement.
- 91% (228/247) reported that the hours of operation met their needs.
- 94% (137/243) reported that the services received from the Success Center will help them be successful at the college.
- 99% (243/245) reported that they were satisfied with the services they received from the Success Center.

- b. Department / Program Specific Assessments
Were there any assessments or advisory committee recommendations that are unique to the program? If so, please describe the instrument(s), results and next steps.

Student Success Center visits by day/month from July 1, 2018 through September 30, 2019. SARS tracking indicates the following:

- 1811 students visited the Success Center in August 2019. 1858 visited the center in August 2018.
- Most students visit the Center for 1) assistance with financial aid; 2) class registration; and 3) assistance with MyShasta or password resets.
- The Center is most used immediately prior to each major semester and one week into the semester.

The Research Office compared students who used the Success Center with the following metrics: Persistence, Completion, Success Rates, Math and English completion and Units per Year. It is difficult to determine a causal or even correlational relationship between the Student Success Center and these outcomes.

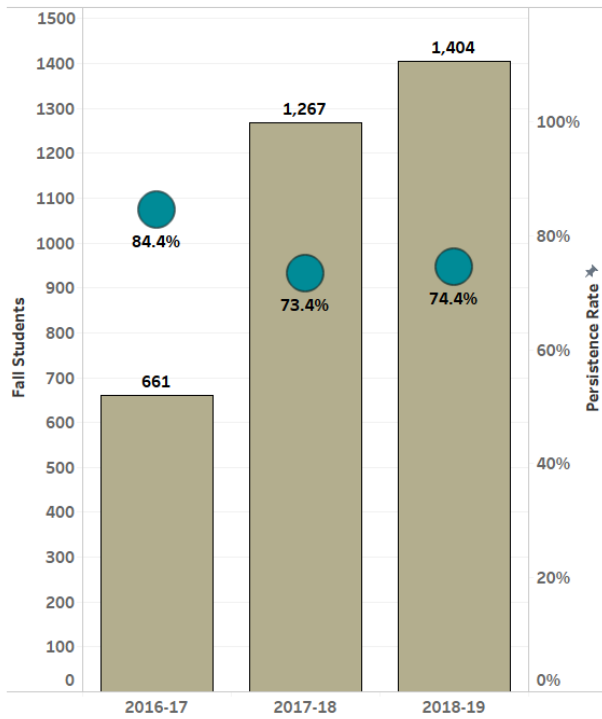
The data indicates the following:

Persistence: Fall to spring persistence increased by 1% from 2017-18 to 2018-19.
Completion: Increased by 17% from 2017-18 to 2018-19.
Success Rates: Remained relatively flat from 2017-18 to 2018-19 as did the average GPA.

Units per Year: Exceeded the campus average on all levels.

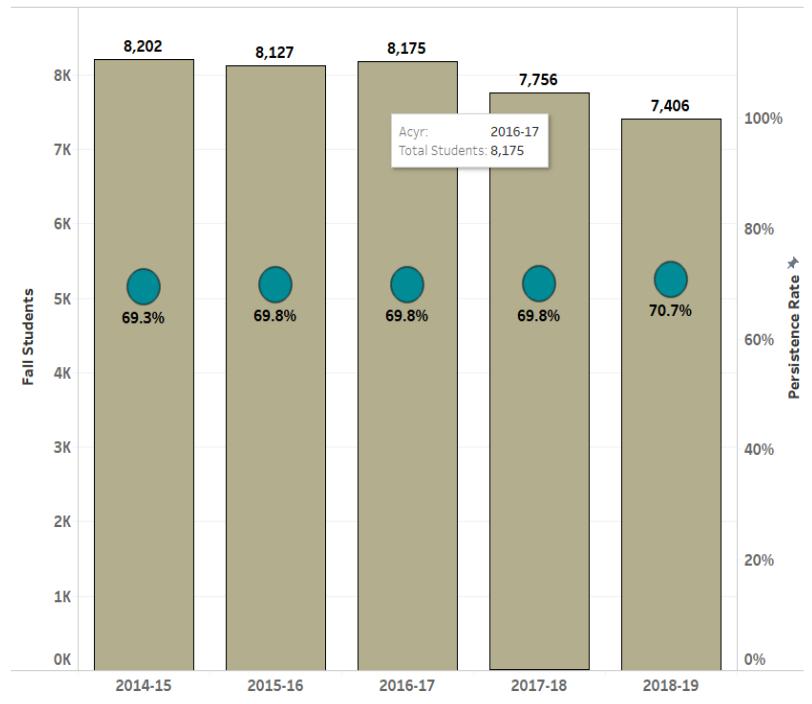
Student Success Center

Fall to Spring Persistence



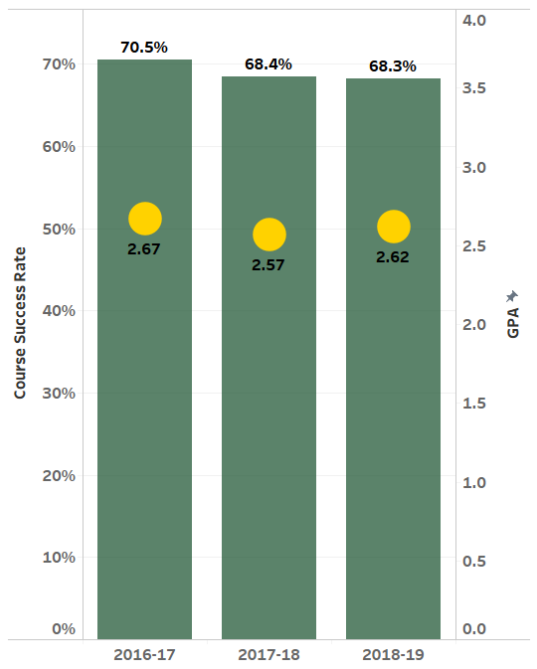
Campus

Fall to Spring Persistence



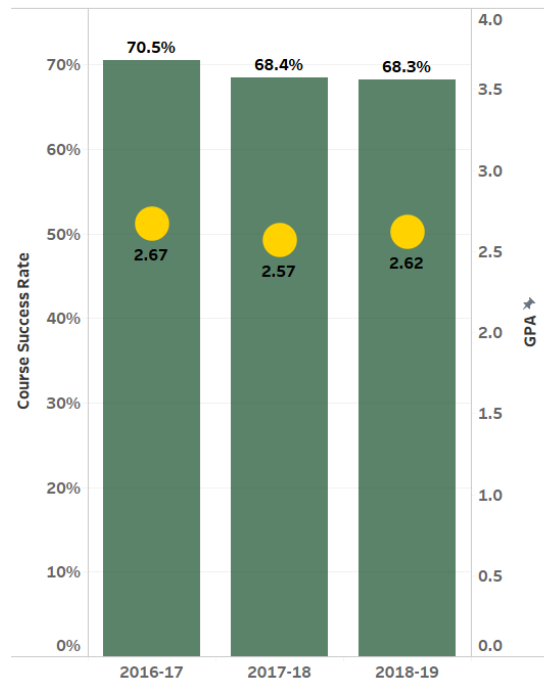
Student Success Center

Course Success Rates



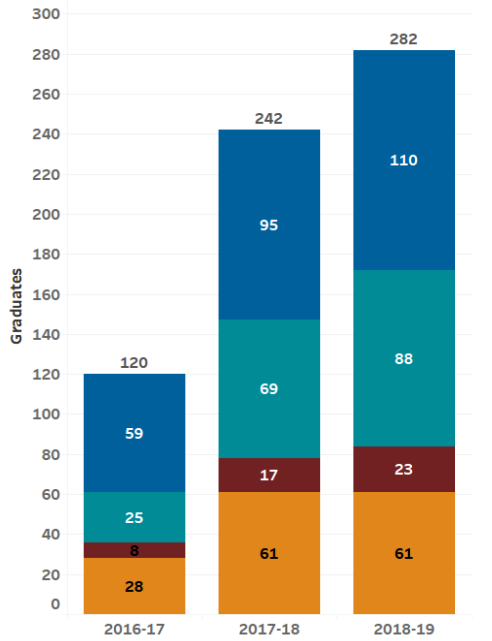
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Course Success Rates



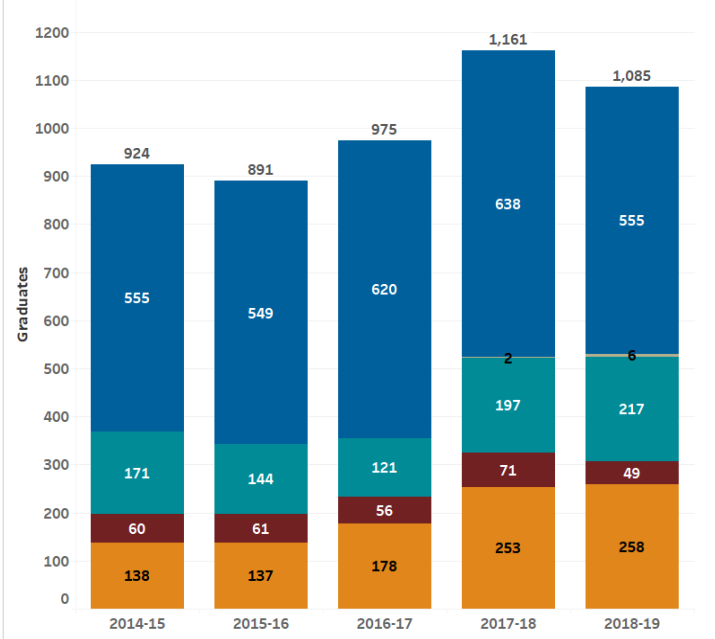
Student Success Center

Unduplicated Students Earning Awards by Type



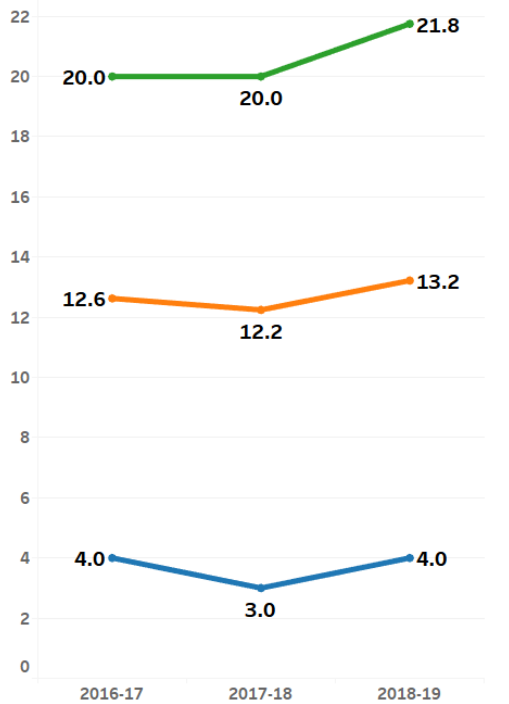
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Unduplicated Students Earning Awards by Type



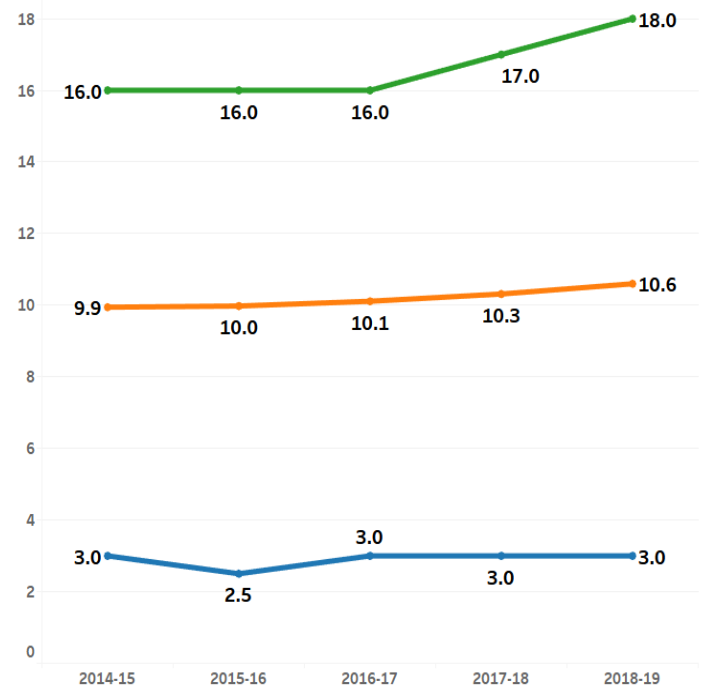
Student Success Center

Units Earned Per Academic Year



Campus

Units Earned Per Academic Year



- c. Progress on *Vision for Success, Guided Pathways, Strategic Plan, Student Equity Plan* and *Enrollment Management Plan* initiatives

What did the department do? What has been the impact of these actions to date?
What next steps will be taken?

Consistent with the *Vision for Success* and the four pillars of Guided Pathways, the Student Success Center seeks to help students choose and enter their path and seeks to help students to stay on their path. Please see “D” below for next steps.

- d. Program Needs and Opportunities

1. Summary of Needs and/or Opportunities for Improvement

Given your analysis of the various program assessments described in the previous section, what are the most pressing needs and/or opportunities for improvement?
What resources are needed?

- Add staff during peak seasons. Four people would be helpful.
- SSC entrance creates a bottleneck for students. Ideas for possible new location would be welcome.
- SSC requires additional space and enhanced workflow for students to complete orientation and registration.
- SSC staff could benefit from training on the student planning tool.

2. Action Plan

What steps will your department take to address the needs and/or opportunities for improvement identified above? Which Institutional Goal(s) listed in the Educational Master Plan will be addressed? List major activities, required resources, person(s) responsible and timeline for each activity.

Initiative	Responsible Person(s)	Due Date	Resources
Add staff during peak seasons.	Assoc. Dean of Student Services	Ongoing	Cross-train staff so that up to four members would be able to assist during peak periods.
SSC requires additional space to address bottleneck at the entrance and additional space during peak periods.	AVP/Dean of Enrollment Services	Spring 2021	Include proposal in 2020-21 annual area plan to switch the Student Success Center and Transfer Center spaces to improve capacity and workflow.
Provide Additional Training – particularly on the student planning tool.	Assoc. Dean of Student Services	Spring 2020 and ongoing	Schedule regular staff training sessions to include the student planning tool.