Shasta College

Student Services Council Meeting
December 20, 2017 • 9:00 AM
Room 2314

MINUTES

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

CALL TO ORDER

The meeting was called to order by Tim at 9:00 am

1. Approval of Minutes
   It was moved by Becky McCall and seconded by Tine Duenas to approve the Student Services Council December 6, 2017 minutes. All in favor to approve the minutes with revisions. Nadia Elwood abstained.

2. Information Items
   a) Technology priority list - Handout
      Meeting held every other Tuesday in the Board Room. Members are welcome to join. Reviewed current list. They rank the list at the technology meetings. Invitation to bring forward any Student Services projects and requests.
      Question posed regard #7 – Annual Registration. Response is that this topic had two parts. First was in regards to regularly updating students' information. Second was the question of allowing students to register for two semesters at one time.
   b) Equity Crosswalk - Handout
      Two years ago completed a crosswalk of individual plan and activities. After working on the Integrated Plan, revisited the Equity Crosswalk to look at overarching strategies when planning activities and events. The reflection helps to be clear on integration and overlap when planning activities and events. There is also internal awareness in regards to how it intersects with the Chancellor's vision for Guided Pathways. The layout of the crosswalk plan was complimented and there was a suggestion that a similar design might prove helpful to the initiatives process, as well as useful for reporting purposes and when considering applications for grant funding.
   c) Applicant Progress Survey – Sample Report Shared
      Review of information included in the report.
      • Plan is to reach out to those students who have applied, but have not enrolled or completed matriculation.
      • Is there a way to identify if they are high school students? Noted that we have a request from a high school regarding getting information about high school students who have applied, and where they are at in the enrollment process.
      • Application asks questions regarding what grade they are in and which high school they attend.
      • Request to complete a review of all IFS reports in January.
      • Going to take a look at using this report from a Marketing perspective.
   d) Instructional Council Agenda - Handout
      Plan to include the Instructional Council Agendas, so that the Student Services Council will be aware of the topics being discussed. If certain topics stand out the Council can ask Stacey Bartlett to report out. Will see about getting the agenda in advance.

3. Financial Audit

No issues with compliance. Clean across the board. Kudos to everyone involved.

4. BP/AP – Second Reading – Handouts

4000's live in Instruction, but are connected to Enrollment Services.
   a) BP/AP 4240 – *Academic Renewal*
   b) BP 4250 – *Probation, Dismissal and Readmission*
   c) AP 4250 – *Probation*
   d) AP 4255 – *Dismissal and Readmission*
   New language, consistent with Title V. District has the option to define how they will handle dismissal cases. Provides broad latitude. Went through Instructional Council and they had no issues. Will go back for second read before going to College Council.

Motion to approve and recommend by Sharon Brisolara, and seconded by Becky McCall. All in favor of approving.

5. Integrated Plan – Spring 2018 - Handout

Mindful of synergy that could exist to support other general efforts.
Goal 1 - Increase First-Year Persistence
Goal 2 – 3 Year Completion rate
Goal 3 – Undergraduate Credential Awarded per 1—FTE Undergraduate Students
Goal 4 – Course Success
Goal 5 – Improved Throughput

6. Enrollment Management Plan – Spring 2018 - Handout

Defined who was responsible and the timeframe within the plan.
Goal 1 – Seek
Goal 2 – Keep
Goal 3 – Complete
Goal 4 – Culture of Inquiry

7. Supporting Homeless Students – second consideration (Sharon B.) - Handout
   a) Homeless Point of Contact
      - Becky has been point of contact and assisting homeless students with financial aid support. She does not meet with the students, but receives the forms for review from other staff who is providing the form to students who have indicated they are homeless or their situation meets the definition. Becky reviews and approves.
      - Suggesting another point of contact for homeless students. Suggestion that Equity is well situated to be that point of contact. Intention is to connect with students, evaluate their needs, refer them to appropriate resources, and collect/record data or campus-based research.
      - Decision for Becky to remain the point of contact, but Equity program will take a recognized role as a key location for connecting students with resources. Sharon will also update a list of resources for redistribution to staff.
   b) Information Sharing / Resourcing
      - There are limits to doing case management, but can offer resources.
      - Term "homeless" can have negative connotations and stigma. Sensitivity to language, and instead of stating someone is homeless, could describe the person as being in a transitional status or being currently homeless.
      - Program like CalWORKs when working with homeless students will connect them directly with resources, rather than referring the student to another point of contact.

BOGD is awarded to those who are homeless prior applying to the college. Most secure way to get the priority registration is through completing the on campus form or through the CCC Application process. If they let Financial Aid Dept. know in person then that is taken into account too. If someone is identified as homeless through the FAFSA then the student qualifies for the BOG.

8. Workgroups
    a) Student Comments
        - Interesting lack of feedback on student concerns this past semester.
        - Conversation revolved around how most concerns appear to be resolved at point-of-contact.
        - Is there interest in creating a workgroup to review and bring back feedback?
        - Suggestion to revisit after the next semester to provide more time for collection of Feedback forms.
        - Example also provided of utilizing Incident Reports designed for a staff person to complete after assisting a student with resolving an issue.
        - Hold over for a future agenda- January 24th meeting.
    b) Texting Protocol (Tina D.)
        Still in process. Tina will follow up with Morris Rodrigue.
    c) Outreach / Marketing plan
        Give Peter Griggs, Marketing Director, the first pass with the IFS Applicant Progress report information.

9. Area Updates
    EOPS/CARE
    - Suggestion to increase extended ed representation on Council.
    - New full-time non-tenured counselor starting January 2nd as Equity counselor (PACE/Foster Care) at Tehama campus.
    - EOPS tenure search will begin for full-time counselor.
    TRiO
    - Upper Bound Counselor Closes January 19th
    - Assistant Director TRiO Talent Search interviews on January 3rd.
    FAID
    - Processed 1819 FAFSA's – 2,500 of them. Sent emails to students on what to expect.
    - Go live March 18th with Campus Logic.
    - Angela Nava will be moving over to be a full time Admin Secretary to support Grants and Innovation.
    - Hiring full time Admin Secr. to support Enrollment Services. – Closes January 2nd.
    Student Life
    - UMOJA position closes January 15th

10. Other/Announcements
Moved the January 17th meeting to January 24th.
Include on the January 24th meeting:
    - Review of all IFS reports in January.
        o Suggestion to give heads up at the next IT meeting.
    - Student Feedback Form
    - Research Survey review

Meeting Adjourned: 11:00 am

Parking Lot:
    - AB 19 - College Promise
    - AB 705 - Assessment
    - Guided Pathways: https://www.caguidedpathways.org/resources/
    - Shasta Summit

NEXT MEETING

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

Technology Project Priority Matrix
Draft_9.26.17

Work Order Ticket ID	Priority	Project	Contact	Description	Status / Next Steps	Target Completion Date
	1	Hobsons Starfish	James/Tim/Michelle	Automated Student Ed Plans and Early Alert		Early Alert- End of Fall-17 Auto Ed Plan-End of Summer-18
	2	Regroup	James/Cindy	Communication Management (Text, Email, Call)	9.26.17- Pilots have completed testing, ready for expanding. Next steps- Student Services Council Meeting to discuss best practices, who will have access, and standards. (Peter/James/Cindy should be invited to the next possible meeting)	End of Fall-17
	3	Transcript Revision Project	James/Tim/Becky/Matt	Update transcripts to reflect the laundry list of items including but not limited to: posting transfer credit/BACC Degree	9.26.17-James and Tim talked last week	End of Spring-18
	4	Probation Programming	James/Tim	Programming to return students to good standing/sit-out 2+ semesters automatically	9.26.17-James: targeting next semester	End of Spring-18
	5	Financial Aid Self Service	Jeff/Becky	Increase access for students to view their FA information within MyShasta, new look and feel	9.26.17-Jeff will reach out to Becky	End of Spring-18
	6	Campus Logic	James/Tim/Becky	Communication Management/Paperless Workflow/Electronic Docs for FA	9.26.17- Draft proposal going to Cabinet in 2-3 weeks	February-2018
	7	Annual Registration	James/Tim	Students required to re-		Fall-2019

				apply/verify student information annually?		
	8	A&R Scanning Transcripts	James/Cindy/Tim/Rochelle	Scanning Transcripts into Docuware- paperless workflow	9.26.17-Clarification on where to scan new transcripts (Docuware or T-Drive) is needed. A workflow may need to be added to move all T-Drive trans into Docuware. Cindy will look into this and schedule a meeting once ready.	Started-? Complete Target Date-?
	9	SSSP Data Element Integration / Reporting	James/Tim	SSSP Data – Audit Prep / review Datamart Summary Report / Element pathway / Data review		
	10	EOPS Benefit Programming	James/Sandra/Becky	Release categorical awards directly to students regardless of debt owed.		
	11	Automate DND process	James/Tim	Automatically take of DND once debt has been paid.		
	12	DubLabs "App" (Financial Aid)	James/Peter/Becky	Add FA portion into App		
	13	Procedures / Data Manuals	James/Tim/Becky	Create Colleague user manuals for students service areas (A&R/FA/etc..)	9.26.17- A&R SSF's are working on creating a front line user manual. Will forward to James once complete for review.	End of Summer-18
	14	MyShasta – Dean's List	James/Tim	Add Dean's List notification within MyShasta		
	15	High school e-Tran through Naviance	James/Tim	Receive High School trans electronically through Naviance		

	16	AIM	James/Sandra	?		
	17	EOPS Electronic Application	James/Sandra	EOPS electronic application through MyShasta		
	18	Access Database	James/Sandra	Access database for student cohorts (equity, EOPS, CalWORKS)		
	19	Delinquent Debt Hold (PERC)	James/Tim/Becky/Sandra	Need to re-assess programming and adjust to fit current processing/student needs.		
40786	20	Common Assessment Set-Up	James/Tim	State Common Assessment Initiative	Hold pending CCCCO	

Shasta College's Equity Plan Cross Walks with Key Internal and Chancellor's Office Planning Documents

Code	Code	Student Support (Re)defined Six Success Factors						Institutional Goals									
Old *1	New	Connected [Belonging]	Engaged [Participate, involved]	Valued	Directed [Goal & how to achieve]	Focused	Nurtured	1.1 Increase AD, certificate completion	1.2 Increase 1st time students who transfer/ are transfer prepared	1.3 Increase # basic skills to degree applicable	2.1 Increase # using LMS	2.2 Increase access instruction, implementing alternative delivery	2.3 Increase #/access new & existing types tech enabled	3.1 Collaborative partnerships w/ other education institutions, businesses, orgs	3.2 Increase campus involvement in civic & community engagement opps	4.1 Complete & assess integrated planning cycle	4.2 Quality improvement SLOs
A.1	A.1	X										X					X
A.2	A.2	X		X								X					
A.5	A.3		X						X	X							
A.2.3	A.4	X		X								X	X	X	X		
A.2.4	A.5	X		X								X	X				
A.3.1	A.6	X		X	X							X		X	X	X	X
A.3	B2.1	X		X			X					X		X	X		
A.4	B2.2	X		X								X		X	X		
A.2.1	B2.3	X	X									X			X		
A.3.2	B2.4	X										X		X	X		
A.3.3	B2.5			X	X	X		X				X		X			

Shasta College's Equity Plan Cross Walks with Key Internal and Chancellor's Office Planning Documents

Code (Old *)	Code (New)	Connected [Belonging]	Engaged [Participate, involved]	Valued	Directed [Goal & how to achieve]	Focused	Nurtured	1.1 Increase AD, certificate completion	1.2 Increase 1st time students who transfer/ are transfer prepared	1.3 Increase # basic skills to degree applicable	2.1 Increase # using LMS	2.2 Increase access instruction, implementing alternative delivery	2.3 Increase #/access new & existing types tech enabled	3.1 Collaborative partnerships w/ other education institutions, businesses, orgs	3.2 Increase campus involvement in civic & community engagement opportunities	4.1 Complete & assess integrated planning cycle	4.2 Quality improvement SLOs
B.1	B.1		X	X			X	X		X		X					X
B.2	B.2		X	X			X					X	X	X	X	X	X
B.3	B.3		X			X											X
B.4	B.4		X	X	X	X				X	X	X	X				X
B.5	B.5		X		X	X						X	X				
B.7	B.6	X	X	X	X					X	X	X			X		
B.8	B.7	X	X	X			X			X			X			X	
N/A	B.8	X		X			X										
C.1	C.1		X		X	X			X	X		X		X	X		
C.2	C.2				X	X			X	X		X					
C.3	C.3	X	X		X	X		X	X	X		X					X
C.4	C.4	X	X		X	X		X	X	X		X					X
C.5	C.5	X	X	X	X		X			X							
C.6	C.6		X	X	X					X		X					

Note column groupings: **Code** (Old */New); **Student Support (Re)defined Six Success Factors** (Connected, Engaged, Valued, Directed, Focused, Nurtured); **Institutional Goals** (1.1–4.2).

Shasta College's Equity Plan Cross Walks with Key Internal and Chancellor's Office Planning Documents

Columns represent the Code pairs (Old / New). Rows represent the Student Support (Re)defined Six Success Factors and the Institutional Goals.*

| Code — Old* | N/A | E.3 | E.2 | E.1 | N/A | D.6 | D.5 | D.4 | D.3 | D.1 |
Code — New	E.4	E.3	E.2	E.1	D.7	D.6	D.5	D.4	D.3	D.1
Student Support (Re)defined Six Success Factors										
Connected [Belonging]		x		x	x	x				
Engaged [Participate, involved]				x	x	x	x		x	
Valued		x		x	x	x				
Directed [Goal & how to achieve]	x	x	x	x		x	x	x	x	x
Focused	x	x	x	x		x	x	x	x	x
Nurtured			x	x					x	x
Institutional Goals										
1.1 Increase AD, certificate completion	x	x	x	x	x		x	x	x	x
1.2 Increase 1st time students who transfer/ are transfer prepared		x	x	x		x	x	x	x	x
1.3 Increase # basic skills to degree applicable							x	x		
2.1 Increase # using LMS										
2.2 Increase access instruction, implementing alternative delivery					x					
2.3 Increase #/access new & existing types tech enabled										
3.1 Collaborative partnerships w/ other education institutions, businesses, orgs						x	x			
3.2 Increase campus involvement in civic & community engagement opps		x			x	x				
4.1 Complete & assess integrated planning cycle										
4.2 Quality improvement SLOs										

Shasta College's Equity Plan Cross Walks with Key Internal and Chancellor's Office Planning Documents

Group	Criterion	A.1	A.2	A.3	A.4	A.5	A.6	B.1	B.2	B.3	B.4	B.5	B.6	B.7
Integrated Plan	1 First Year Persistence	X	X	X	X	X	X	X	X					
	2 3 Year Completion Rate													
	3 Undergraduate Credentials													
	4 Throughput Rate												X	
	5 Course Success							X	X	X	X	X	X	X
Equity Funding Categories	Student Services/Categorical			X										X
	Curriculum/Course Development Adaptation							X			X		X	
	Instructional Support									X				
	Outreach	X			X	X								
	Direct Student Support											X		
	Research & Evaluation	X					X							
Student Equity & Inclusion Strategies	Professional Learning & Development & Leadership							X	X	X	X			
	Cultural Responsiveness and Cultural Change	X	X							X	X			
	Early Enhanced Intervention – Academic Support & Basic Needs			X	X	X						X	X	X
	Policies and Procedures- Reduce Barriers to enrollment	X	X		X		X	X	X	X	X			
	Student Equity Coordination & Planning													
	To Be Launched		X			X							X	X

Code	Section	1 First Year Persistence	2 3 Year Completion Rate	3 Undergraduate Credentials	4 Throughput Rate	5 Course Success	Student Services/Categorical	Curriculum/Course Development Adaptation	Instructional Support	Outreach	Direct Student Support	Research & Evaluation	Professional Learning & Development & Leadership	Cultural Responsiveness and Cultural Change	Early Enhanced Intervention Support & Basic Needs	Policies and Procedures	Student Equity Coordination & Planning	To Be Launched
		Integrated Plan					Equity Funding Categories						Student Equity & Inclusion Strategies					
B.8						X	X				X				X	X		X
B2.1		X											X	X		X		
B2.2		X					X							X				
B2.3		X								X				X		X		
B2.4		X		X			X				X		X	X	X	X		X
B2.5			X												X			
C.1		X			X			X	X						X	X		X
C.2		X			X			X	X						X			X
C.3		X	X	X	X				X				X		X	X		X
C.4		X	X		X			X		X	X				X	X		X
C.5		X			X						X				X			
C.6		X		X	X		X								X	X		X

Shasta College's Equity Plan Cross Walks with Key Internal and Chancellor's Office Planning Documents

	Code	D.1	D.3	D.4	D.5	D.6	D.7	E.1	E.2	E.3	E.4
Integrated Plan	1 First Year Persistence		x	x							
	2 3 Year Completion Rate	x	x		x		x	x	x	x	x
	3 Undergraduate Credentials					x	x				
	4 Throughput Rate										
	5 Course Success										
Equity Funding Categories	Student Services/Categorical			x	x			x	x		x
	Curriculum/Course Development Adaptation									x	
	Instructional Support			x							
	Outreach										
	Direct Student Support	x			x	x	x				
	Research & Evaluation										
Student Equity & Inclusion Strategies	Professional Learning & Development & Leadership						x				
	Cultural Responsiveness and Cultural Change					x	x			x	
	Early Enhanced Intervention Support & Basic Needs	x	x	x	x	x	x	x			x
	Policies and Procedures	x							x	x	
	Student Equity Coordination & Planning										
	To Be Launched	x	x	x	x	x	x	x	x	x	x

Shasta College's Equity Plan Cross Walks with Key Internal and Chancellor's Office Planning Documents

Equity 17-18 Code	Integrated Plan Goals	Chancellor's *Vision for Success*						Guided Pathways					
		Increase 20% associate degree, credential certificate skills	Increase by 35% transfer to CSU or UC	Decrease number units to 79	Increase % CTE being employed in field of study to 69%	Decrease achievement gaps (closing by 40% in 5 years, closing in 10	Reducing regional achievement gaps	Structured Onboarding	Redesigning/ Integrating Basic Skills	Mapping and aligning programs	Proactive academic and career advising	Responsive Student Tracking System	Instructional Support and co-curricular activities
A.1	1					X	X	X		X			
A.2	1	X		X	X	X	X			X			X
A.3	1	X				X	X			X			X
A.4	1	X		X		X	X	X					
A.5	1			X		X	X		X				
A.6	1					X	X					X	
B.1	1 / 5	X		X		X	X		X				
B.2	1 / 5	X				X	X		X				X
B.3	5			X		X	X		X				X
B.4	5	X		X		X	X						X
B.5	5	X		X		X	X						X
B.6	4 / 5	X		X		X	X	X					
B.7	5	X	X			X	X				X	X	X
B.8	5	X		X		X	X						X
B2.1	1	X				X	X						X
B2.2	1	X				X	X						X
B2.3	1					X	X	X					X
B2.4	1 / 3					X	X		X				X
B2.5	2 / 3	X		X		X	X	X					X

Shasta College's Equity Plan Cross Walks with Key Internal and Chancellor's Office Planning Documents

Equity 17-18 Code	Integrated Plan Goals	Chancellor's Vision for Success						Guided Pathways					
		Increase 20% associate degree, credential certificates	Increase by 35% transfer to CSU or UC	Decrease number units to 79	Increase % CTE being employed in field of study to 69%	Decrease achievement gaps by 40% in 5 years, closing in 10	Reducing regional achievement gaps	Structured Onboarding	Redesigning/Integrating Basic Skills	Mapping and aligning programs	Proactive academic and career advising	Responsive Student Tracking System	Instructional Support and co-curricular activities
C.1	1 / 4			×		×	×		×				×
C.2	1 / 4			×		×	×		×				
C.3	1 / 2 / 4			×		×	×		×				
C.4	1 / 4			×		×	×		×				×
C.5	1 / 4			×		×	×						×
C.6	1 / 3 / 4			×		×	×						×
D.1	2	×	×			×	×				×		
D.3	1 / 2	×	×			×	×						×
D.4	1	×				×	×	×			×		
D.5	2	×		×		×	×						×
D.6	3		×			×	×						×
D.7	2 / 3					×	×				×	×	×
E.1	2		×			×	×				×		
E.2	2		×			×	×						
E.3	2		×			×	×						
E.4	2		×			×	×				×		

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE
(Continued)

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions to prevent, or detect, and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

(Continued)

Salaries of classroom instructors: 50 percent law
Apportionment for instructional service agreements/contracts
State general apportionment funding system
Residency determination for credit courses
Students actively enrolled
Dual enrollment of K-12 students in community college credit courses
Student equity
Student success and support program (SSSP)
Scheduled maintenance program
Gann limit calculation
Open enrollment
Proposition 39 clean energy
Intersession extension program
Disabled student programs and services (SDPS)
To be arranged hours (TBA)
Proposition 1D and 51 state bond funded projects
Proposition 55 education protection account funds

Opinion

In our opinion, the District complied, in all material respects, with the state compliance requirements referred to above that are applicable to the District for the year ended June 30, 2017.

KCoe Isom, LLP

December 4, 2017
Redding, California

Shasta-Tehama-Trinity Joint Community College District

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2017

SECTION I
SUMMARY OF AUDITORS' RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Are any material weaknesses identified?	No
Are any significant deficiencies identified?	None reported
Is any noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major programs:	
Are any material weaknesses identified?	No
Are any significant deficiencies identified?	None reported
Type of auditors' report issued on compliance for major program:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	No

Identification of major programs:

CFDA No.	84.007	Federal Supplemental Education Opportunity Grants
CFDA No.	84.033	Federal Work-Study Program
CFDA No.	84.063	Federal Pell Grant Program
CFDA No.	84.268	Federal Direct Student Loans

Threshold for distinguishing types A and B programs:	$750,000
Auditee qualified as low-risk auditee?	Yes

STATE AWARDS

Compliance over state programs:	
Are any material weaknesses identified?	No
Are any significant deficiencies identified?	None reported
Type of auditors' report issued on compliance for state programs:	Unmodified

Shasta College

Instructional Council

Thursday, November 16, 2017
9:00A – 11:00A
Board Room

AGENDA

1. Approval of Minutes – 09/21/2017 (Attachment)

2. BIRT Presentation

3. Division Listserves

4. Remaining Evaluations and STOTS Return

5. Summer 2018

6. Dual Enrollment Process (Attachment)

7. Late Registration Request Form and Process (Attachment)

8. Business – Marketing and Finance AS Degree (Attachment)

9. Phlebotomy Technician Certificate Program (Attachment)

10. Student Debt (Tim)

11. AB 705 Next Steps (Tim) (Attachment)

12. Hobson Starfish Update (Tim)

13. Admissions & Records / Financial Aid – One Stop Model Update (Tim)

14. Global Approval of Flex Events (Stacey)

Academic Renewal   *****New, Legally Required*****   **AP 4240**

Reference: *Title 5 Section 55046*

In accordance with Title 5, Section 55046 the following policy regarding Academic renewal permits removing "D" and "F" grades from grade point calculation when the student's previous academic performance is not reflective of the student's recent performance. Students may petition the Scholastic Standards Committee to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions. Petition forms are available in the Admissions and Records office.

1. The maximum amount of course work that may be academically renewed is 30 semester units of D and F grades, within two consecutive academic years.
2. A minimum of two years must have elapsed since the coursework to be renewed was completed.
3. To apply for academic renewal, the student must have completed either 15 semester units with at least a 3.0 grade point average (G.P.A.) or 24 semester units with a G.P.A. of at least 2.5 since the course(s) to be renewed.
4. Courses which have been excluded by Academic Renewal may not be used in the fulfillment of requirements for a degree or certificate at Shasta College. Courses which were used in the past to fulfill the requirements of a degree or certificate already granted by any institution may not be excluded by Academic Renewal.
5. Units that have been excluded by Academic Renewal cannot be reinstated.
6. Courses which have been excluded by Academic Renewal may not be used to fulfill prerequisites.
7. The student's permanent record will be annotated in such a way that all work remains legible, ensuring a true and complete academic history. However, the grades will no longer be included in the computation of the student's G.P.A.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade. Academic renewal actions are irreversible.

The above policy is adopted for students who need a means of tempering their previous academic record so they may successfully accomplish an academic goal.

Submitted by Enrollment Services 04/12/17
Cabinet 1st Reading 04/18/17
Cabinet 2nd Reading 04/25/17

Academic Renewal   ***Revised, Legally Required***   BP 4240

Reference: *Title 5 Section 55046* ~~Title 5, Section 55044~~

Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The Superintendent/President, relying primarily upon the advice of the Academic Senate, shall establish procedures for academic renewal to be followed by students in filing petitions applied to this regulation and those procedures shall stipulate the officers and/or personnel responsible for implementing the procedures or regulations.

The District shall not adopt any regulation or procedure which conflicts with Education Code Section 76224 or Chapter 2.5 of Division 10 of Title 5.

~~In accordance with Title 5, Section 55044 the following policy regarding Academic renewal permits removing "D" and "F" grades from grade point calculation when the student's previous academic performance is not reflective of the student's recent performance. This action is subject to the following conditions:~~

1. ~~The maximum amount of course work that may be academically renewed is 30 semester units of D and F grades, within two consecutive academic years.~~
2. ~~A minimum of two years must have elapsed since the course work to be renewed was completed.~~
3. ~~To apply for academic renewal, the student must have completed either 15 semester units with at least a 3.0 grade point average (G.P.A.) or 24 semester units with a G.P.A. of at least 2.5 since the course(s) to be renewed.~~
4. ~~Courses which have been excluded by Academic Renewal may not be used in the fulfillment of requirements for a degree or certificate at Shasta College. Courses, which were used in the past to fulfill the requirements of a degree or certificate already granted by any institution, may not be excluded by Academic Renewal.~~
5. ~~Units that have been excluded by Academic Renewal cannot be reinstated.~~
6. ~~Courses, which have been excluded by Academic Renewal, may not be used to fulfill prerequisites.~~
7. ~~The student's permanent record will be annotated in such a way that all work remains legible, ensuring a true and complete academic history. However, the grades will no longer be included in the computation of the student's G.P.A.~~

~~The above policy is adopted for students who need a means of tempering their previous academic record so they may successfully accomplish an academic goal.~~

~~The administration, relying primarily upon the advice of the Academic Senate, shall develop procedures to be followed by students in filing petitions applied to this regulation and those procedures shall stipulate the officers and/or personnel responsible for implementing the procedures or regulations.~~

~~The District shall rely primarily upon the advice of the Academic Senate in making any changes to this regulation, but shall not adopt any regulation or procedure which conflicts with Education Code Section 76224 or Chapter 2.5 of Division 10 of Title 5.~~

Academic Renewal____***Revised, Legally Required***   BP 4240

See Administrative Procedure 4240

Board Approved 4/09/03
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 1/16/08
Reviewed by the Board Ad Hoc Committee on Policy 11/12/08
Submitted by Enrollment Services 04/12/17
Cabinet 1st Reading 04/18/17
Cabinet 2nd Reading 04/25/17

Probation　　　　　　　***New, Legally Required***　　　　　　　**AP 4250**

Reference:　　*Title 5 Sections 55030, 55021, 55032, 55033, and 55034*

Notification of Probation

Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following:

- At the end of the semester in which the student's cumulative grade point average falls below 2.0 in all units attempted after attempting at least a cumulative of 12 units as shown by the official academic record, a notice shall be sent to the student informing him/her that he/she is on academic probation. "All units attempted" is defined as all units of credit for which the student is enrolled at Shasta College.

- A student who has a cumulative of 12 units attempted or more as shown by the official academic record shall be placed on progress probation when the percentage of a student's recorded entries of "W," "I," "NC," and/or "NP" grades reaches or exceeds 50 percent of all units in which a student has enrolled. Students placed on either academic or progress probation may be subject to a block from registration.

- At the end of the third semester on which the student is on academic and/or progress probation, a notice shall be sent to the student informing him/her that he/she is subject to dismissal.

Probationary Letter

Students shall be notified by the Admissions and Records office that they are on probation no later than 20 working days after the start of the next successive semester. The letter notifying the student of probation will cover, at a minimum, the significance of being on probation and description of the services available.

A student who is on academic probation and earns a semester grade point average of 2.0 or better shall not be dismissed as long as this minimum semester grade point average is maintained.

Loss of Priority Registration

Students will lose priority registration if they earn a GPA below 2.0 for two or more semesters or if they complete less than 50% of the classes attempted for two or more semesters.

Appeal

Any student may appeal probation procedures by filing a written petition within thirty (30) days after the probation or dismissal letter was mailed. All appeals shall be sent to the Scholastic Standards Committee, accompanied by a report from the student's counselor.

Probation   ***New, Legally Required***   AP 4250

Dismissal may be postponed and the student continued on probation if the student provides verified evidence of extenuating circumstances or shows significant improvement in academic achievement.

If the student fails to file a written petition within the thirty day time limit, the student waives all future rights to appeal the adverse action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide verifiable evidence. The student will be continued on sanction until the Scholastic Standards Committee renders a decision.

The decision of the Scholastic Standards Committee will be communicated to the student in writing within thirty days of receipt of the student's appeal. The student may appeal this decision in writing to the Superintendent/President or designee within ten (10) working days of the date the notification was mailed. The decision of the Superintendent/President or designee is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

The District will retain records of all such appeals and/or complaints for at least three years after the complaint has been resolved or longer if necessary to meet other requirements and shall be subject to review by the Chancellor as part of the statewide evaluation required under section 55511.

When a challenge contains an allegation that a community college district has violated the provisions of section 55522(c), the district shall, upon completion of the challenge procedure established pursuant to this section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint.

Submitted by Enrollment Services 04/12/17
Cabinet 1st Reading 04/18/17
Cabinet 2nd Reading 04/25/17

Probation, Dismissal and Readmission***Revised, Legally Required***   BP 4250

Reference: ***Education Code Section 70902(b)(3); Title 5, Sections 55030-~~55035~~55034***

~~For the purposes of Board Policy, the phrases "units attempted," "all units," or "all units attempted" mean all units of credit for which the student was enrolled at Shasta College regardless of whether the student completed the course or received any credit or grade. This specifically includes all "Pass," "No Pass," "I," and "W" grades. The word "semester" shall refer to the Fall and Spring terms. The condensed summer session is not considered a "semester."~~

1. ~~Standards for~~ Probation

(a)   Academic Probation. A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on academic probation if the student has earned a cumulative grade point average below 2.0 in all units which were graded on the basis of the grading scale described in Board Policy,~~Section~~ 4230 – *Grading and Academic Record Symbols*.

(b)   Progress Probation. A student who has attempted at least 12 units as shown by the official academic record shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W", "I", and "NP," are recorded reaches or exceeds fifty percent (50%).

~~(c)~~   ~~For record purposes, any changes made in the student's class schedule as a result of a counselor recommendation shall be treated as occurring within the first four weeks of the semester or 30% of the term for classes less than a semester in length.~~

A student who is placed on probation may submit an appeal in accordance with procedures to be established by the Superintendent/President.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student provides evidence of extenuating circumstances or shows significant improvement in academic achievement.

Probation, Dismissal and Readmission***Revised, Legally Required***　　**BP 4250**

Readmission
A student who has been dismissed may request reinstatement according to criteria contained in administrative procedures.

Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

The Superintendent/President shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

2. Notification of Probation

Students shall be notified by the Admissions and Records Office that they are on probation no later than 20 working days after the start of the next successive semester. The notification will include an explanation of the conditions that the student must satisfy as a result of their probation.

3. Removal from Probation

(a)　A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.

(b)　A student on progress probation because of an excess of units for which entries of "W", "I", and "NP," are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).

4. Extension of Probation

(a)　A student on academic probation who earns a grade point average of 2.0 or better for the semester, but whose cumulative grade point average still results in academic probation, shall have his/her probation extended an additional semester prior to dismissal.

(b)　A student on progress probation who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress probation, shall have his/her probation extended an additional semester prior to dismissal.

5. Standards for Dismissal

(a)　For purposes of this section, semesters shall be considered consecutive on the basis of the student's enrollment so long as the break in the student's enrollment does not exceed one full primary term.

(b)　A student who is on academic probation shall be dismissed if the student earned a cumulative grade point average of less than 2.0 in all units attempted and graded in each of three consecutive semesters, including the semester that placed the student on probation (which were graded on the basis of the grading scale described in Board Policy, 4230).

(c)　A student who has been placed on progress probation shall be dismissed if the percentage of units in which the student has been enrolled for which entries of "W", "I", and "NP," (as defined in Board Policy, 4230) are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%) in accordance with Board Policy, 4230).

Probation, Dismissal and Readmission***Revised, Legally Required***   **BP 4250**

~~6. Notification of Dismissal~~

~~The Admissions and Records Office shall make every reasonable effort to notify a student of dismissal from Shasta College due to academic disqualification as soon as that information is available following the completion of the semester. If a dismissed student has already enrolled in classes for a fall or spring semester, the Admissions and Records Office will disenroll the student retroactively as of the first day of the new term. The Admissions and Records Office will notify the student in writing of this action. Dismissal does not apply to summer school.~~

~~7. **Reinstatement.** A student who has been dismissed from Shasta College because of academic or progress disqualification must meet with a counselor and then file a request for reinstatement with the Admissions and Records Office. A dismissed student may be reinstated after an absence of one or more fall or spring semesters. Readmission may be granted, denied, or postponed based on documented extenuating circumstances (considered during appeal); Marked improvement between the semesters on which disqualification was based; Semesters on which disqualification was based were atypical of past academic performance; Formal or informal educational experiences since completion of semesters on which disqualification was based; Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.~~

~~(a)   Academic Dismissal. A student who was dismissed because of academic probation must earn satisfactory grades (a grade point average of 2.0 or better) during the semester of reinstatement. A student who does not earn the required grade point average will be dismissed.~~

~~(b)   Progress Dismissal. A student who was dismissed because of progress probation must satisfactorily complete more than 50% of all units attempted during the semester of reinstatement. A student who does not complete the required percentage of units will be dismissed.~~

~~8. Loss of Priority Registration~~

~~Students will lose priority registration if they earn a GPA below 2.0 for two or more semesters or if they complete less than 50% of the classes attempted for two or more semesters.~~

~~9. Appeal~~

~~Any student may appeal probation or dismissal procedures by filing a written petition within thirty (30) days after the probation or dismissal letter was mailed. All appeals shall be sent to the Scholastic Standards Committee, accompanied by a report from the student's counselor.~~

~~Dismissal may be postponed and the student continued on probation if the student provides verified evidence of extenuating circumstances or shows significant improvement in academic achievement.~~

~~If the student fails to file a written petition within the thirty day time limit, the student waives all future rights to appeal the adverse action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide verifiable evidence. The student will be continued on sanction until the Scholastic Standards Committee renders a decision.~~

Probation, Dismissal and Readmission***Revised, Legally Required***   BP 4250

The decision of the Scholastic Standards Committee will be communicated to the student in writing within thirty days of receipt of the student's appeal. The student may appeal this decision in writing to the Superintendent/President or designee within ten (10) working days of the date the notification was mailed. The decision of the Superintendent/President or designee is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

The District will retain records of all such appeals and/or complaints for at least three years after the complaint has been resolved or longer if necessary to meet other requirements and shall be subject to review by the Chancellor as part of the statewide evaluation required under section 55511.

When a challenge contains an allegation that a community college district has violated the provisions of section 55522(c), the district shall, upon completion of the challenge procedure established pursuant to this section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint.

See Administrative Procedure 4250

Board Approved 03/12/03
Academic Senate Approved 11/08/04
Board Approved Revisions 02/09/05
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 01/16/08
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Board Approved Revisions 04/09/14
Submitted by Enrollment Services 04/12/17
Cabinet 1st Reading 04/18/17
Cabinet 2nd Reading 04/25/17

Dismissal and Readmission ***New, Legally Required***	AP 4255

Reference: *Title 5 Sections 55033 and 55034*

Standards for Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters. A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student on academic probation who earns a grade point average of 2.0 or better for the semester, but whose cumulative grade point average still results in academic probation, shall have his/her probation extended an additional semester prior to dismissal.

A student on progress probation who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress probation, shall have his/her probation extended an additional semester prior to dismissal.

Dismissal Letter

The Admissions and Records Office shall make every reasonable effort to notify a student of dismissal from Shasta College due to academic disqualification as soon as that information is available following the completion of the semester. If a dismissed student has already enrolled in classes for a fall or spring semester, the Admissions and Records Office will disenroll the student retroactively as of the first day of the new term. The Admissions and Records Office will notify the student in writing of this action. Dismissal does not apply to summer school.

The letter notifying the student that he/she is subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.

Appeal of Dismissal

The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written petition of appeal to the Scholastic Standards Committee within thirty (30) days after the notification. If the student fails to file a written petition with 30 days, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

Dismissal and Readmission   ***New, Legally Required***   **AP 4255**

Petitions will be reviewed by the Scholastic Standards Committee. The student will be continued on probation or dismissal until the Scholastic Standards Committee decides on the student's appeal.

The decision of the Scholastic Standards Committee will be communicated to the student in writing by Dean of Enrollment Services or designee. Dean of Enrollment Services or designee will notify the student of the Committee's action within 30 days of receipt of the committee's decision. The student may appeal the decision of the Scholastic Standards Committee in writing to the Superintendent/President or designee within 10 working days of the date of notification of the decision by the Scholastic Standards Committee. The decision of the Superintendent/President or designee is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

The District will retain records of all such appeals and/or complaints for at least three years after the complaint has been resolved or longer if necessary to meet other requirements and shall be subject to review by the Chancellor as part of the statewide evaluation required under section 55511.

When a challenge contains an allegation that a community college district has violated the provisions of section 55522(c), the district shall, upon completion of the challenge procedure established pursuant to this section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint.

Standards for Evaluating Appeals

Dismissal appeals may be granted under the following circumstances:

- If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.

- The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling and/or limiting course load.

- When there is evidence of significant improvement in academic achievement.

Readmission after Dismissal

Dismissal and Readmission   ***New, Legally Required***   **AP 4255**

In considering whether or not students may be readmitted after a dismissal and a one or more semester absence, the following criteria should be considered:

- Documented extenuating circumstances.

- Marked improvement between the semesters on which disqualification was based.

- Semesters on which disqualification was based were atypical of past academic performance.

- Formal or informal educational experiences since completion of semesters on which disqualification was based.

- Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

Submitted by Enrollment Services 04/12/17
Cabinet 1st Reading 04/18/17
Cabinet 2nd Reading 04/25/17

Homeless Point of Contact

Request:
Consider establishing a central point of contact for students who are homeless or housing insecure/at risk of homelessness for the district on the main campus to serve all campus sites.

Rationale:
Students who are experiencing homelessness or housing insecurity often have a range of needs that put them at risk of, among other things, dropping out. Although students in such situations can and do persist and succeed, they often experience isolation, food insecurity, lack of safety, and lack of information about other resources available to them. Having a single point of contact who would be responsible for being informed about resources and able to refer students to on campus and off campus resources would contribute to these students' success, would enable the district to have a better sense of the number of students experiencing these conditions (thus enabling us to apply for funding), to route eligible students to programs like Hill Country's with which we are affiliated, and to more effectively and efficiently address students' needs.

Services:
Potential services provided by the Point of Contact would be conducting an intake with students to assess their needs and eligibility for other services.
- Referral to on campus and off campus resources.
- Provision of a student ID, parking pass if needed, food, and hygiene products, if needed.
- Connecting students with individuals on campus serving the programs or services to which they would be referred, facilitating transfer of information.
- Assess eligibility for priority registration.

Potential Points of Contact:
Student Equity in Inclusion [new equity group, intake in place, resource and referral in place, serving this need for Hill Country Program]
EOPS? [Many such students would be eligible for EOPs, intake in place]
Financial Aid Dedicated Student Success Facilitator?

AB108   **Adding Students who are homeless and in the LGBTQIA+ Community to Equity Populations**

78220.

(a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

    (1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221:

        (F) Homeless students.

        (G) Lesbian, gay, bisexual, or transgender students.

        (H) Additional categories of students determined by the governing board of the community college district.

    (2) To the extent that student data described in paragraph (1) has been collected, the Office of the Chancellor of the California Community Colleges shall make the data available to community college districts for determining student equity and disproportionate impact.

    (4) Whether significant underrepresentation

78221.

The Chancellor of the California Community Colleges shall allocate funds provided for purposes of successfully implementing the activities and goals specified in the student equity plans adopted pursuant to Section 78220, consistent with all of the following:

    (d) The chancellor shall establish a standard methodology, including guidelines, for measurement of student equity and disproportionate impact for disaggregated subgroups of the student population of the California Community Colleges. The chancellor shall establish the methodology for use in the student equity plans of community college districts.

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

1. **Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:**
   - **Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.**
   - **Closing achievement gaps for disproportionately impacted groups.**
   - **Improving success rates in degree attainment, certificate attainment, and transfer.**
   - **Improved identification of and support for students at-risk for academic or progress probation.**
   - **Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness**
   - **Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)**

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

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

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

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

Goal 1   First-Year Persistence

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

1.1 Student Success and Support Program

1.1.1   Update a "student intake" plan that includes a review of the messages associated with the various points of contact in the admissions cycle and an update of enrollment literature to reflect different messaging needs of diverse potential student audiences. (Enrollment Management Plan 1.1.3, Chancellor's *Vision for Success* Goal 5, Guided Pathways-Structured Onboarding Process)

1.1.2   Develop a "microsite" to serve as the "front end" of the College website to streamline the enrollment process for new and returning students. (Enrollment Management Plan 1.2.1, Strategic Plan 2.2.b, Guided Pathways-Structured Onboarding Process)

1.1.3   Continue the implementation of technology-enabled student support services including a *Common Assessment* (when available), a mobile "app", an automated student education planning solution, and an enhanced document imaging/automated workflow process solution. (Enrollment Management Plan 1.2.2, Strategic Plan 2.1.a, Guided Pathways-Structured Onboarding Process, Academic Maps)

1.1.4   Continue to evaluate the effectiveness of the implementation of the Multiple Measure Assessment Project (MMAP). (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6)

1.1.5   Pilot Hobsons Starfish early alert software. (Enrollment Management Plan 2.1.3, Strategic Plan 2.2, Chancellor's *Vision for Success* goals 5 and 6, Guided Pathways-Early Alert Systems)

1.1.6   Develop and publish scheduling patterns for certificates and degrees that designate courses that are only offered in the Fall, those only offered in the Spring, and those that are offered during both Fall and Spring. (Enrollment Management Plan 2.1.4, Strategic Plan 1.2.d, Chancellor's *Vision for Success* Goal 3, Guided Pathways-Academic Maps)

1.2 **Access and Equity**

1.2.1   Increase professional learning opportunities and training on equity mindedness and cultural responsiveness. (EQ B 1 &2, B 2.1)

1.2.2   Support a part-time Outreach Counselor for students and prospective students with disabilities and other outreach populations. (EQ A 4, Chancellor's *Vision for Success* Goal 1)

1.2.3   Support the *Edge* learning assistance program for athletes. (EQ D.4, Chancellor's *Vision for Success* Goal 1, 2)

1.2.4   Create a data warehouse and support access. (Enrollment Management Plan 4.1.1, Chancellor's *Vision for Success* Goal 5, 6)

1.2.5   Conduct research and evaluation on campus climate and students' sense of belonging including a readministration of the *Community College Survey of Student Engagement* (CCSSE). (EQ A 2, Chancellor's *Vision for Success* Goal 5, 6)

1.2.6   Develop an Enrollment Management real-time "data dashboard" to promote routine discussion and use of granular data to detect bottlenecks and inform improvements. (Enrollment Management Plan, 4.1.2, Chancellor's *Vision for Success* Goal 1, 3)

1.2.7   Enhance student success through involvement in civic and community engagement opportunities as measured by the number of students involved, faculty adding civic and community engagement opportunities to their courses, higher student persistence and raised scores on the student engagement survey. (Strategic Plan, 3.1.d, Chancellor's *Vision for Success* Goal 1, 5, 6)

1.2.8   Support the development of an expanded Veterans Center. (EQ B 2.4.1, Chancellor's *Vision for Success* Goal 1)

1.2.9   Expand opportunities to connect equity populations to a developing First Year Experience (FYE) program through student ambassadors who will also support students and connect them with resources. (EQ B.2.3, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Structured Onboarding Process)

1.2.10 Expand Math Camp summer bridge activities. (EQ C.4, Guided Pathways-Academic Maps)

1.3 Basic Skills Initiative

1.3.1 Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Structured Onboarding Process)

1.3.2 Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, Guided Pathways-Academic Maps)

1.3.3 Fully implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 1, 3, 5, 6)

1.3.4 Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured Onboarding Process)

1.3.5 Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support and co-curricular activities)

Goal 2: Three-Year Completion Rate

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

2.1 Student Success and Support Program

2.1.1   Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan, 3.1.3, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

2.1.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

2.1.3   Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Academic Maps; Proactive Academic Counseling)

2.1.4   Implement best practices such as first-year experience learning communities to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured onboarding processes)

2.1.5   Increase the number of students who annually attain Associate Degree for Transfer (ADT) degrees through promotional efforts. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

2.1.6   Implement innovative technology-enabled services to improve access to existing on-line student support. (Strategic Plan, 2.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

2.2 Access and Equity

2.2.1   Promote and connect students to campus and community resources, especially those needed by equity populations, to college staff and faculty, Student Senate and clubs, and Student Success Facilitators/Ambassadors, community liaisons, and high school counselors. (EQ B 2.5, D.5, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

2.2.2   Identify and promote Associate Degrees for Transfer. (EQ E 1, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Academic Maps)

2.2.3   Expand transfer activities and promote transfer offerings of particular interest to equity populations and disproportionally impacted populations. (EQ E 2, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Proactive Academic Counseling)

2.2.4 Contact students close to completion, especially from targeted populations, to assess need for additional information or support. (EQ E 4, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Proactive Academic Counseling)

2.2.5 Expand identification and connection of equity populations to resources and support programs, especially those focused on transfer including Puente, TRiO and UMOJA. (EQ B 2.5, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Instructional Support)

2.2.6 Provide and increase access to cultural, training, and other events that promote student engagement and sense of belonging. (EQ B 2.2, Chancellor's *Vision for Success* Goal 5, 6, Guided Pathways-Co-curricular activities)

2.2.7 Increase student access to textbooks through greater coordination/consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor's *Vision for Success* Goal 1)

2.3 Basic Skills Initiative

2.3.1 Streamline and strengthen pathways to degrees and certificates and report to College Council. (Strategic Plan, 1.2, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Academic Maps)

2.3.2 Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor's *Vision for Success* Goal 1, 4, Guided Pathways-Proactive academic and career advising)

2.3.3 Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

2.3.4 Expand activities that support and expand access to supplemental instruction, additional screenings, *Math My Way*, *Path2Stats*, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

Goal 3: *Undergraduate Credentials Awarded per 100 FTE Undergraduate Students*

Increase by one percent the number of undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent students. Calculation: (undergraduate credentials awarded annually / credit hour generated annual undergraduate enrollment)*100. Credit hour generated annual undergraduate enrollment is equivalent to credit FTES.

3.1 Student Success and Support Program

3.1.1   Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan 3.1.3, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

3.1.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

3.1.3   Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Academic Maps, Proactive Academic Counseling)

3.1.4   Increase the number of students who annually attain an Associate Degree for Transfer (ADT) degrees. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)

3.1.5   Implement innovative technology-enabled services to improve access to existing on-line student support. (Strategic Plan, 2.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

3.1.6   Implement technology innovations such as an enhanced mobile "app" and a redesigned website to improve access. (Strategic Plan, 2.2.b, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured Onboarding Process)

3.2 Access and Equity

3.2.1   Continue to support the First Year Experience program through outreach to equity populations. Continue to support *MathMyWay* pathways and the *Edge* student-athlete support program. Promote and connect students to campus and community resources and increase knowledge about campus support services. (EQ B 2.5, D.5, B 8, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

3.2.2   Develop and expand supportive programs for students of color including UMOJA and other transfer oriented programs such as Puente. (EQ D 7, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

3.2.3   Expand student success and academic planning workshops in extended education sites online and on-site; promote the integration of Student Success Workshops into classes that have traditionally had high "D", "F" and "W" rates. (EQ D 4, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)

3.2.4   Provide Supplemental Instructional (SI) assistance and support, particularly targeting gateway classes key to program and certificate completion, ensuring that SI leaders are trained in equity-minded practices, pedagogy and cultural responsiveness. (EQ D 3, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

3.3 Basic Skills Initiative

3.3.1   Streamline and strengthen pathways to degrees and certificates and report to College Council. (Strategic Plan, 1.2.d, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Academic Maps)

3.3.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment. (Enrollment Management Plan 3.1.2, BSSOT, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Academic Maps)

3.3.3   Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor's *Vision for Success* Goal 1, 4, 5, 6, Guided Pathways-Proactive Academic and Career Advising; Academic Maps)

3.3.4   Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways – Instructional Support)

3.3.5   Enhance activities that support and expand access to supplemental instruction, additional screenings, *MathMyWay*, *Path2Stats*, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

3.3.6   Continue to monitor progress through the use of the Basic Skills Tracker. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Early Alert; Instructional Support)

Goal 4: Course Success

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

4.1 Student Success and Support Program

4.1.1   Continue to support the *First Year Experience* program to connect new students with student success resources. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Structured Onboarding Process; Instructional Support)

4.1.2   Evaluate follow-up services to students on academic and/or progress probation. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Instructional Support; Proactive Academic Counseling)

4.1.3   Evaluate multiple measures placement criteria and math self-placement protocols to better ensure proper course placement. (Chancellor's *Vision for Success* Goal 3, 5, 6)

4.1.4   Implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.1.5   Promote the use of the Hobsons Starfish early alert system. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6 Guided Pathways – Early Alert Systems)

4.2 Access and Equity

4.2.1   Provide professional development training through and complimentary to the college's current Professional Development offerings on evidenced based pedagogical practices, equity mindedness and equity shaped practices for faculty, classified staff, administrators and community representatives. (EQ B.2, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.2.2   Expand and diversify Student Development course offerings and methods of delivery, engaging counselors and Student Development instructors in developing guidelines for successful placement in particular Student Development courses and the role of such courses; training Student Development instructors in equity-minded pedagogical practices; offering a basic Introduction to College course (e.g. STU 101) for high-need, basic skills students. (EQ B.4,

(Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Structured Onboarding Process)

4.2.3   Increase student access to textbooks through greater coordination, consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.2.4   Support Hobson Starfish through Student Ambassadors and others and promote use of early alert systems including calling students on probation, close to completion, and in need of support. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Early Alert Systems)

4.2.5   Increase access to campus and community financial and support resources by connecting students with CalFresh and community food resources, MediCal enrollment, subsidizing childcare options, implementing a Food Pantry, starting a Meal Voucher program and initiating the Housing and Food Insecurity Task Force. (D.5, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.3 Basic Skills Initiative

4.3.1   Increase participation in collaborative efforts (e.g. North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 6, Guided Pathways – Structured Onboarding Process)

4.3.2   Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

4.3.3   Fully implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.3.4   Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6 , Guided Pathways – Structured Onboarding Process; Instructional Support)

4.3.5   Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general

education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.3.6   Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

Goal 5: Improved throughput

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

5.1 Student Success and Support Program

5.1.1   Continue to support the First Year Experience program to connect new students with student success resources. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

5.1.2   Evaluate follow-up services to students on academic and/or progress probation. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support)

5.1.3   Evaluate multiple measures placement criteria and math self-placement protocols to better ensure proper course placement. (Chancellor's *Vision for Success* Goal 3, 5, 6)

5.1.4   Implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

5.1.5   Promote the use of the Hobsons Starfish early alert system. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Early Alert)

5.1.6   Support the implementation of the Hobsons Starfish automated student education planning software. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps; Proactive Academic Counseling)

5.2 Access and Equity

5.2.1   Expand *MathMyWay* and *Path2Stats* program offerings. (EQ C.1, Chancellor's *Vision for Success* Goal 3, 5, 6)

5.2.2   In conjunction with the Basic Skills Initiative and the Vice-President of Instruction, create a Shasta College specific model of English acceleration that

addresses our specific pattern of disproportionate impact. (EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.2.3   Expand Supplemental Instruction for use in Basic Algebra (Math 101), Intermediate Algebra (Math 102), and additional math and English; provide training to faculty, staff, student tutors and Student Success Facilitators in equity-mindedness and the needs of equity populations experiencing disproportionate impact. (EQ C.3, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.2.4   Expand Summer Math Camp to include Math 101 (2 levels below transfer) and Math 102 level students (1 level below), increase the number of students served, strengthening training and understanding of the needs of our target equity populations, and enriching materials available. (EQ C.4, (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.2.5   Institute follow-up calls to students after receiving intervention services or academic probation notification. (EQ C.5, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support; Early Alert)

5.2.6   Pilot making PACE screenings available in Basic Skills and College Success classes. (EQ C.6, Chancellor's *Vision for Success* Goal 3, 5, 6)

5.3 Basic Skill Initiative

5.3.1   Increase participation in collaborative efforts (e.g. North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 6)

5.3.2   Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

5.3.3   Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways – Structured Onboarding Processes; Instructional Support)

5.3.4   Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support)

5.3.5   Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results. (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

Enrollment Management Plan
Spring 2018 Initiatives

Enrollment Management Goal 1: "Seek"

Develop a comprehensive marketing plan linked to the Educational Master Plan and other strategic planning efforts that strives to:
- *enhance diversity to reflect the students served throughout our district;*
- *promote Shasta College as a first choice transfer institution;*
- *respond to changing economic needs of the region.*

Strategy: Develop a comprehensive marketing plan that seeks to promote the Shasta College mission with an emphasis on transfer, basic skills, Career Technical Education (CTE) and Career Enhancement.

1.1.1   Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness as measured by local high school graduates' college going rates, remediation rates and Shasta College's transfer rates to four-year institutions. (directed, focused, nurtured, Strategic Plan 3.1.b)

Responsible Administrator: Assistant Superintendent / Vice President of Student Services
Target Completion Date: Spring 2018

1.1.2   Create and implement a "student intake" plan that includes a review of the messages associated with the various points of contact in the admissions cycle and an update of enrollment literature to reflect different messaging needs of diverse potential student audiences.

Responsible Administrator: Marketing Director / Assoc. VP Student Services/Dean of Enrollment Services / Assoc. Dean of Access and Equity
Target Completion Date: Spring 2017

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

1.2.1   Implement top priority technology-enabled student support services including a common assessment, a mobile "app", an automated student education planning solution, an online new student, noncredit orientation, an integrated BOGFW application process, a financial aid "self-service" process, an enhanced document imaging/ automated workflow process solution, and the creation of additional internet hot spots (directed, focused, connected, Strategic Plan 2.1.a)

Responsible Administrator: Director of Information Technology / Director of Marketing / Assoc. VP Student Services/Dean of Enrollment Services
Target Completion Date: Spring 2018

Strategy: Enhance the successful transition from developmental/pre-college to college.

1.3.1   Implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Strategic Plan 1.1.a)

Responsible Administrator: Dean SLAM, Associate Dean of Student Learning Enrollment Services
Target Completion Date: Spring 2018

Enrollment Management Goal 2: "Keep"

The Shasta-Tehama-Trinity Joint Community College District will develop responsive strategies to support student persistence and retention.

Strategy: Develop initiatives to enhance student persistence.

2.1.1   Develop strategies to ensure a course completion rate of 70% and a fall to spring persistence rate of 70%.

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

2.1.2   Expand mentor program for part-time faculty that includes training on culturally responsive instruction with at least 50% participation. (directed, focused, nurtured, engaged, connected)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

2.1.3   Develop and publish scheduling patterns for certificates and degrees that designate courses that are only offered in the fall, those only offered in the spring, and those that are offered during both fall and spring. (directed, focused, nurtured, Strategic Plan 1.2.d)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

2.1.4   Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (directed, focused, nurtured, engaged, connected, Strategic Plan 1.2.a)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

Enrollment Management Goal 3: Complete

The Shasta-Tehama-Trinity Joint Community College District will utilize research based methods to promote persistence and the completion of degrees, certificates, and/or "transfer-readiness".

Strategy: Increase the number of students attaining degrees and certificates each academic year. (Rate is defined as the unduplicated number of scorecard eligible students who complete divided by the total unduplicated number of scorecard eligible students.)

Activities:

3.1.1   Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees by 3% per year through promotional efforts that include success stories of transfer students, especially those from disproportionately impacted groups. (directed, focused, Strategic Plan 1.3.a)

Responsible Administrator: Assoc. VP Student Services/Dean of Enrollment Services
Target Completion Date: Spring 2018

3.1.2   In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment so that at least 600 students per year transfer. (directed, focused, Strategic Plan 1.3.b)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

3.1.3   Increase the number of students in the ACE and BOLD programs by 5% per year. (directed, focused, connected)

Responsible Administrator: Assistant Superintendent / Vice President of Instruction
Target Completion Date: Spring 2018

Enrollment Management Goal 4: Culture of Inquiry

Goal 4: "Promote a Culture of Inquiry"

The Shasta-Tehama-Trinity Joint Community College District will continue to develop a culture of inquiry which will inform improvement efforts.

Strategy: Expand the collection, analysis, and dissemination of enrollment management information.

Activities:

4.1.1   Create a data warehouse and support access.

Responsible Administrator: Assistant Superintendent / V.P. of Administrative Services
Target Completion Date: ~~Fall 2017~~ Spring 2018

4.1.2   Develop an Enrollment Management real-time "data dashboard" to promote routine discussion and use of granular data to detect bottlenecks and inform improvements. (directed, focused)

Responsible Administrator: Assistant Superintendent / V.P. of Administrative Services
Target Completion Date: ~~Fall 2017~~ Spring 2018

Homeless Point of Contact

Request:
Consider establishing a central point of contact for students who are homeless or
housing insecure/at risk of homelessness for the district on the main campus to serve all campus
sites.

Rationale:
Students who are experiencing homelessness or housing insecurity often have a range of needs that
put them at risk of, among other things, dropping out. Although students in such situations can and
do persist and succeed, they often experience isolation, food insecurity, lack of safety, and lack of
information about other resources available to them. Having a single point of contact who would
be responsible for being informed about resources and able to refer students to on campus and off
campus resources would contribute to these students' success, would enable the district to have a
better sense of the number of students experiencing these conditions (thus enabling us to apply for
funding), to route eligible students to programs like Hill Country's with which we are affiliated, and
to more effectively and efficiently address students' needs.

Services:
Potential services provided by the Point of Contact would be conducting an intake with students to
assess their needs and eligibility for other services.
- Referral to on campus and off campus resources.
- Provision of a student ID, parking pass if needed, food, and hygiene products, if needed.
- Connecting students with individuals on campus serving the programs or services to which
  they would be referred, facilitating transfer of information.
- Assess eligibility for priority registration.

Potential Points of Contact:
Student Equity in Inclusion [new equity group, intake in place, resource and referral in place, serving
this need for Hill Country Program]
EOPS? [Many such students would be eligible for EOPs, intake in place]
Financial Aid Dedicated Student Success Facilitator?

AB108   **Adding Students who are homeless and in the LGBTQIA+ Community to Equity Populations**

78220.

(a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

> (1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221:
>
>> (F) Homeless students.
>>
>> (G) Lesbian, gay, bisexual, or transgender students.
>>
>> (H) Additional categories of students determined by the governing board of the community college district.
>
> (2) To the extent that student data described in paragraph (1) has been collected, the Office of the Chancellor of the California Community Colleges shall make the data available to community college districts for determining student equity and disproportionate impact.
>
> (4) Whether significant underrepresentation

78221.

The Chancellor of the California Community Colleges shall allocate funds provided for purposes of successfully implementing the activities and goals specified in the student equity plans adopted pursuant to Section 78220, consistent with all of the following:

> (d) The chancellor shall establish a standard methodology, including guidelines, for measurement of student equity and disproportionate impact for disaggregated subgroups of the student population of the California Community Colleges. The chancellor shall establish the methodology for use in the student equity plans of community college districts.