STUDENT SERVICES COUNCIL

SUMMARY NOTES
DATE- May 15, 2013
9:00 A.M. --- ROOM #2314

Present: Kevin O'Rorke, Connie Barton, Liz Kohn, Sylvia Ruano, Sandra Hamilton Slane, Sheree Whaley, Sherry Nicholas

Absent: Nancy Berkey
Guests: None

Review drafts of 2.3 a- Kevin to present SS Strategic Obj. 2.3a to College Council next Tuesday. The council reviewed a spredsheet, outline and full report. (Attached)

SLOs- Counseling has sent out a survey, all areas are still working on collecting data and entering into Tracdat.

Tracdat- Sandra reported that we are having some access issues. She is working on this problem with Marc Beam, but in the meantime if anyone should need assistance uploading the Student Service Learning Outcomes contact Sandra.

Survey on Planning process- Kevin reminded the council to complete the survey that was sent out by the President.

Work hours- Kevin informed the council that for the regular work year employees can take ½ hr lunches with the approval of their supervisor, but office need to have 8-5:00 coverage.

Summer hours- The district has negotiated with CSEA to work 4-10', Mon-Thurs, starting the week of June 3 and running through the week of July 26. Supervisors can be flexible with schedules, but the office need to have 8-5:00 coverage M-Th. July 4 is a Thursday, so July 5, Friday will need to be taken as a vacation day, unless an employee wants to work. The week of July 1 is still a 40 hour week even though there is a holiday on Thursday.

Data Sets for Student Services- Sandra explained that the Research Office will dedicate every spring to the SS area. By the end of May Marc Beam will need a list of needs and a uniform way to ask and gather information. Sandra is currently working on a template that will be uniform for all of SS.

DISCUSSION/INFORMATION

Kevin announced that as of July 1st, the following programs/departments will be reporting to Student Services:

1. Dual Enrollment
2. Dorms/Housing
3. CalWORKs

COMMITTEE REPORTS

- Budget – Sylvia – Upward Bound summer program will start the week of June 17. Approximately 40 kids will participate.
- Cabinet – Kevin – May revise will give an extra 250, 000 per year to the Matriculation Budget.
- College Council – Kevin- None
- Enrollment Management- Sandra – New Counselor hired.- A training schedule for counselors on the various Datatel screens and course curriculum has been set.
- Instructional Council – Sandra - None
- Student Success- Nancy - None

- **OTHER** –

- The Lance is up and running--Sherry will send out the Lance link to SSC. Kevin will send out to other campus groups.
- Scholarship Awards Ceremony this Friday, May 17.
- Retirement Party Friday after work, May 17.

Meeting ended: TIME 10:30 a.m.

Attachments: **DRAFT- SPREADSHEET 2.3A**

Dept.	Product Request	Options	Product Description	Impact on students	Benefits to the District	Costs	Ramifications of non-implementation	Scope and feasibility of implementation
Counseling-FinancialAid	**Scanned ed plans & other documents**		ImageNow Computer program by Perceptive Software, which has partnered with Datatel, that allows the attachment of scanned files to student's records. Initial intent is to scan ed plans created by counselors to be available electronically to students.	Students could access their ed plans electronically through MyShasta for course selection, financial aid, etc.	Accurately report number of students with ed plans Decrease cost of staff time and paper in printing out multiple copies of ed plans. Increases compliance with Student Success legislation.	Initial - $180,000 Ongoing - $18,000/year	Continue with paper-based documents that are inaccessible to others on campus and to students	This item should, in my opinion, be bumped up to a District initiative. The benefits of this solution are huge for all departments on campus and I have promoted this product for years. It integrates nicely with Colleague and provides a comprehensive solution to managing documents. The only part we are unsure of is the statement that it will provide electronic access of documents to students. I do not believe it has this capability out of the box. Even if this is the case, this is a product well worth investing in. Counseling, A&R, Financial Aid, Business Office and many more could essentially go paperless with this product.
Dept.	**Product Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications of non-implementation**	**Scope and feasibility of implementation**
Counseling	**Online Ed Plans**		Ellucian - Colleague's Student Planning program. It's a stand-alone program that ties into Datatel.	Self-directed student educational planning. Displays progress towards goal. Accessible by student and counselor.	Educational planning fully integratd with datatel. Fully compliant with Student Success Legislation	Initial - $40,750 Ongoing - $18,750/year	Lack of coordinated ed plans that are available to students; staff required to complete ed plans	I believe this product would be a good replacement for the current Excel Ed Plans and would provide the students with the information they need and that we are required to provide via the new Student Success Initiative. It would also provide for better reporting capabilities and help with demand scheduling. However, it can only be supported if

								it is acceptable "out of the box." In other words, we could not support it if customization of the product were required. Ongoing support need is unknown at this time, but the institutions I spoke to have found it relatively easy to install and setup and the student services departments maintain the information.
Dept.	**Product Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications of non-implemention**	**Scope and feasibility of implementation**
Counseling	**Online orientation**	Option #1	Moodle platform - orientation presentation that is delivered through the current Moodle platform	Available on flexible schedule and for DE students; easily updated and modified; teaches beginning skills for online classes	Cost-effective; uses current technology	IT Support needs	Outdated online orientation video prevents distance education students from receiving current information	Counselors would need to format orientation information into Moodle platform and administrate "classes". Two concerns come into play when utilizing this product for orientations. First, students/users are not uploaded to the Moodle system until they have registered into a online or web enhanced section. Potential students would need to be loaded into the system in some fashion, but a process for this would need to be explored. Second, licensing for Moodle is on a “per seat” basis. It could become costly to “enroll” users into the system that are not yet students in online sections. This would also need to be explored.
Dept.	**Product Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications of non-implemention**	**Scope and feasibility of implementation**

Financial Aid	**Web-based scholarship application**		AcademicWorks Scholarship Database - streamline the scholarship application, matching, review, and awarding processes.	Spring 2012, Shasta College listed approximately 100 scholarships with as many as 10 awards per scholarship. A pool of 217 students submitted 1563 applications. Incomplete documentation disqualified 508 applications.	Increased efficiency and decreased waste (paper); more efficient processing. Improved PR due to fewer disqualifications.	Initial - $6,000 Ongoing- $7,000/year	Continued cost for printing; continued staff time for processing, data-entry, and evaluating eligibility; limited expansion of scholarship opportunities; improved access for donors.	
Dept.	**Product Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications of non-implemention**	**Scope and feasibility of implementation**
All Counseling (Including DSPS, EOPS, & TrioSSS)	**Text messaging for appointment reminders**		SARS-MSG - Send appointment reminders, announcements, registration notices, and other types of messages by creating automated batches of e-mails, text messages, or both.	Brief notices available through text. Decrease in missed appts.	Decreased in missed appts. Could provide increased access to students for events, reminders, etc.	Initial - $4,482, Annual - $2,070 (current annual cost for SARS-CALL of $2,390 would discontinue)	Decreased access to students; outdated communication style; inefficiency due to missed appts;	Additional costs that I do not believe are included above are either hardware (est. $2000) or 3rd party text software (rate unknown). Hardware would be needed if we hosted and provided the texting capability; however, 3rd party costs would be incurred if we did not host the solution ourselves. Both have limitations on the number of texts that can be sent each month and overages could become costly depending on how the product was implemented. This technology would be completely new to us and the learning/training time could be considerable. And, since it is new, the amount of time to support the product is unknown. Feasability depends on where responsibility of the texting lies and the priority of other projects that come down from the planning process.
Dept.	**Product Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications of non-implemention**	**Scope and feasibility of implementation**

All Counseling (Including DSPS, EOPS, & TriO SSS)	**Change of major online**		Datatel/MyShasta student profile screen.	Able to self-select major changes.	Compliance with Student Success legislation. Identification of instructional program needs. Monitor progress towards goal.	IT programming	Identification of student's majors is inexact. This is a requirement for financial aid. Student success is hindered if student' s don't' identify a major track to follow.	
Dept.	**Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications if not implemented**	**Scope and feasibility of implementation**
Admissions & Records	**Degree Audit**		Degree Audit provides degree checks for students, counselors and evaluators	Students will be able to track their academic progress and gauge the feasibility of changing to another academic program.	Advisors can track student's academic progress and acquire information to recommend courses, examine student academic strengths, and provide guidance about changing academic programs. A&R office staff can depend on reliable information during grad processing that automatically assesses if the academic program requirements for students have been met.	District staff time	Has already been implemented, but we need continued support from IT staff to help keep it updated.	This product was implemented a couple of years ago and IT's involvement is pretty much complete. The A&R office maintains the information and updates the system with new degrees as they come online. IT provides support during updates, employee transition or as needed.
Dept.	**Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications if not implemented**	**Scope and feasibility of implementation**

Admissions & Records	**Electronic Transcripts**		Sending and receiving of electronic transcripts.	Once the transcript request is processed through eTran, the transmission of the student record is almost immediate. There would no longer be the manual processing time or the time to send it through regular mail. On the receiving end, it will expedite the process because the transcript goes directly in to the system so that it is accessible for counseling, admissions, etc.	There will be a significant savings to the district when we are able to start sending electronic transcripts. We would save a substantial amount of money on our secure transcript paper and the rising cost of postage. It will also cut the processing time for the Transcript Technician so that she can do other tasks within the office.	2012 $5,795 2013 $5,965 2014 $6,145 (2012 has been paid) We have applied for a mini grant that we will receive once the first phase has been completed.	We would continue sending transcripts through the mail, our processing costs would remain high and the students would not get the benefit of the quick transmission of their transcript.	This project is already well underway and will be completed by June 30, 2013.
Dept.	**Request**	**Options**	**Product Description**	**Impact on students**	**Benefits to the District**	**Costs**	**Ramifications if not implemented**	**Scope and feasibility of implementation**
TRiO SSS & Upward Bound	**iPad**		iPad is a touch screen-controlled tablet computer and the largest of Apple's iOS-equipped devices. The iPad is a platform for multimedia, digital reading and online content. Its size and design places between a touch sceen Smartphone and a traditional laptop, offering a degree of portability with limited use as a computing alternative.	The iPad signals the opportunity for a transformation in how technology is used in colleges and universities and athe benefits of using current technology in the workplace. When utilized correctly, technology is found to both support and motivate student and staff learning.	Use of table will assist in increasing the educational objective and contact opportunities for program reporting requirements. Access to internet at outreach locations will increase the transmitting of content to students at target schools and office staff located at the main campus or outreach locations with greater portabililty and connectivity. Device will be used to educate students on how to use in various educational settings.	$599.00 plus cost of apps & IT support		

DRAFT- OUTLINE 2.3A

I. Educational Master Plan- the delivery of student services must shift from a campus based model to a student-based model in which services are provided regardless of the student's physical location.

II. First things first -Must first address the ways in which technology is altering the structure of Shasta College and how it is best to implement and evaluate student support services use of technology.

- Having I.T. staff listen to and learn more about staff experiences with a variety of technology used to support students.
- Having faculty and staff learn more from I.T. about the major enterprise processing and larger scale technology systems and how they are supported.

III. Best practices literature, common themes for successful implementation:

- Strong case for change
- Strong executive sponsorship and leadership
- Clear vision and goals
- Skill development and training
- Collaboration and communication across departments (rethinking of department segregation)
- Customer/Student input
- Appropriate human resource allocation

- Commitment from all involved
- A well-articulated plan

Web sites continue to segregate processes and mimic the physical separations existing on campus, causing students who are entering the web site to go to multiple locations on the site just as they do among buildings. Must rethink web design and ensure that a single enrollment transaction initiates a logical sequence of choices for the student to progress through as needed, including student support service options.

IV. Student service trends that are emerging for the 21st century

Common themes for either redesign or technology as the agent for transformation:

- Student-centered vision
- Redesigned services
- One-stop service center
- Cross-functional teams
- Self-service objectives
- Web-enabled services
- Systemic change
- Replacement of student information systems

Other points of interest:

- Routine transactions should be automated.
- Students should have the choice to initiate transactions and have direct access to their own information.
- Students should have high-quality personal assistance when needed.
- When students prefer personal assistance, it should be available at a single location

V. Why IT Investments Often Don't Improve Educational Outcomes:

- Tend to focus on the technology itself
- Technology changes rapidly, education changes slowly

The pace of change with technology is so fast that institutions must recognize that technology is another means to effect change. However, technology should always be viewed as an enabler, not as a solution. Introducing technology without rethinking processes can be problematic.

VI. How to Use IT Investments to Improve Educational Outcomes:

- Begin with a long-term focus on a few selected outcomes and the educational activities needed to improve them
- Choose technology that can contribute incrementally and cumulatively over the long haul
- Track the progress of the strategy to get the data (and money) needed to stay on course
- Create coalitions to ensure that the program has all the ingredients needed in the recipe for improving outcomes

VII. Examples of Exemplary Practices

VIII. Shasta College Specific Technology Projects

DRAFT STRATEGIC OBJECTIVE 2.3A-PLAN FULL REPORT

Shasta-Tehama-Trinity Joint Community College District

Strategic Plan Objective

2.3a

Research the effectiveness of existing and new types of technology-enabled student support services and report to College Council on the feasibility of implementing these new types of technology-enabled student support services.

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20 years later and all of these things fit in your pocket.

Background

The first two Shasta-Tehama-Trinity Joint Community College District Institutional Goals identify the importance of technology as a tool for increasing student access and success:

Institutional Goal 1
Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career-technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

Institutional Goal 2
Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

In order to achieve these Institutional Goals, the District must successfully address the challenges listed above as a way to improve student access. The specific Institutional Objectives and Activities that will be undertaken to achieve these Institutional Goals will be described in the three-year Shasta-Tehama-Trinity Joint Community College District Strategic Plans and advancements related to achieving these Institutional Goals will be documented in annual progress reports.

The challenge that must be met is create comparable student access to student services across the district. To meet this challenge, the delivery of student services must shift from a campus based model to a student-based model in which services are provided regardless of the student's physical location. Student services are traditionally delivered with personal, face-to-face contact. However, since the District's population is dispersed across a geographic expanse, using this delivery method alone is not pragmatic. To support students' informed decision-making about their education, the District must provide anytime/anywhere access to information through integrated databases as well as through web-based tools (such as social networks) that prompt students to attend to specific tasks, deadlines, events, and organizations. The use of technology to move toward greater equity in student access to support services creates a secondary concern about the digital divide, or the gap between individuals, households, businesses and geographic areas at different socio-economic levels in both their physical access to and effective use of technology resources. Ongoing evaluation of student use of and benefit from online services is essential to ensure that a greater number of students are being reached and served through these means and that online services are serving students of various ages and ethnicities (Shasta College Educational Master Plan, 2012).

In a time of decreased funding, changing student demographics, evolving legislative mandates and advancements in technology, institutions of higher education must appropriately prepare for the future. Although the roots of technology being used to expand student services can be traced back to the 1970's, the literature and research on the use of technology is still in its infancy stage. After years of experiments and adjustments, technology has moved beyond being a popular innovation and has become permanently interwoven into higher education institutions. Student Services technology has become a pivotal tool in offering day and night services for students interacting and communicating with their school of choice.

Before we address the specific technology enhancements that are being considered at Shasta College, we first must address the ways in which technology is altering the structure of Shasta College and best practices in implementing and evaluating of student support services use of technology.

Please note: Some of the following passages have been taken from various literatures that are cited at the end of this text. Taking into account the purpose and audience of this document, specific references were not imbedded within the text; however, they are cited at the end and can be located by contacting the author of the submitted paper. This section of the document is intended for College Council and is not submitted as a public document eligible for scholarly or peer review.

- Having I.T. staff listen to and learn more about staff experiences with a variety of technology used to support students.
- Having faculty and staff learn more from I.T. about the major enterprise processing and larger scale technology systems and how they are supported.
- Learning about the best current ideas for using "social networking" technologies on campuses.
- Exploring where technology could be used to save resources.
- Recognize that upfront costs can result in long term savings while providing greater access.
- Professional development activities about technology available to staff to manage their professional and personal computing needs.
- Finding ways to share what is learned with the wider staff community.
- Hiring practices that identify enthusiasm for technology in all positions.
- The pace of change with technology is so fast that institutions must recognize that technology is another means to effect change. However, technology should always be viewed as an enabler, not as a solution. Introducing technology without rethinking processes can be problematic.

When reviewing best practices literature, common themes have emerged that allowed for successful implementation. The first lesson that was noted was that redesign projects are not effortless. Fundamentally, key considerations were included in their planning processes. These include the following:

- Strong case for change

- Strong executive sponsorship and leadership
- Clear vision and goals
- Skill development and training
- Collaboration and communication across departments (rethinking of department segregation)
- Customer/Student input
- Appropriate human resource allocation
- Commitment from all involved
- A well-articulated plan

Institutional transformation must address how people will work together and deliver services in the new model they are designing. It must also address how to integrate these changes in a

positive way into the thinking and behavior of each and every member of the institutional community. Resistance to change is one of the greatest obstacles for redesign efforts to overcome.

A project often cited in the literature is Colorado Electronic Community College who undertook a collaborative effort to bring 13 community colleges together and to capitalize on technology. CCCOnline was developed as a result of students' increased need for additional learning and student service opportunities away from the primary campus. The creation of CCCOnline has been touted as the primary impetus for change in the community college system in Colorado. The process of developing student services at a distance and understanding the needs that were driving it forced the individual colleges to think differently about what services they offer and how they offer them. The schools worked collaboratively to better understand workforce development needs, student service options for a diverse student body, and to constantly evaluate where gaps were occurring (Beede, Student Services Trends and Best Practices).

The advent of the internet and the changes that it brought in terms of start-up time, costs of application development and quick return on investments have expedited rapid expansion of technology in student services. The elements of successful user-centered Web design as well as specific best practice projects at Northern Territory University and the University of Minnesota are examples of this. The University of Minnesota is a classic example of driving significant changes through technology. The Student 2000 project, when fully implemented, will replace its administrative systems, redesign its processes, and provide a web front end. Some schools (Shasta College?) create web sites that continue to segregate processes and mimic the physical separations existing on campus, causing students who are entering the web site to go to multiple locations on the site just as they do among buildings. This requires the student to understand the institution's organization to navigate around the site until all processes are complete. While this is certainly more efficient than running around campus, it assumes students know where they need to go for information and that they have the patience to track down each piece. Additionally, processes may be inconsistent from office to office, again leaving the student confused and overwhelmed with too much information to navigate through. The University of Minnesota, with student input, determined what the student really needs and designed a student-centered system. For example, a student who needs to enroll logs on and goes through an enrollment/registration process that, in turn, generates an enrollment statement. The statement gives students their class schedule, class locations, class maps, books required, parking locations, bill amounts, and other valuable information. That single enrollment transaction initiates a logical sequence of choices for the student to progress through as needed (http://www.scup.org/page/pss/chpt1-7).

The student service trends that are emerging for the 21st century are consistent whether you plan for redesign or technology to enable change. Ultimately, they are all so closely linked that you need to consider how people, process, and technology are structured within your new student service delivery model. The following design principles are consistent whether we choose redesign or technology as the agent for transformation:

- Student-centered vision
- Redesigned services
- One-stop service center
- Cross-functional teams
- Self-service objectives
- Web-enabled services
- Systemic change
- Replacement of student information systems

Student Centered Vision:

It is not unusual for a group hearing the best practice presentation for the first time or formulating the scope of its student service project to have an intense reaction when asked to identify its key "customer." The customer concept is still relatively new to higher education and can challenge current views of education. By and large, the frequency of this reaction and the level of discomfort has diminished over the past few years as most individuals understand that institutions do indeed deliver a service (education), that it is paid for, and that there are expected outcomes; in other words, they understand that the customer concept is relevant.

One of the fundamental rules in planning for and delivering high-quality service is the importance of talking to your customer, in this case the student. This is significant because it demonstrates that not only are all best practice partners comfortable with this terminology, but it has become an integral part of many institution’s cultural norm to view students as customers.

One-Stop Services Center and Cross- Functional Teams:

When students are asked in focus groups and surveys what services they want, among the most common responses are direct access to their own information and the ability to conduct their own transactions. In addition, students want access to high-quality personal service when needed. Many schools are planning services with these goals in mind, developing one-stop service centers. One-stop service centers often go hand-in-hand with cross-functional teams. Building cross-trained, cross-functional work teams helps ensure that front-line professionals can answer learners' questions in the first contact and optimizes the one-stop service center structure and philosophy.

A one-stop service center allows students to conduct business at a single location. Generally, the core student service functions of admissions, registration, and financial services are integrated into one facility to improve service and efficiency for students. Student service staff members are organized by teams that include generalists, who are cross-trained to handle most requests at the service desk, and specialists, who answer non routine questions. In addition, students can take care of most business directly with self-service tools, usually voice response systems or web-accessible services. A key element of this model is a "one or none" philosophy: Students who need or prefer personal assistance to complete a transaction require only one student service contact. Students who can complete a transaction on their own require none. The following common themes have emerged and are being designed into new student services models:

- Routine transactions should be automated.
- Students should have the choice to initiate transactions and have direct access to their own information.
- Students should have high-quality personal assistance when needed.
- When students prefer personal assistance, it should be available at a single location.

The University of Delaware, one of the pioneers in the design of the one-stop service center, is continually evolving its design and moving many of the services from the physical one-stop shop to its electronic equivalent on the web. During the planning stages, the university estimated that 20 percent of transactions would be self-service transactions, 60 percent would be handled by generalists, and 20 percent would require specialist assistance. The new model was so successful that self-service transactions account for 60 percent of the business, and the university is estimating that this will rise to 80 to 90 percent.

Carnegie Mellon University created The HUB, a one-stop shop that merged several separate offices to create a single, integrated Enrollment Services organization of self-directed teams to service students and parents. Since it created the new structure, 60 percent of the staff are in different positions and 60 percent of the positions are different, requiring staff to go through an extensive cross-training and interviewing process. Each staff person was guaranteed a position within the new organization and commensurate compensation to assist in adapting to the new model. Staff members have experienced dramatic growth in their skills and ability to resolve students' problems in one step.

Cross-functional teams are comprised of individuals who are cross-trained and can answer questions and provide support in more than one specialty area. Team members may be stronger in one area (such as I.T.) than another and assist other team members when necessary. These individuals become facilitators of information and focus their efforts on value-added advising rather than on performing routine transactions and tasks. In the future model, routine transactions are automated or performed directly by the customer through self-service tools. The makeup of the student service organization shifts as institutions transform from a traditional model to a new model. Self-service transactions play an increased role in how services are delivered in the 21st century model.

These new team-based designs for service delivery flatten the organization. Seton Hall University's new enrollment organization is comprised of three teams of cross-trained student enrollment advisors (SEAs) (see chapter 3). At Seton Hall each team consists of the following:

- One lead SEA to head the team
- One recruitment and admissions specialist
- One registration and records specialist
- One student finance specialist
- One information and technology specialist
- Four generalist SEAs

This model is based on the concept that everyone in Enrollment Services is a generalist who understands the ordinary business of each area. The specialists add depth and expertise to the teams to handle special situations and train other team members.

Self Service Objectives and Web-Enabled Services:

Self-service is at the core of the changes we are seeing in student services today. The move toward self-service transactions is not new; it has evolved as technology has progressed. Many institutions successfully introduced self-service options more than 10 years ago when they began using touch-tone technology and kiosk applications. A "Web year" is considered to be six months, reflecting the speed at which technology is being developed and introduced into our day-to-day lives. Institutions now know that more planning must occur before they introduce web applications. This is because some of the same problems that existed with the physical design of student services are occurring now with web applications. It is important in planning web applications to consider the student's perspective and look at the overall processes they need to complete when using institutional services. Web applications should be presented in an integrated fashion and not re-create silos that require skilled navigating through the web site and force students to deal with an overwhelming amount of sometimes inconsistent information.

Systemic Change and Replacement of Student Information Systems:

The new model for the delivery of student services in the 21st century requires dramatic systemic change that cuts across traditional academic and administrative boundaries. As institutions construct their vision for the future, they are rethinking how they will deliver student services as well as education and other administrative services. This new model requires a new culture of collaboration and a common institutional vision. The traditional practice of focusing on one's individual department, college or school will no longer work.

One trend we have seen evolve over the past 10 years relates directly to the move toward systemic change. During the 1980s it was quite common for institutions to have separate applications for separate areas (one package for financial aid, another for student accounts). Even more common was the distinction between student systems and other administrative systems, such as human resources and finance. These systems, which had been adapted to each department's needs, required multiple interfaces and separate databases, and were often difficult and expensive to maintain. This structure perpetuated the silo mentality and departmental data control and ownership, and it contributed to service and data access problems. Shasta College has made great strides in bridging these gaps with the implementation of its Colleague system.

Shasta College recognized the problems of maintaining all of these interfaces, the difficulty of getting institutional data, and the barriers to providing holistic services. We also saw the benefits of campus-wide initiatives, integrated data, and common interfaces. We began to move toward selecting a common platform across all applications and toward enterprise resource planning (ERP) solutions that provided integrated enterprise-wide systems for human resource, finance, and student applications. These systems provided all departments and users with access to their data from one place. The move in this direction helped to eliminate many data ownership, redundancy, and integrity issues as well as reduce costs.

Additionally, advancements in software packages allowed relational databases and easy access to integrated information. Web front ends could be built to provide a common interface for applications that were already in place. Student-centered institutions began to see the benefits of planning for the goals of the institution as a whole rather than for varying needs across individual departments.

Why IT Investments Often Don't Improve Educational Outcomes:

At least two basic problems have impeded most attempts to translate technological investments into improvements in educational outcomes.

1. Surrendering to rapture of the technology. For a variety of reasons, institutions and programs tend to focus just on the new technology itself. That is not enough. Whether a program's aim is to use technology to support learning communities, or better skills or inquiry, or an internationalized curriculum, the successful recipe will require more than hardware. Other expensive ingredients include staff development and/or new staff; new assignments and course designs; more books in the library; altered marketing and advising; changes in roles and rewards; new organizational partnerships; and new internal coalitions. In the past, the technology siphoned money and attention away from the rest of the recipe.

2. Forgetting that the life span of many new technologies is far shorter than the time it takes to implement the recipe and improve educational outcomes. Those complex recipes are not "quick and easy": assembling the ingredients takes a long time. Meanwhile the technology is aging, and losing value. Long before outcomes have a chance to improve visibly, new technologies usually distract attention from the "old" improvement agenda. Over the years, technology-related interests in improving outcomes such as programming skill, visualization (in the early days of videodisc), and collaborative learning (the computer conferencing systems of the 1980s) have risen, and fallen, and sometimes risen anew. Over the decades, waves of new technology have rippled across the surface of education but large-scale improvements in outcomes almost never had time to develop (Ehrmann, EDUCAUSE Review, 2002).

How to Use IT Investments to Improve Educational Outcomes:

1. Begin with a long-term focus on a few selected outcomes and the educational activities needed to improve them. Which goals and strategies are worth pursuing for the seven to ten years that are needed to make large, visible improvements? Here are a few candidates: skills of inquiry and research; the ability to apply learning more successfully in the real world; skills of working in teams, communities, and organizations; international and intercultural understanding; skills of designing, composing, and creative work. These outcomes can be relevant in almost any field. Other, equally valid goals are specific to particular fields or types of students. If a program succeeds in dramatically improving even one such outcome, the rewards of enrollment and financial support could be great.

2. Choose technology that can contribute incrementally and cumulatively over the long haul. Suppose that a program has already been using technology to pursue such a goal for a couple of years. Now discussions begin about a major purchase of a new technology that would be used by most faculty, staff and students. Several questions can be useful in the choice regarding new technology: (a) Can the dollars spent on the new technology help the program make *major* progress toward improving the chosen outcomes, compared with other ways of spending the same money for advancing that educational agenda? (b) Is the new technology ready for mass use, and are operating costs, including support and hidden costs, acceptable? (c) How badly will the adoption of the new technology disrupt the current educational strategy? (d) If this brand or product disappears, will the service material become unusable or will competitive products also run those same files?

3. Track the progress of the strategy to get the data (and money) needed to stay on course. An educational initiative is most vulnerable two to three years after it begins, as initial enthusiasm wanes and as other issues begin to distract attention from the initiative. Evaluation can refocus attention by charting the implementation of the "recipe" (e.g., changes in patterns of teaching). Periodic studies can provide data to help alter and fine-tune the strategy. For example, this is the time to detect stresses on people's time and budget, before they lead to burnout. Regular reports can help attract energy, money, and less tangible forms of support (e.g., employer interest). Such reports do not need to be purely

good news: evidence of solvable problems can be a great way to attract fresh resources. The best time to start program evaluation is immediately, in order to gather baseline data (the "before" picture) to help map the progress and problems that emerge in later years.

4. Create coalitions to ensure that the program has all the ingredients needed in the recipe for improving outcomes. On July 4, 1776, Benjamin Franklin remarked, "We must indeed all hang together, or most assuredly, we shall all hang separately." To get the resources needed for the full recipe, build a coalition of people and interests from inside and outside the institution, a coalition that focuses on the outcome to be improved, not (just) the technology. Use that coalition as a whole to fight for the resources that each element of the coalition needs. Your institution may have a Teaching, Learning, and Technology Roundtable (although perhaps not with that title)—a broad-based group of faculty, staff, and others that advises the chief academic officer on improving education through the use of IT. Such a group can provide an ideal setting in which to debate the above strategies and to map a path to using investments in information technology to achieve large-scale improvements in educational outcomes (http://www.tltgroup.org/resources/visions/Outcomes.html).

Examples of Exemplary Practices:

- Best Practices Web site: http://www.wcet.info/services/studentservices/ctss.asp
- Pat Shea & Burnie Blakeley, Designing Web-Based Student Services , Innovation in Student Services: Planning for models blending high touch and high tech www.wcet.info.

Portals

- Connecticut Distance Learning Consortium www.ctdlc.org
- Ohio Learning Network http://www.oln.org/
- Jesuit Net http://www.ajcunet.edu/distanceeducation/index.aspx?sid=8
- Minnesota State Colleges & Universities http://www.mnscu.edu/

Admissions

- **Massachusetts Institute of Technology** http://www.mitadmissions.org/

Readiness:

- CTDLC –Course Technologies: Entering Student Basic Computer Skills Assessment: http://www.ctdlc.org/Evaluation/Basic_eSkills.pdf
- CTDLC Online Basic Skills Remediation Course: http://www.ctdlc.org/remediation/
- Readiness for Education at a Distance Indicator (READI): http://www.readi.info/index.cfm?fuseaction=home
- Ohio Learning Network free online course "E 4 ME" http://www.oln.org/discover/e4me.php
- Capella University free online seminars
    - for graduate students "Making the Graduate School Decision." http://www.capella.edu/online_learning/online_seminar.aspx
    - for undergraduate students "Returning to Learning" http://www.capella.edu/online_learning/online_seminar_ugo99.aspx

Catalog:

- Washington State University Catalog: http://www.catalog.wsu.edu/Catalog/Apps/HomePage.ASP
- Penn State World Campus: Course Information: http://www.worldcampus.psu.edu/ select course catalog.

Registration and Course Selection:

- Northern Arizona U: http://www.distance.nau.edu/start/enrollment_checklist.aspx
- Charter Oak State College: www.cosc.edu

Orientation:

- Metropolitan State University: http://www.metrostate.edu/orientation/portal/**.**
- Montgomery College Virtual Counseling and Advising Center http://www.montgomerycollege.edu/Departments/studevgt/onlinsts/

Technical Help

- Old Style http://www.devilducky.com/media/57946/
- Catalyst at Washington state provides "how to guides" on a wide variety of technical skills http://catalyst.washington.edu/help/index.html

Communication:

- Athabasca U. http://www.askau.ca/

Disability Services:

- **WebAIM:** ensure your websites are accessible to all users: www.webaim.org/intro
- **Cochise College:** http://www.wcet.info/documents/WOWAwardsPressRelease2006.asp

Advising: http://www.wcet.info/services/studentservices/ctss.asp

- Penn State: eLion Late Course Virtual Advisor: http://www.worldcampus.psu.edu/
- San Diego City College: Live E-Workshops and Live E-Appointment, and E-Walk-in Hour services http://www.ecounselsdcity.net/index.htm
- City University NY A synchronous chat program http://www.cityu.edu Click on Live Advisor button.
- Central Piedmont Community College: iCAN Chat http://www.cpcc.edu/ican/live (demo use "guest" for ID and password).
- Montgomery College: A Student's Guide to Online Success Demonstration Site http://webct.montgomerycollege.edu/ (log in to MyWebCT – ID and password are "guest_nb")

- Valencia Community College Life Map: http://portal.valencia.cc.fl.us/cp/home/loginf (Guest access user name: catlas Password: 111111. Select Life Map)
- CTDLC's ePortfolio: www.ePortfolio.org

Tutoring:

- CTDLC's Collaborative eTutoring Project and/or consortial platform www.etutoring.org
- Smarthinking – outsource solution provides tutors on its platform http://www.smarthinking.com/)
- Ask On Line – tutoring platform http://www.askonline.net/

Library

- University of Maine Off Campus Library Services http://www.learn.maine.edu/ocls/

Peer Evaluation for Online Courses:

- Quality Matters: http://www.qualitymatters.org/

Secure Testing

- Kryterion – High Stakes Testing Security (commercial company): http://www.kryteriononline.com/backgrounder.htm

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Diane J. Goldsmith, Dean of Planning, Research, and Assessment, Ct Distance Learning Consortium, http://www.academiccommons.org/user/826

http://www.scup.org/page/pss/toc

http://campustechnology.com/articles/2011/10/31/7-ways-to-streamline-student-services.aspx

http://www.scup.org/page/pss/chpt1-5

http://www.tltgroup.org/programs/seven.html

http://campustechnology.com/articles/2011/10/31/7-ways-to-streamline-student-services.aspx

http://campustechnology.com/articles/2011/10/31/7-ways-to-streamline-student-services.aspx

http://www.scup.org/page/pss/

Institutional Objective 2.3 -- Student Services

Department
Financial Aid

Product
AcademicWorks

Product Description

AcademicWorks is an online scholarship automation solution that streamlines all aspects of the scholarship administration. AcademicWorks will advertise all scholarship opportunities through a centralized web portal.

Students submit application materials including a fully customized application form.
Students may apply to specific opportunities. Students are matched automatically to scholarship listings.

Scholarship committee reviews applicant documentation online and filter applicants using flexible, user-defined criteria.

Applicants review and accept awards via their online account, while being prompted to certify that they understand the award requirements and criteria.

AcademicWorks provides additional tools to promote the contributions of donors. Full donor profile pages are easily created with logos, photos and descriptions. Scholarship postings and donor profile pages are linked together to provide additional information to students.

Social media features are also included so individuals may "Like" the donor profile page through their personal Facebook Page, further raising awareness about the donor's contributions.

For more information on AcademicWorks please go to http://www.academicworks.com/

Impact on Students

- *Increase student self-efficacy*
- *Increase community and global awareness ("Donor Profile" pages)*
- *Information competency*
- *Safeguard student personal information*
- *Increase ease of access and number of applicants*
- *Increase the overall number of applications (currently approx. 1563 applications)*
- *Decrease disqualified applications based on student errors*
- *Sponsor /Donor recognition*
- *Decrease environmental footprint (Paper)*
- *Efficient committee review time*
- *Efficient processing regarding all aspects of the scholarship process*

Benefits to the District

- ***Decrease environmental footprint (Paper)***
- ***Efficient committee review time***
- ***Efficient processing regarding all aspects of the scholarship process***
- ***Increase the ability to work with the community (Scholarship Bookkeeper/ Processor)***

Costs
One time implementation: $6,000.00
Annual fee: $7,000.00

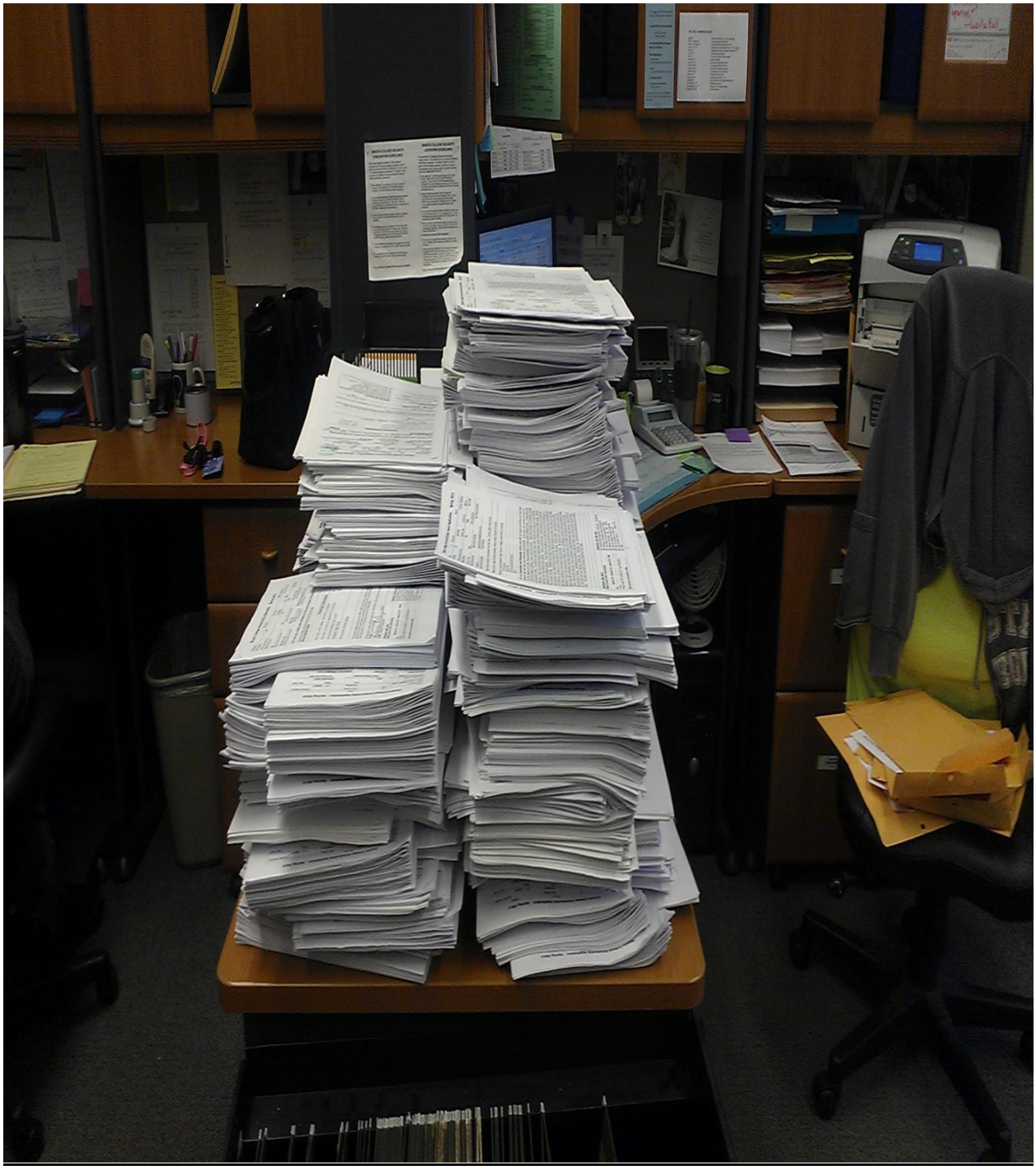
Ramifications of Non-Implementation
If we do not implement AcademicWorks Disqualified applications may not be reduced by the 20% goal for the first academic year or a continued 5% decline in following academic years, due to how students review criteria and submit paper applications.

The current application process requires manual review and re-entry of each application into a database as well as review of all submitted materials for completeness this requires significant processing time.

If we do not implement AcademicWorks, it is not feasible, through the current process, to enable program expansion. Therefore an Increase in student applicants by 5% per academic year could not be achieved.

Donor information maintained in the Financial Aid Office is not linked and donor notability to Shasta College students, employees and the greater Redding area community populations could not be achieved.

Scope and Feasibility of Implementation



Institutional Objective 2.3 -- Student Services

Department
Counseling

Product
Adapt Courseware

Product Description
Adaptive learning is changing the way students engage with their courses, instructors and each other. Adapt Courseware is at the forefront of this learning evolution. Based on years of research, Adapt Courseware's teams of academics and developers understand *how* students learn, how they *want* to learn, and how they *can* more effectively learn.

Using proven learning science principles and advanced multimedia techniques, Adapt Courseware individualizes the learning experience for each and every student. The goal is to provide each student with the most effective and efficient path to mastery learning. Content is designed to reach students based on their own abilities and academic needs, driving better learning progress, higher student retention, and greater overall satisfaction.
Every Adapt Courseware offering embodies five key design principles based on proven education theories, methodologies and practices:

- Effective Multimedia
- Optimal Challenge
- Student Choice
- Mastery Learning
- Social Learning

Specifically, orientation will contain content common to all California Colleges with opportunity for self-authoring at the local level.

Impact on Students
Available on flexible schedule
Available for distance education
Easily updated and modifiable
Provides rudimentary instruction into online platform

Benefits to the District

Costs
Initial - $20,000 - $30,000

Ramifications of Non-Implementation
In--person orientations with presentations by counselors are costly and provide for minimal flexibility. Students participating in online courses or through distance education are disadvantaged. Online orientation can augment current counselor-led orientations to cover more material without increased personnel costs. Students can be more prepared for the initial transition to college.
Scope and Feasibility of Implementation
Pilot occurring at other campuses in 2013-14. Upon review of the product, it appears that IS involvement would be minimal. My understanding is that this is being piloted at other institutions and that Shasta would not jump on board until next year. It appears to be a hosted solution which means no hardware or maintenance would be required from IT. Our involvement would most likely be cursory support if any.

Institutional Objective 2.3 -- Student Services

Department
Counseling

Product
Colleague® Student Planning

Product Description
http://www.ellucian.com/News/Colleague-Student-Planning-Helps-Students-and-Institutions-Map-and-Track-Course-Offerings-in-Support-of-Completion/

Fairfax, Va., December 12, 2012

Ellucian announced today the general availability of, a web-based solution designed to help students clarify, plan, and track their course of study in order to progress more confidently to a degree. The solution also helps improve the quality of interaction between students and advisors, and enables institutions to map future course offerings more effectively.

Colleague Student Planning provides out-of-the-box integration to Colleague by Ellucian, enabling automatic provisioning of students and population of courses and sections. In addition to leveraging the degree, communication, and planning features already available in Colleague, the solution provides new features and capabilities including:

- Pre-loaded degree plans
- "On Track" and "On Time" student indicators for degree completion
- Schedule planning and integration with registration functionality in Colleague by Ellucian
- Advisor approval workflow
- Universal program and requirement browsing
- Support for multiple advising models

The pre-loaded degree plans are designed to help students better understand pre-requisites and course sequencing which can be confusing to them. Sample plans help students understand which courses are required for their field of study and when they should be taken to meet their graduation goals. The planning tool also can give students who rely on federal financial assistance a reference that indicates how they should complete the degree requirements during their period of eligibility.

The Colleague Student Planning user interface was designed to appeal to students who are accustomed to a streamlined and on-demand user experience. Users can export their list of required courses to various calendaring tools, so students can view their registered courses in their mobile devices.

The solution also is designed to strengthen the advising relationship. When students plan in advance of meeting with their advisors, the appointment time can be used to discuss topics like internships, career opportunities, and study abroad rather than focusing only on course scheduling. Giving students tools to plan their future course selections also helps institutions map course offerings more effectively.

The functionality available within Colleague Student Planning was designed based on a collaborative research project with Ellucian, the Community College Research Center, Macomb Community College, and The Kresge Foundation.

"Colleague Student Planning addresses the goal of student completion on two fronts: student achievement and institutional planning," said Mark Jones, chief product officer, Ellucian. "Giving students tools to develop and track their course of study increases the likelihood that they will graduate. And this same planning makes it possible for institutions to make sure that the courses students need will be available to them."

Impact on Students
■ Provide insightful advising that helps students make better decisions and graduate faster
■ Deliver clear "on-track" and "on-time" indicators to help students stay on their academic path
■ Help students track federal aid eligibility
■ Offer an easy-to-use online solution with mobile capabilities for a convenient, on-demand student user experience

Benefits to the District
■ Free counseling staff from administrative duties so they can see more students
■ Map course offerings more effectively
■ Schedule planning and integration with registration functionality in Colleague
■ Support for multiple advising models
■ Increased graduation rates through increased student understanding/tracking course of study

Costs
Initial - $40,750; Ongoing - $18,750/annually

Ramifications of Non-Implementation

Scope and Feasibility of Implementation
I believe this product would be a good replacement for the current Excel Ed Plans and would provide the students with the information they need and that we are required to provide via the new Student Success Initiative. It would also provide for better reporting capabilities and help with demand scheduling. However, it can only be supported if it is acceptable "out of the box." In other words, we could not support it if customization of the product were required. Ongoing support need is unknown at this time, but the institutions I spoke to have found it relatively easy to install and setup and the student services departments maintain the information.

Institutional Objective 2.3 -- Student Services

Department
Admissions & Records

Product
Degree Audit

Product Description
Degree Audit improves the college's advisory services to students, ensures that students stay on track in their efforts toward graduation, and facilitates review of alternate degree programs. With Degree Audit, you can:

- Provide up-to-date information on a student's academic progress in the student's general course of study, including or not including work in stages of completion from planning to completed.
- Provide up-to-date information on specialized programs, including credits completed and grades earned, graduation requirements, cumulative GPA and major GPA, and completed requirements.
- Track a student's progress toward completion of multiple academic programs.

Degree Audit will save a substantial amount of time for Admissions & Records evaluators at the end of each semester as we evaluate degrees.

Impact on Students
Students will be able to track their academic progress and gauge the feasibility of changing to another academic program.

Benefits to the District
Advisors can track student's academic progress and acquire information to recommend courses, examine student academic strengths, and provide guidance about changing academic programs. Admissions & Records Office staff can depend on reliable information during graduation processing that automatically assesses if the academic program requirements for students have been met.

Costs
District staff time

Ramifications of Non-Implementation
Has already been implemented, but we need continued support from IT staff to help keep it updated.

Scope and Feasibility of Implementation
This product was implemented a couple of years ago and IT's involvement is pretty much complete. The A&R office maintains the information and updates the system with new degrees as they come online. IT provides support during updates, employee transition or as needed.

Institutional Objective 2.3 -- Student Services

Department
Admissions & Records

Product
Electronic Transcripts

Product Description
The new system will be a streamlined, centralized service for securely transmitting transcripts in real time from CCC member schools to authorized educational institutions – regardless of current student information systems or business practices for transcripts. It will dramatically speed up the sending and receiving of electronic transcripts instead of the manual printing and mailing of transcripts, while delivering a higher level of security between the colleges and their trading partners. Conforming to national EDI and SML standards, this comprehensive system will enable CCC schools to import from and export to diverse student information systems, electronically process batches of transcripts or fulfill a single request, automatically process fees and waivers, withhold transcript delivery for financial or other reasons, and utilize numerous other tools. As a result or implementing Electronic Transcripts we will save on staffing costs, paper costs and mailing costs.

Impact on Students
Once the transcript request is processed through eTran, the transmission of the student record is almost immediate. There would no longer be the manual processing time or the time to send it through regular mail. On the receiving end, it will expedite the process because the transcript goes directly in to the system so that it is accessible for counseling, admissions, etc.

Benefits to the District
There will be a significant savings to the district when we are able to start sending electronic transcripts. We would save a substantial amount of money on our secure transcript paper and the rising cost of postage. It will also cut the processing time for the Transcript Technician so that she can do other tasks within the office.

Costs
(paid) July 1,2012 – June 30, 2013 $5,795
July 1, 2013 – June 30, 2014 $5,965
July 1, 2014 – June 30, 2015 $6,145

We applied for the XAP Corporation mini grant which we will receive as soon as the first phase is completed.

Ramifications of Non-Implementation

We would continue sending transcripts through the mail, our processing costs would remain high and the students would not get the benefit of the quick transmission of their transcript.

Scope and Feasibility of Implementation
This project is already well underway and will be completed by June 30, 2013.

Institutional Objective 2.3 -- Student Services

Department
All Counseling (Including DSPS, EOPS, & TriO SSS)

Product
Ellucian Colleague

Product Description
Change of Major online (In Progress)

The Student Success Act requires that students identify a course of study. At this time, that initial information is collected when the student applies, but needs to be input by staff each time a student changes his/her major. Students who receive Federal Financial Aid are required to identify their major and are limited to 3 changes-of-major.

Impact on Students
Students will have access to information about their current stated major and will be able to update that directly. This can lead to increased engagement in their educational pursuit. Supports ISLO #7 - Self-Efficacy.

Benefits to the District
Compliance with the Student Success Act. Instructional Deans will have more reliable data on program demand in order to plan course offerings.

Costs
IT staff programming

Ramifications of Non-Implementation

Scope and Feasibility of Implementation
IS has been working on this for some time now. As of this edit, we have a working prototype and have requested a meeting with Student Services to review the product and provide input. Assuming only small changes need to be made, this could be implemented during Summer 2012.

Institutional Objective 2.3 - Student Services

Department
TRiO Student Support Services & Upward Bound

Product
iPad

Product Description
The iPad is a touch screen-controlled tablet computer and the largest of Apple's iOS-equipped devices. The iPad is a platform for multimedia, digital reading and online content. Its size and design places it between a touch screen Smartphone and a traditional laptop, offering a degree of portability with limited use as a computing alternative

Dimensions & Weight

- Height: 9.50 inches (241.2 mm)
- Width: 7.31 inches (185.7 mm)
- Depth: 0.37 inch (9.4 mm)
- Weight (Wi-Fi): 1.44 pounds (652 g)
- Weight (Wi-Fi + Cellular): 1.46 pounds (662 g)

Retina display

- 9.7-inch (diagonal) LED-backlit Multi-Touch display with IPS technology

- 2048-by-1536 resolution at 264 pixels per inch (ppi)
- Fingerprint-resistant oleophobic coating

Impact on Students
The iPad signals the opportunity for a transformation in how technology is used in colleges and universities and the benefits of using current technology in the workplace. When utilized correctly, technology is found to both support and motivate student and staff learning.

Benefits to the District
Use of tablet will assist in increasing the educational objective and contact opportunities for program reporting requirements. Access to internet at outreach locations will increase the transmitting of content to students at target schools and office staff at main campus. Staff and students can work from anywhere on campus or outreach locations with greater portability and connectivity. Device will be used to educate students on how to use in various educational settings

Costs
$599.00 plus cost of apps. Allowable grant fund expenditure

Benefits to the District
When utilized correctly, technology is found to both support and motivate student and staff learning. Lack of access to current technology trends inadequately prepares students for college success and use of technology in the workplace

Ramifications of Non-Implementation

Scope and Feasibility of Implementation

Institutional Objective 2.3 -- Student Services

Department
Counseling

Product
Moodle

Product Description
Orientation presentation that is delivered through the current Moodle platform

Impact on Students
Available on flexible schedule
Available for distance education
Easily updated and modifiable
Provides rudimentary instruction into online platform

Benefits to the District
Cost-effective; uses current technology

Costs
IT Support needs

Ramifications of Non-Implementation
Outdated online orientation video prevents distance education students from receiving current information

Scope and Feasibility of Implementation
Counselors would need to format orientation information into Moodle platform and administrate "classes"
Counselors would need to format orientation information into Moodle platform and administrate "classes"

Two concerns come into play when utilizing this product for orientations. First, students/users are not uploaded to the Moodle system until they have registered into a online or web enhanced section. Potential students would need to be loaded into the system in some fashion, but a process for this would need to be explored.

Second, licensing for Moodle is on a “per seat” basis. It could become costly to “enroll” users into the system that are not yet students in online sections. This would also need to be explored.

Institutional Objective 2.3 -- Student Services

Department
Counseling, Financial Aid, Admissions & Records, Business Office, Human Resources

Product
Perceptive Content (formerly ImageNow)

Product Description
http://www.perceptivesoftware.com/products/perceptive-content

Information is the lifeblood of your enterprise and Perceptive Content is the steady heartbeat that circulates and protects your valuable content, regardless of format, through its entire lifecycle. Built on a fast, scalable, world-class storage model, Perceptive Content solutions encompasses document management, electronic signatures, records and information management, and document composition. And it's the centerpiece of Perceptive's industry-leading Enterprise Content Management system capabilities.

Initial intent is to scan ed plans created by counselors to be available electronically to students, but could be used for all paper records such as financial aid forms, business office documents, transcripts, applications.

Impact on Students
Students could access their ed plans electronically through MyShasta for course selection, financial aid, etc.

Benefits to the District
Accurately report number of students with ed plans. Decrease cost of staff time and paper in printing out multiple copies of ed plans. Increases compliance with Student Success and Support Program legislation. Coordinated document processing and storage that is integrated with Datatel/Ellucian for multiple departments on campus.

Costs
Initial - $180,000; Ongoing - $18,000/annually

Ramifications of Non-Implementation

Scope and Feasibility of Implementation
This item should, in my opinion, be bumped up to a District initiative. The benefits of this solution are huge for all departments on campus and I have promoted this product for years. It integrates nicely with Colleague and provides a comprehensive solution to managing documents. The only part we are unsure of is the statement that it will provide electronic access of documents to students. I do not believe it has this capability out of the box. Even if this is the case, this is a product well worth investing in. Counseling, A&R, Financial Aid, Business Office and many more could essentially go paperless with this product.

Institutional Objective 2.3 -- Student Services

Department
All Counseling (Including DSPS, EOPS, & TRiO SSS)

Product
SARS-MSG

Product Description
http://www.sarsgrid.com/prod_sarsmsgs.html

- Each department can set up multiple applications for sending a variety of messages. Applications may include:
  - Advising, DSS, TRIO (remind students of individual and group appointments, send messages about missed and canceled appointments, announce drop-in hours, or notify students of cancellations and changes in schedules)
  - Admissions and Registration (notify students about overdue tuition and fees, send messages to students with incomplete registrations, follow up on students who applied but did not enroll, send invitations to summer school)
  - Bookstore (announce bookstore sales)
  - International Students Programs (remind students of SEVIS fees and changes in requirements)
  - Library (notify students about library fees or overdue books, broadcast available services)
  - Special Events (send performing arts announcements).

- Messages can be customized to be sent out during a specified time period. Staff time will be freed up to reschedule canceled appointments or to make follow up contact with students to whom messages could not be sent.
- E-mail batches can be configured to accommodate spam filter limitations.
- Reports itemize messages that were sent and not sent to allow for focused follow-up.

Impact on Students
Students will receive brief notifications that are easily retrieved on their mobile devices . SARS-GRID documents the student's individual preference for notification. Research suggests that texting is the most frequent form of daily communication engaged in by teens 63% of all teens say they exchange text messages every day with people in their lives. This far surpasses the frequency with which they pick other forms of *daily* communication, including phone calling by cell phone (39% do that with others every day), face-to-face socializing outside of school (35%), social network site messaging (29%), instant messaging (22%), talking on landlines (19%) and emailing (6%).
http://www.pewinternet.org/Reports/2012/Teens-and-smartphones/Summary-of-findings.aspx The Student Success Act(SSA) now has mandatory elements that require student participation such as Orientation, Assessment, Career choice, and educational plans. Text notifications can be used as reminders to increase student compliance with the SSA.

Benefits to the District
Missed appointments result in decreased efficiency since most counseling appointments are scheduled for 30 minutes increments. Cost is less than the current SARS-CALL system.
Closer tracking creates greater student accountability, which increases student success rates through course selection and progression. Increased student engagement through event notification may also increase student success rates.

Costs
Initial - $4,482; Ongoing - $2,070/annually (current annual cost for SARS-CALL of $2,390 would discontinue)

Ramifications of Non-Implementation
Phone (call) communication to students is losing its effectiveness, which results in missed appointments and increased staff time/cost in rescheduling. Increased cost to the District for duplicate (missed) counselor appointment time.

Scope and Feasibility of Implementation
Additional costs that I do not believe are included above are either hardware (est. $2000) or 3rd party text software (rate unknown). Hardware would be needed if we hosted and provided the texting
capability; however, 3rd party costs would be incurred if we did not host the solution ourselves. Both have limitations on the number of texts that can be sent each month and overages could become costly depending on how the product was implemented. This technology would be completely new to us and the learning/training time could be considerable. And, since it is new, the amount of time to support the product is unknown. Feasibility depends on where responsibility of the texting lies and the priority of other projects that comes down from the planning process.