Shasta College Student Services wishes to acknowledge and thank the Riverside Community College District for sharing its Student Services Program Review 2005, which was used as a model in developing this program overview.
# Student Services Program Overview

## SLOs/SAOs Fall 2008

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Summary:

The Vice President of Student Services provides leadership in Student Services operations, activities, and programs supervising program managers and administrators. The Vice President develops, evaluates, and implements policies and procedures and serves as a member of the President’s Cabinet and College Council. This leadership position is expected to relate well to a broad diversity of students, instructional faculty, and the community at large. Attributes include commitment to collegial governance, teamwork, strategic planning, cultural diversity, innovation and creative leadership.

Mission Statement:

The mission of Shasta College Student Services is to provide comprehensive high quality programs, services, and guidance, which contribute to the success of our students and empower them to make informed decisions to facilitate their learning and achieve their goals.

Vision Statement:

The vision of Student Services is to strive for:

1. Integration of student and instructional services—promoting cross-functional teams to work on issues and projects;
2. Development of students and staff—providing opportunities for personal and professional growth allowing individuals to reach their fullest potential while fulfilling the vision and mission of the District;
3. Promoting open communication and an open-door philosophy—ensuring an open flow of communication within and among units across the institution;
4. Promoting positive interpersonal and customer relations—delivering services to students, faculty, staff, and the community in a friendly and timely manner; and,
5. Ensuring reward structures—acknowledging and celebrating accomplishments and the success of our work.

Goals and Objectives:

Major Goals

1. Provide administrative leadership and support to all departments within Student Services and across the campus.
2. Build a strong, effective, and accountable Student Services leadership team.
3. Development of students and staff.
4. Ensure reward structures for staff.
5. Integration of student and instructional services.
6. Promote open communication and open-door philosophy.
7. Promote positive interpersonal and customer relations.
8. Build collegial working relationships with College administrative offices.
9. Increase enrollment and high school articulation through active recruitment efforts.
10. Provide a positive matriculation experience for all new, continuing, and re-entry students.
11. Work closely with IT (Information Technology) to ensure the proper tracking and reporting of special population data, as well as enrollment figures to the State.
12. Streamline office processes for the VPSS office and Student Services’ departments by standardizing procedures and providing continued clerical support-staff training.
13. Create a dedicated web page for the Office of Student Services with links to support offices.
14. Assist the College in developing and implementing District-wide planning efforts, including development of a new strategic plan.
15. Assist the College in developing and implementing program SAOs (Service Area Outcomes) and SLOs (Student Learning Outcomes) and their assessment.
16. Initiate a full-time student follow-up process to ensure students are receiving the services needed to continue their educational pursuits and gain important feedback from students regarding the processes currently in place.

Secondary Goals

1. Provide leadership in areas of campus safety and emergency response.
2. Operate within existing general fund and categorical budgets.
3. Analyze programs and services for effectiveness and make modifications as needed.
4. Maximize efforts and funds to meet student needs, as well as District and community expectations.
5. Develop and align planning goals with the California Community Colleges Chancellor’s Office Strategic Planning initiatives and those of the Distinct.

Service Area Outcomes:

Student Services will lead by example. It will strive to support not only Student Services departments but other campus departments and administrative offices in the spirit of collaboration by providing assistance in a helpful and timely manner. Team development will occur by providing information, training, support, and feedback to Student Services management on a continual basis. The Student Services management team will be involved in the planning and decision-making processes, and in improving services to students.

Assessment:

Assessment will occur by self-study program reviews; enrollment, assessment, orientation, and counseling statistics; financial aid applications; scholarship applications; completion of degrees and/or certificates; transfer data; and, feedback from campus groups, students, and the community to ascertain whether we are developing and implementing efficient and effective processes.
Student Services Program Overview
Admissions and Records
Reporting Dean: Kevin O’Rorke, Ph.D.

Summary:
Admissions and Records is responsible for the following services: student application process, registration, processing of student applications, fees/refunds/sponsored billing, evaluations, transcripts, verifications, record retention, subpoenas, graduation evaluation, nursing and dental hygiene evaluation, veterans’ services, attendance accounting (census and positive attendance), oversight and collection of grades, athletic eligibility, international student admission, probation notification and monitoring, concurrent enrollment processing, customer service for online registration inquiries and resolution of faculty and student issues regarding student records.

Mission Statement:
Honest, Excited, Listening, Patient, Friendly, Organized, Learned/Knowledgeable (HELPFOL)

Goals and Objectives:
1. Continue to provide professional and courteous service while upholding the policies of the California Community College system.
2. Standardize and update Student Record Retention policies for the District.
3. Ensure timely communication with faculty regarding waitlists, accessing/using rosters, attendance accounting procedures, grades, grade changes and due dates.
4. Establish bi-weekly meeting with Information Technology to improve financial services, attendance accounting, registration and other technology dependent Admissions and Records functions.
5. Work with the Shasta College Web Master to improve and update Admissions and Records web pages.
6. Revise and enhance paper admission application, which will include a new scanner and software that will interface with Datatel.
7. Purchase and implement a degree audit system which will provide better service to students improving the evaluation time of degree completion.
8. Develop and maintain an Admissions and Records policy and procedures manual.

Service Area Outcomes:
1. Admissions and Records with the assistance of the Director of Research will develop a student evaluation process to gather information and feedback necessary for the planning and evaluation of services.

Assessment:
The survey form and process will be developed and implemented with initial data compiled and used for training and future planning.
2. Admissions and Records staff will promote the benefits of using MyShasta (Web Advisor) services by installing student computers adjacent to the Admissions and Records Office and provide staff to assist students. This will allow students to use these computers for admission application, course registration and payment of fees rather than wait in line.

Assessment:

- Admissions and Records will calculate the percentage of students who registered through MyShasta in one academic year and compare that to the prior year.
- Admissions and Records will calculate the percentage of students who paid registration fees via MyShasta and compare that to the prior year.
- Admissions and Records will calculate the percentage of students who applied online and compare that to the previous year.

Student Learning Outcomes:

1. As a result of the availability of student computers and staff assistance, those attending new student orientations will successfully activate their MyShasta (Web Advisor) account.

Assessment:

Admissions and Records will exit survey students who attended if they successfully activated their MyShasta account.

Strengths and Accomplishments:

1. Streamlined the matriculation/registration process for students by combining counseling, orientation and registration into a one stop process.

2. Developed a process to allow pending high school graduates to register online.

3. Scanning incoming transcripts has made them easily accessible to counselors and A&R staff.

4. Devised check off list for students who opt to be placed on a waitlist. This has helped alleviate the problems of not completing the registration process.

5. Implemented ‘holds’ to encourage students to pay outstanding balances. Additional classes cannot be added and transcripts are held until all fees are paid.

6. Admissions and Records staff has increased participation in school and public functions to advertise services available.

7. Made accommodations for students to be able to audit courses online.
Areas of Concern and Needs:

1. We have a continuing need for more service from Information Services to help us provide more accurate information to students. Previous transcript records need to be incorporated; avenues for adding other credit to transcripts and some financial issues need to be addressed.

2. We have concerns about staffing as we begin our Degree Audit implementation and declining staff due to not filling vacancies; lost one A & R Student Assistant in Spring 2008.

3. There is an ongoing problem of faculty not adhering to deadlines for attendance accounting and grades. Subsequently, evaluations cannot be completed and transcripts cannot be sent on a timely manner.

4. The information on our web site needs to be constantly monitored and updated.

5. Need a transcript evaluator.

Staffing:

During the 2007-2008 the admissions and records staff consisted of:

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<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
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<tbody>
<tr>
<td>Sheree Whaley</td>
<td>Technician II</td>
<td>1.00</td>
<td>Redding Campus</td>
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<tr>
<td>Cindy Price</td>
<td>Technician II</td>
<td>1.00</td>
<td>Redding, Campus</td>
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<tr>
<td>Julie Reynolds</td>
<td>Technician II</td>
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<td>Redding Campus</td>
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<tr>
<td>Mary Pearce</td>
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<tr>
<td>Kathy Dahl</td>
<td>Technician II</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Linda Maloney</td>
<td>Technician II</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Joy Sixiengmay</td>
<td>Student Services Assistant</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Sue Brown</td>
<td>Student Services Assistant</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Patt Funderburg</td>
<td>Student Services Assistant</td>
<td>.50</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Sue Walker</td>
<td>Receptionist</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
</tbody>
</table>
Student Services Program Overview
Assessment Center
Reporting Dean: Kevin O’Rorke, Ph.D.

Summary:

The Assessment Center provides assessments for course placement in math, English, English as a Second Language, ATB, and chemistry. Tests are available at the main campus, Tehama, Trinity and Intermountain campuses by appointment. We also provide testing at 14 high schools within the District, including Modoc and Surprise Valley High Schools. Other services provided at the main campus include testing for Title IV financial assistance, proctoring tests for Microsoft, Cisco and CompTIA certification, and online courses taken at other colleges. Career assessments are also taken at the center. Proctoring for the TEAS test for entrance into the nursing program is provided at the Downtown Redding Campus.

Mission Statement:

The mission of the Assessment Center is to assess students’ math and English skills to ensure appropriate course placement thereby contributing to student success. (Adopted May 2007)

Objectives:

1. Ensure that all students have access to all available assessment services to facilitate initial placement in appropriate courses.

2. Provide all college testing through the Assessment Center including career assessments and nursing program entry testing.

3. Switch from Compass Windows based placement tests to web-based at all of the extended education sites.

4. Ensure that English cut scores are updated and/or look at changing instruments.

5. Work closely with the research department to ensure that our test scores are entered into Datatel in a manner in which they can be easily retrieved.

6. Work with IT to enter placement test results directly into Datatel.

7. Provide counselors with students’ lists of “Help Requested” generated through the Compass English assessment. Counselors can then follow up with students in their caseload and make sure they receive assistance in tutoring, career, major selection, financial, etc.

8. Use an appointment system for testing International students.

9. Provide a friendly, comfortable, and reassuring atmosphere so students can test at their best.
Service Area Outcomes:

1. We will increase the number of high schools that participate in assessment testing on their campuses ensuring that students have the opportunity to take advantage of priority registration.

   **Assessment:**

   The Assessment Center will track the number of high school campuses participating each year.

2. We will increase the number of high school students who do the math self-placement online before or after the test date at their respective high schools.

   **Assessment:**

   The Assessment Center will track, with daily login sheets, the number of math self-placements we received separately from the high school test dates.

3. We will continue to strengthen our relationship with high school counselors to increase the number of students who test at their high schools and attend Freshman Fast Track orientations.

   **Assessment:**

   The Assessment Center will track the numbers of students taking advantage of the Freshman Fast Track program at their high schools.

4. We will continue to remove barriers to attending Shasta College and/or taking our online courses by accepting assessments from other community colleges.

   **Assessment:**

   The Assessment Center will track, with daily log in sheets, the numbers of students submitting test scores from other community colleges.

Student Learning Outcomes:

1. Students will know their assessment scores before they leave the Assessment Center.

   **Assessment:**

   Students will receive a printout of test scores and flowchart indicating their placement scores in the sequence of math and English courses.

2. Students will leave the Assessment Center knowing their next step in the matriculation process.

   **Assessment:**

   Students will receive a “Steps of Matriculation” bookmark upon leaving the Assessment Center.
3. Students will leave the Assessment Center with an appointment for orientation.

**Assessment:**

We will increase the number of students who attend orientation.

**Strengths and Accomplishments:**

1. An Assessment Committee was formed in November of 2005. As a result of this committee, we have made the transition from a math placement test to a math self-placement instrument which can be taken online. We also transitioned from MDTP to Accuplacer when students need to take a placement test in math. The Math Self-Placement is also available in paper/pencil format, which can be utilized during peak times to shorten the waiting time for computers.

2. We offer testing at 14 high school campuses in our District. We have authorized counselors at two high schools in the farthest area of our District (Surprise Valley and Modoc) to proctor the English test on eCompass for their students. This saves their students a 225 mile round trip to our nearest testing campus.

3. Through improved communication with high school computer technicians, we have a smoother testing period with few disruptions. Updated installation instructions were sent to the appropriate staff to ensure that the eCompass program was compatible with their computer security. We tested 85 more students at high schools than we did in 2007-08.

4. Our Assessment Center hours are widely available and advertised on our web page through flyers and information packets from Admissions and Records.

5. We continue to accept course placements resulting from assessments at other community colleges as long as the instrument used is on the Chancellor’s approved list. Students taking online courses and those planning to attend Shasta College from out of the area can test at a local community college and do the Math Self-Placement online and send it to us.

6. We participate in the orientation process by securing the facilities needed, distributing the schedule, making student appointments, supplying informational folders and supplies and checking students in at the orientations.

**Area of Concerns/Needs:**

1. Lack of proper office space is a main area of concern. We need an area where students can be checked in and given their results with a measure of privacy. The noise created by conversation, printer, fax machine, opening and closing of files drawers, filling orientation folders and the bursting open of the main door is disruptive to students who need to concentrate when testing.

2. Need reliable students to work as tour guides for the Freshman Fast Track orientations. Having budget funds to hire them would be ideal.

3. Improve the response timeframe from the Information Services department. Results can take up to a month for a request for service.

4. Two high schools in Tehama County were unwilling to work around the security issues so we offered their students testing at our Tehama campus.
5. Improve communication among Enrollment Services areas. We need to be sure that our schedules are distributed to other areas so information can be relayed to students.

**Staffing:**

During the 2007-2008 the assessment staff consisted of:

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<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
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<tbody>
<tr>
<td>Carol Angell</td>
<td>Paraprofessional, Counseling Services</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Wern Lee</td>
<td>Student Services Assistant</td>
<td>.50</td>
<td>Redding Campus</td>
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</table>
Summary:
The Career Center provides resources for students, faculty and community members to learn more about careers, assess their personal interests, personality type, work values; evaluate educational requirements, future employment outlook and typical duties of particular occupations; and receive professional guidance on career issues and decisions.

Mission Statement:
The mission of the Career Center is to assists students through all stages of career development, enhancing their knowledge, skills, and decision-making processes, ultimately leading to prosperous and satisfying careers.

Goals and Objectives:

1. Maintain an open and welcoming environment in the Career Center and a variety of career resources.

2. Assist in the development of career literature and related materials in electronic and print format.

3. Conduct workshops and speak to groups regarding career planning promoting the Career Center services.

4. Maintain and update information on the Career Center website.

5. Sustain an effective referral system between the Center, teachers and counselors to benefit students in need of career guidance.

6. Create professional quality handouts to promote career awareness and the use of the Career Center.

7. Host College Success (student development) classes in the Career Center introducing students to the center services, and encourage their career planning process.

8. Build and maintain collegial relationships on-campus, with other community colleges, and at the state level to facilitate knowledge sharing and support networks for transferring students.

9. Coordinate the annual College-to-Career Fair.

Service Area Outcomes:

1. The Center will increase the number of traditional, re-entry, ESL and international students accessing career assessments and information through the Eureka Career Information System, by two percent (2%).

Assessment:

Track the number of students utilizing the Eureka program both on and off campus.
2. The Career Center will increase the number of class presentations each semester through promotion of the “Don’t Cancel that Class” activity.

Assessment:

Track the number of class presentations on and off campus.

3. To increase awareness of the Career Center, additional marketing of center services in classrooms will be provided and attendance will be tracked.

Assessment:

Track the number of students participating in each class presentation and number of students accessing the Career Center services.

Student Learning Outcomes:

1. As a result of class presentations, students will report higher awareness of campus career resources available.

Assessment:

Conduct a brief pre and post-test at all class presentations on and off campus.

2. As a result of visiting the Career Center, students and community members will report increased awareness of career possibilities and educational requirements.

Assessment:

Student self reporting through exit surveys

Strengths and Accomplishments:

1. In order to promote campus career services, the Career Center initiated and invited faculty participation in the “Don’t Cancel that Class” activity. This partnership has proven to be a win-win, allowing center staff to promote career services and the instructors to be assured that his or her students will receive relevant and useful information during their absence.

2. The Center reaches out to faculty on an ongoing basis, providing them with information regarding the Center resources, activities and events.

3. The Career Center Coordinator plans and coordinates the annual College-to-Career Fair. This annual event provides an opportunity for numerous public and private institutions and career representatives from a wide variety of fields to share information with high school and college students as well as interested community members from the Shasta, Tehama, and Trinity county areas.

4. Efforts to maintain the latest career instruments, software applications, online tools and resources such as Eureka, and the online testing for MBTI and Strong have been successful.

5. The Career Center distributes and maintains a wide variety of career related handouts such as bookmarks, Holland Codes personality characteristics, True Colors descriptive instructions, Eureka information and website resources to students and counselors.
6. Career-related workshops for Latino high school students (ELAC program at Corning High School) and parents in both Spanish and English are conducted annually in Tehama County.

7. Workshops are held each year for high school seniors participating in the College Connection Program to encourage career planning and introduce them to Career Center Resources.

Areas of Concern:

1. Space is too small to accommodate visiting classes

2. Center does not have enough computers to administer career assessment to a group larger than nine (9)

3. Spring 2008 position vacant

Staffing:

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<tbody>
<tr>
<td>Vacant</td>
<td>Career Center Coordinator</td>
<td>1.00</td>
<td>Redding Campus</td>
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Student Services Program Overview
Counseling Center
Reporting Dean: Kevin O’Rorke, Ph.D.

Summary:

The Counseling Center is responsible for academic, follow up, career, and personal counseling. Academic counseling includes: academic assessment/placement, clarification of goals, educational planning, and referral to support services, and intervention when academic performance warrants it. Career counseling includes: teaching the career development process, clarifying of career goals, including interpreting career inventories, and outreach to undecided students. Personal counseling services are available to students whose personal life issues interfere with their academic success. Counselors also provide consultation to the college governance process and liaison to the college community. Outreach services are provided to students and the community.

Mission Statement:

The mission of the Counseling Center is to encourage, guide and support students in pursuit of their academic, personal, and career goals by providing accurate information and personalized service in an accessible and welcoming environment.

Goals and Objectives:

1. Continue to develop the developmental counseling approach as a way to provide outstanding, comprehensive counseling services to Shasta College students.

2. Provide academic counseling, assisting the student in assessing, planning and implementing immediate and long-range academic goals.

3. Provide career counseling, assisting the student in assessing individual aptitudes, abilities, interests, and advice regarding current and future employment trends.

4. Provide personal counseling, assisting the student with personal, family, or other social concerns that places barriers toward the achievement of their academic goals.

5. Provide outreach to students and the community to promote and encourage utilization of services focused on maximizing all students’ potential to benefit from the academic experience.

6. Continue to work with instructional faculty to provide support services to basic skills students.

7. Continue the commitment to participate in the counseling program review.

8. Maintain and update counseling web page with timely and accurate information.

9. Continue to maintain effective communication and strengthen relationships with area high schools through high school visits, regular counseling newsletters, and distribution of an annual calendar of matriculation events and on site orientations.

10. Continue efforts to align online counseling services to conform to the Academic Senate guidelines for online/distance counseling services.
Service Area Outcomes:

1. The Counseling Center will provide each new degree, certificate, or transfer seeking student who completed Orientation an educational plan by the end of his/her first semester.

   **Assessment:**

   Student records will be checked to verify that the orientation attendees have a completed educational plan on record.

2. Counseling Center will increase the persistence rate of early alert students from fall semester to spring semester, through the following processes: Increase the participation of faculty in the Early Alert program through the support and guidance of the Matriculation Committee. Counselors will contact all students who receive Early Alert notices and document the contact outcome. Counseling staff will conduct study skills workshops designed specifically for undecided and at-risk students.

   **Assessment:**

   Compare the persistence rates for the students who receive early alert notices from the fall to spring semester.

3. Counseling staff will collaborate with the Basic Skills program to offer workshops designed to enhance Basic Skills student success.

   **Assessment:**

   Evaluations will be collected at the conclusion of each workshop to evaluate effectiveness. In addition, attendance records will be maintained.

4. The Counseling Center will work closely with the Matriculation Committee, Director of Research and Institutional Technology to ensure proper entry of data into SARS and Datatel systems.

   **Assessment:**

   The Director of Research and the Matriculation Committee Co-chair will provide written directions to Counseling Center faculty and staff that are responsible for inputting the data.

Student Learning Outcomes:

1. At the conclusion of an academic counseling appointment, the student will: a) state his/her educational goal or the next step required to determine his/her educational goal. b) know which classes to take in the following semester or to complete his/her educational goal.

   **Assessment:**

   At the end of the counseling appointment the student will answer questions on a survey regarding the SLO listed above, demonstrating that he/she has met the SLO.

2. At the conclusion of a career counseling appointment, the student will be able to: a) to state the factors to consider when choosing a career; b) know the next step is in determining a career goal.
**Assessment:**

At the end of the counseling appointment the student will answer questions on a survey regarding the SLO listed above, demonstrating that he/she has met the SLO.

3. After meeting with a counselor to develop a student success plan, a probationary student will be able to identify barriers to his/her success and strategies for overcoming these barriers.

**Assessment:**

At the end of the counseling appointment, the student will be able to answer survey questions regarding the SLO listed above.

**Strengths and Accomplishments:**

Since writing our last Matriculation Plan, we have:

1. Hired three new part-time orientation/counseling/registration counselors;
2. hired a full-time bilingual counselor;
3. provided expanded summer counseling;
4. partially implemented a developmental counseling model;
5. participated in the evaluation component of the Basic Skills Initiative;
6. implemented an Early Alert Program; and,
7. developed a coordinated orientation/counseling/registration opportunity for students who rely on cooperation and coordination between assessment, counseling, and admissions staff.

**Areas of Concern and Needs:**

1. We need more office space to accommodate part-time counselors.
2. We need to develop a process to train counselors to consistently enter data into Datatel so that information can be retrieved for research purposes and produce the MIS report for the System Office.
3. We need a degree audit program that includes evaluating transcripts from other colleges prior to enrollment at Shasta College.
4. We need a way to notify the counselor of students who receive an Early Alert notice so that the counselor can follow up with the student.
5. Only a small percentage of faculty members are participating in Early Alert at this time.
6. We have had continuing problems with sending out timely notice to probationary and dismissed students.
7. We need to develop a more effective follow up counseling process. Too many students move from Level 1 probation levels to Level 2.
8. We need to develop a process whereby academic policy changes are more effectively communicated to all matriculation staff (counseling, admissions, assessment, outreach, etc.)

9. We need to develop an annual training agenda and schedule for counselors.

10. We need to provide an opportunity for each component of matriculation to share the results of its efforts with the other components.

**Staffing:**

During the 2007-2008 the counseling faculty consisted of:

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<thead>
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<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
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<tbody>
<tr>
<td>Carolyn Borg</td>
<td>Counselor</td>
<td>1.00</td>
<td>Redding Campus</td>
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<tr>
<td>Lois Cushnie</td>
<td>Counselor</td>
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<td>Redding Campus</td>
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<tr>
<td>Rosie Gilbert-Ahrens</td>
<td>Counselor</td>
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<td>Tehama Campus</td>
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<tr>
<td>Jason Kelly</td>
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<td>Sharon Kennedy</td>
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</tr>
<tr>
<td>John Mandes</td>
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<tr>
<td>Megan McQueen</td>
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<td>Tom Morehouse</td>
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<td>Daniel Valdivia</td>
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**Part-time Staff**

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<td>Rob McCandless</td>
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<tr>
<td>Michael O’Leary</td>
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<td>Lisa Riggs</td>
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<td>David Travis</td>
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<tr>
<td>Dejon Weldon</td>
<td>Student Services Assistant</td>
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</table>
Student Services Program Overview
Student Employment Center
Reporting Dean: Kevin O’Rorke, Ph.D.

Summary:

The Student Employment Center provides job search assistance and guidance on employability tools and techniques to students seeking work while enrolled in classes, after graduation, and at the completion of their training program. The Center is a resource for businesses and local employers seeking avenues for recruitment and employees to fill openings. Faculty and staff also rely on the Center for employment related information and facilitation of the on-campus student hiring process.

Mission Statement:

The mission of the Student Employment Center is to provide employment opportunities and job search guidance to students and graduates, while serving the hiring needs of the business and campus community.

Goals and Objectives:

1. Maintain a friendly and supportive environment where students can access employment information in print and electronic formats.

2. Provide personalized employment guidance and job leads to current students and graduates.

3. Assist students and graduates with preparing professional quality résumés, cover letters, and applications.

4. Prepare students and graduates for job interviews by providing interviewing information, conducting mock interviews, and offering constructive feedback.

5. Assist local businesses and domestic employers by understanding their hiring needs, posting job announcements and internship opportunities, and providing a link for recruiting Shasta College students and graduates.

6. Partner with local public agencies, including the Employment Development Department (EDD), Shasta County CalWORKs, Redding Area Bus Authority (RABA), to coordinate Job Expo, an annual community job fair hosted on campus.

7. Maintain the Student Employment website as a resource for job seekers and employers.

8. Coordinate job fairs and hiring events for individual employers and campus vocational programs.

9. Offer class presentations providing an overview of Student Employment services and information on employment related issues.

10. Maintain bulletin boards featuring job leads and employment related information in strategic locations around campus.

11. Represent Shasta College by participating in local school and community events such as career days, employment workshops, and employer committees.
12. Facilitate the hiring of on-campus student workers by processing employment authorizations, payroll, and personnel paperwork.

**Service Area Outcomes:**

1. The Student Employment Center will increase the number of students accessing services by increased awareness of Center resources through expanded outreach activities including advertising in the college newspaper, *The Lance*, distribution of flyers and brochures, and increased classroom presentations.

   **Assessment:**

   The Student Employment Center will track the number of students utilizing the Center on a daily basis, and the number of hits on the Student Employment Center website on a monthly basis.

2. The Student Employment Center will begin a system of tracking the number of students receiving assistance with résumés, cover letters, interviewing, as well as those receiving general information through classroom presentations, allowing for future planning and goal setting.

   **Assessment:**

   A process for tracking the number of students receiving specific job search assistance will be developed. Sign-in sheets and surveys to solicit feedback will be distributed at classroom presentations.

3. The Student Employment Center will develop an advance notification process whereby current students looking for employment will be notified of new job listing 48 hours prior to their posting on the online job board where the information can be accessed by non-students and community members.

   **Assessment:**

   Testing and implementation of the advance notification process as well as solicitation of feedback for students and employers as to the effectiveness of the system will be completed.

**Student Learning Outcomes:**

1. As a result of utilizing the Student Employment Center services for résumé and cover letter assistance, students will understand the components and significance of professional résumés and/or cover letters, and demonstrate an increased ability to prepare professional quality employment documents relevant to their field of interest.

   **Assessment:**

   Based upon student self-reports on exit surveys and pre/post tests which are the draft and final employment documents reviewed by Student Employment Center staff.

2. Students seeking job leads through the Student Employment Center for the first time will be made aware of all local employment resources including Internet sites and staffing agencies and the online Student Employment Center job board.
Assessment:

Based upon exit surveys of students accessing Student Employment Center services for the first time.

3. Students accessing the Student Employment Center for interview assistance will learn common interview questions, receive tips on interview preparation, and offered a mock interview to practice and be critiqued on their answers.

Assessment:

Based upon student self-reports and tracking numbers of students completing mock interviews.

Strengths and Accomplishments:

1. Maintain a web page with current job leads and employment resources allowing access on campus and off campus on a 24/7 basis.

2. Provide extended hours one day per week – Mondays until 7:00 PM.

3. Coordinate job fairs including the Job Expo in partnership with the EDD and other community agencies, the Natural Resources Job Fair, and other community and hiring events at the request of individual employers.

4. Maintain an effective referral system between the Center and counselors, teachers, and staff in other departments to benefit students in need of individual assistance with job search and preparation.

5. Offer professional résumé guidance to students and graduates through the use of WinWay Résumé software.

6. Maintain strong working relationships with local employers and community agencies to foster positive opportunities for students and graduates.

Areas of Concern:

1. Because of the shared space (Student Employment, Career, and Transfer Centers) group or class activities by any one of the programs results in the area being closed to students needing the services of the other programs.

2. The Center cannot accommodate class activities or workshops involving the use of computers for groups larger than nine.

3. Due to the closure of the LRC during summer and school breaks, the Center and our staff are often the only campus resource available for students needing computers and/or Internet for homework, registration, financial aid, and other education related activities; which limits the availability of these resources for career, transfer, and employment related activities during peak periods.

4. Due to the increasing regional unemployment rate and higher cost of goods and services, demand for employment services by students and graduates has increased steadily while staffing has remained constant.
5. The level of staffing limits the services provided outside the main campus to the web site and e-mail or phone conversations with staff and students at the extended education sites.

6. Despite its popularity with job seekers and the employer community, the Student Employment web page development and ongoing management is limited by the lack of staff expertise and time that can be dedicated to the web site.

**Staffing:**

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<td>Nancy Berkey</td>
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Summary:

The newly developed Student Recruitment and Outreach office has successfully implemented an array of direct services, with the goal of increasing access, awareness, and opportunity to prospective students and their families. These services include the coordination of high school and junior high visitations, campus tours, participation in tri-county events, distribution and maintenance of all campus brochures, distribution of informational packets, presentations, assistance with orientations, and one-on-one matriculation assistance and follow up.

Mission Statement:

The Student Recruitment and Outreach Office strive to build college-bound communities in the Shasta College tri-county district by creating an awareness of the importance of higher education.

Goals and Objectives:

The Student Recruitment and Outreach objectives were developed to build an efficient foundation when the program was started in December of 2007. These objectives are broken into three categories labeled as academic community, community engagement, and technological support for recruitment effort in order to more systematically address the vast areas of growth needed to become the efficient program we strive to become.

Academic Community

1. Increase enrollment for Shasta College to 7,760 FTE by 2008-2009, which would equal stability funding now received from 2005-2006.

2. Target recruitment based on unique student characteristics while matching the appropriate academic programs and services that best meet the needs of each prospective student.

3. Implement a comprehensive and efficient program for conducting campus-wide tours.

4. Provide assistance with orientations for all incoming students.

5. Continue to collaborate with Simpson University, National University, Lake College, and College Options in various programs and College fairs to successfully bring awareness about higher education to the community.

6. Continue to collaborate with local high schools to strengthen awareness of Shasta College.

7. Develop and maintain communication with prospective students through an effective follow-up system (see Technological Support for Recruitment Efforts).

Community Engagement

1. Enhance the image of the college while increasing awareness and visibility of Shasta College within our tri-county community.
2. Connect with community organizations to learn what services are provided to the community and how Shasta College can contribute in these various efforts while connecting with under-represented prospective student populations.

3. Develop and maintain strong working relations with high school counselors and teachers in specific vocational and need-based programs.

4. Connect with local businesses through the various Career Technical Education (CTE) opportunities that Shasta College offers.

5. Increase Hispanic (under-represented) population to the ten percent (10%) mark, which would allow for additional government funding options.

6. Continue to build relations with local tribal educational organizations.

7. Serve as a liaison between Shasta College and the Addicted Offender Program (AOP), led by Judge Beatty in the Shasta County Supreme Court.

8. Continue building a working relationship with various foster youth organizations to better serve the needs of foster youth in the area.

Technological Support for Recruitment Efforts

1. Through Datatel Colleague Student, implement the Recruitment Management module (with the use of the Communication Management module).

2. Automate distribution of information and follow-up materials to prospective students.

3. Accurately assess the recruitment efforts and materials used for outreach through faculty and staff focus groups and data analysis within the Recruitment Management module.

4. Develop, implement, evaluate, and adjust accordingly, the efforts of the student recruitment plan.

5. Build and maintain a user-friendly “Prospective Students” web page.

Service Area Outcomes:

1. Outreach will strengthen the working relationship between Shasta College and the local high schools to better inform prospective students about college opportunities.

   **Assessment:**

   Compare the current number of visits made to each high school with the previous year. Compare the current number of follow-up cards filled out with the previous year.

2. Outreach will conduct more campus tours to prospective students in groups.

   **Assessment:**

   Compare the current number of tours and number of participants in tours, with the prior year.
Student Learning Outcomes:

1. Outreach presentations and tours inform prospective students of the enrollment process and assist with each step from the application to the registration process.

   **Assessment:**

   Start an analysis of how many students the Recruitment Office encounters and how many of that number successfully register for classes.

2. Prospective students who participate in an outreach presentation or take a campus tour will gain information about the benefits of college, Shasta College program offerings, how barriers can be overcome (e.g., financial, transportation, housing, day care, tutoring, and other barriers), and what student services are available to them.

   **Assessment:**

   A survey will be given before each presentation or campus tour. A survey will be given after each presentation or campus tour. A comparison of the two surveys will determine the percentage of students that have a better understanding of the programs and services Shasta has to offer and the overall benefits of a college education.

Strengths and Accomplishments:

1. The last four months of the program’s existence has proven the continued need and growth of community outreach. The Recruitment and Outreach Office is honored to serve as a liaison to local schools and the community partnering with organizations and schools to better assist and welcome prospective students.

2. The services provided have created an inviting environment for one-on-one or groups interested in pursuing higher education at Shasta College. The Recruitment and Outreach Office has established a working relationship with every local high school from Corning to Alturas, established an effective means of conducting on-campus and University Center tours, and improved the informational packets given to prospective students.

Areas of Concern:

1. With the increasing request for tours, presentations at local schools and community events, and follow up with all prospective student contacts, there is a growing need for office assistance and trained tour guides.

2. More materials are being needed as more outreach is being conducted. To fulfill this need, more funding for printing, give-a-ways, and presentation materials is critical.

3. To be most effective, there is a need to increase the interdepartmental communication in order to better conduct on-campus tours and better serve prospects interested in the various programs and services offered by Shasta College.

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<tr>
<td>Jesse Lynch</td>
<td>Student Recruitment Coordinator</td>
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Summary:

The Transfer Center offers support and information to current and prospective students in the planning and implementation of the steps necessary for transfer to institutions of higher education.

Mission Statement:

The mission of the Transfer Center is to provide guidance and resources to students as they move through all stages of career choice and transfer to four-year universities (Adopted May 2007)

Goals and Objectives:

1. Maintain a welcoming atmosphere with current transfer information available in printed and electronic formats.
2. Establish a Transfer Center Advisory Committee consisting of representatives from public and private institutions, Shasta College student population, local high schools and Shasta College faculty/staff.
3. Increase the number of student appointments with visiting college representatives.
4. Increase awareness of and student participation in field trips to surrounding colleges and universities.
5. Maintain and update transfer information on the Transfer Center website.
6. Increase awareness of and student participation in the UC Transfer Admission Guarantee (TAG) program.
7. Increase awareness of and participation in the UTRAC (University Transfer Readiness and Completion) program.
8. Provide individual assistance to students with completion of transfer applications and required procedures.
9. Offer workshops providing information and guidance on the CSU/UC application processes.

Service Area Outcomes:

1. The Transfer Center will increase the number of students accessing services by increasing awareness of Center resources through expanded advertising in the College newspaper the Lance, updated brochures, flyers and website.

Assessment:

The Transfer Center will track the number of students utilizing the Transfer Center on a daily basis.
2. The Transfer Center will increase student participation in a variety of activities and programs such as UTRAC, workshops, field trips, etc.

**Assessment:**

The Transfer Center will maintain accurate accounting of student participation in each sponsored activity.

3. The Transfer Center will develop a system for tracking the number of students completing UC and CSU applications in the center so this information can be used for tracking and setting goals for future transfer students.

**Assessment:**

A completed tracking system was put in place effective July 1, 2008.

**Student Learning Outcomes:**

1. As a result of participation in transfer services and activities, students will report an increased awareness of the transfer requirements and processes.

**Assessment:**

Student self-reporting on exit surveys.

**Strengths and Accomplishments:**

1. The Transfer Center maintains a wide variety of up-to-date transfer resources in print and in electronic format such as flyers, bulletin boards, and the web site

2. The Transfer Center provides evening hours one day per week.

3. The Transfer Center supports the work of Shasta College counselors by maintaining a current and comprehensive library of college catalogs.

4. The Transfer Center offers a program for eligible graduating high school seniors (UTRAC) whereby they are assured to become transfer readiness eligible within two years if they adhere to an individualized education plan.

5. The Transfer Center provides opportunities for students to explore transfer options through field trips, the University Travel Award program, and individual appointments with visiting college representatives, and participation in the annual Career and Transfer Fair.

**Results of Data:**

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<td>University Travel Awards</td>
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<td>Advisor contacts</td>
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<td>Students visiting Transfer Center</td>
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<td>Transfer Admission Guarantees (TAG)</td>
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Areas of Concern and Needs:

1. Need visible signage highlighting the Transfer Center location in the Administration building.

2. Shared space (Career, Transfer and Student Employment) is not conducive to group presentations without closing the center to all other users.

3. Need to improve information-sharing procedures within all Enrollment Services departments.

4. Due to seasonal closure of the Shasta College Library during summer and school breaks, the center’s computers are frequently utilized by students completing registration and financial aid activities. This results in computer unavailability to transfer, career, and employment services.

Staffing:

<table>
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<tr>
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<tr>
<td>Lois Cushnie</td>
<td>Transfer Center Director</td>
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<td>Main Campus</td>
</tr>
<tr>
<td>Leann Williams</td>
<td>Transfer Center Assistant</td>
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Student Services Program Overview
Health and Wellness Services
Reporting Dean: Keith Brookshaw, Ed.D.

Summary:
The Health and Wellness Services main focus is on student health and the prevention of communicable diseases. It contributes to students' wellness, and provides care and assistance when illness, injury, physical or emotional issues interfere with academic and personal success and development.

Mission Statement:
The mission of Student Health and Wellness Services is to offer holistic mental and physical health services that contribute to student retention and promote lifelong well-being.

Service Learning Outcomes:
Physical and psychological health is associated with academic development, leadership qualities, overall satisfaction and, most importantly, academic achievement. Health reasons are cited as one of the major factors in dropout statistic rates. The Health and Wellness Office stays focused on maintaining maximum health and wellness services with the understanding and recognition that there are an ever-increasing number of students who exhibit complaints of chronic mental health challenges that, in many cases, are preexisting conditions.

Assessment:
Health and Wellness Services faculty and staff will promote Health and Wellness Services utilizing the venue of classrooms, residence halls, and other student group presentations, with the purpose of increasing student awareness of Health and Wellness Services as a resource that assists with student success and retention.

Strengths and Accomplishments
1. Provide optimal student health and wellness services on a budget almost entirely dependent upon health fee income.
2. Faculty is licensed and experienced professionals in good standing within their respective regulatory boards.
3. Single classified staff member must support all aspects of operations.
4. Service has a presence on distance campuses.
5. Faculty serves on college and community advisory boards and committees.
6. Faculty service has been recognized individually and collectively in the community for achievement of excellence.
7. Maintains MOU’s with certain community providers and institutions, which minimizes cost to the service, but maximizes, on-site student contact with community experts.

Areas of Concern and Needs:
Health and Wellness Services currently manages a process (athletic accident claims) that should and would be more appropriately administered and processed in the athletic department. The time spent to manage the athletic claims reduces time available for and hampers the expansion of services through the Health and Wellness Office.
Staffing:

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<tr>
<td>Debbie Goodman</td>
<td>College Nurse</td>
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<tr>
<td>Becky Bogener</td>
<td>Psychological Counselor</td>
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<tr>
<td>Shelley Lowry</td>
<td>Health and Wellness Technician</td>
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Hourly Staff

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<tr>
<td>Dr. Julian Fuentes</td>
<td>Physician</td>
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Outcome:

Physical and psychological health is associated with academic development, leadership qualities, overall satisfaction and most importantly academic achievement. Health reasons are cited as one of the major factors in drop out statistic rates. The Health and Wellness Office stays focused on maintaining maximum health and wellness services with the understanding and recognition that there are an ever increasing number of students who exhibit complaints of chronic mental health challenges that in many cases are preexisting conditions.
Student Services Program Overview
International Students Program
Reporting Dean: Keith Brookshaw, Ed.D.

Summary:

The international students program is focused on recruiting students from other countries and helping them to integrate into a part of the campus community and the local community, while providing the support they need to achieve academic success, personal development, and growth. The program is also focused on increasing opportunities for Shasta College students to study abroad such as with the program at Soonchunhyang University in South Korea.

Mission Statement:

To promote, coordinate and conduct outreach and recruitment efforts to bring international students from all regions of the world to Shasta College and promote a supportive, informative, friendly, learning, and safe environment as they become familiar with campus programs and services, and the tri-county community.

Goals and Objectives:

1. Increase international student enrollment as outlined in the three-year recruitment plan 2007-2010.
2. Provide a specialized orientation for both new and continuing international students each semester.
3. Update and maintain current information on the International Students Website.
4. Initiate new markets for international student recruitment in Egypt, Indonesia, China and South America.
5. Update and review international student program materials and recruitment supplies for outreach activities.
6. Involve international students through participation in campus events and activities.
7. Participate in annual NAFSA conference for international student programs and recruitment fairs.

Service Area Outcomes:

1. A focus group of international students will be formed for discussion with International Students staff to better understand the needs, services and potential problems facing international students on campus.

Assessment:

The Dean of Students will organize a small focus group of international students through the Intercultural Club to learn more about how to meet their needs and accomplish their academic goals.
**Evaluation:**

The International Students office will maintain a database of students who participated in the focus group, along with their academic goals, and track their success rate for their duration at Shasta College.

1. Exit interviews will be conducted with international students during their last semester, before they transfer or complete their studies in order to improve services to international students.

**Assessment:**

The Dean of Students will meet with all international students who are in their last academic semester to discuss their academic plans and elicit comments and suggestions about the services provided to them through our program.

**Evaluation:**

Record the suggestions and comments from the students, and make a plan to follow up on significant new ideas. Review the list each semester, and denote what action was taken on each item.

1. International students staff will review, update, and expand the three-year International Students Recruitment Plan to improve services and enhance its effectiveness.

**Assessment:**

The Dean of Students will set up meetings with staff members and the international student counselor to review the recruitment plan and to elicit comments and suggestions in developing new recruitment targets and markets.

**Evaluation:**

The Dean of Students, the international student counselor, and staff will evaluate any changes to the recruitment plan and determine modifications for the next revision.

**Student Learning Outcomes:**

International students will take part in at least one campus-wide or community event and one intercultural club activity during their first year of study at the college.

**Assessment:**

The International Students office will make students aware of campus and community activities and events through an e-newsletter. The office will record attendance at these activities. The office will also conduct a survey of all new students to determine whether or not students are attending or participating in college and community events.

**Evaluation:**

The surveys of students as well as records of attendance at Intercultural activities will be compiled and note made of any students who are not participating. These students will be invited to talk with the International Students Program staff to encourage them to be more involved, and inquire as to how the office can assist.
Strengths and Accomplishments of International Students Program

1. Developed a three-year 2007-2010 recruitment plan for International Student Program.
2. Updated information and developed new brochures and pamphlets for international student recruitment.
3. Revised the application packet for international students.
4. Maintained website regarding information on the International Student Program.
5. Hosted international dignitaries from Japan and South Korea.
6. Conducted recruitment of students in Japan through the NIC Program.
7. Conducted recruitment of students in South Korea from Busan and Seoul.
8. Participated in new recruitment efforts with Egypt for fall of 2009.
9. Expanding new international recruitment market to India and Indonesia.
10. Developed and initiated new electronic marketing throughout Europe through Isa-media electronic publications. (www.i-studentadvisor.com)
11. Provided opportunities for eight Shasta College students to attend Soonchunhyang University in South Korea.
12. International students participated in the Intercultural Night Celebration during the Spring Semester. The last event attracted more than 300 audience members and approximately 35 performers from the campus and the community.

Results of Data:

Recruitment of international students to Shasta College from the Spring Semester 2006 through the Fall Semester 2008 —

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<td>1</td>
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<td>Vietnam</td>
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<td>0</td>
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</tr>
</tbody>
</table>
Areas of Concern and Needs:

The International Students Program has exceeded its three year (2007-2010) recruitment target markets’ goals. Due to District budget limitations, we are exploring alternative ways to market and advertise the college to the international communities.

In order for the International Students Program to continually grow and to be competitive in the market place, the District will need to commit additional funding for international recruitment, which will enable staff attendance at international recruitment fairs and expositions each year, and will maintain strong working relationships with existing and new partners in Asia and Europe.

Staffing:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keith H. Brookshaw</td>
<td>Dean of Students</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Lois Cushnie</td>
<td>Counselor (Interim International)</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Sherry Nicholas</td>
<td>Administrative Secretary I</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Cindy Price</td>
<td>Admissions and Records Tech II</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Jamie Spielmann</td>
<td>Student Services Assistant</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
</tbody>
</table>

Outcome:

The International Students Program continues to grow rapidly. The majority of the initial recruitment plan (2007-2010) and activities goals have been met or exceeded. We have increased the number of international contacts and agents who want to know about Shasta College and are referring students each semester. Our outreach component through media and electronic advertisement has covered the European, Asian, and South American markets with assistance from Hobson’s, ETEC and Isa-media. The overall outcome is to meet or exceed the recruitment targets, continue to identify new markets for recruitment of international students to Shasta College, and to expand study-abroad opportunities for Shasta College students.
Student Services Program Overview
Student Residential Housing
Reporting Dean: Keith Brookshaw, Ed.D.

Summary:

The purpose of the residence hall program is to provide a safe and secure academic environment for students who choose to reside on campus. Services include: securing housing rental applications from students, maintaining financial records on student payments, safety checks, supervision of RA’s, maintaining log on resident activities and areas of concern; maintaining equipment and furnishing; and record, report, and manage resident hall violations and infractions.

Mission Statement:

To provide an interactive residential living environment that is affordable, comfortable, clean, and safe; creating a communal living atmosphere that is conducive to learning both academically and socially.

Goals and Objectives:

1. Maintain full occupancy of both males and females in the residence halls throughout the academic school year.
2. Provide a specialized orientation for new students during the fall semester.
3. Increase the number of workshops and presentations for residents that relate to social, health and personal well-being issues.
4. Promote and increase residence halls facilities for summer conferencing.
5. Review and expand on the training and supervision of Resident Advisors (RA’s)
6. Review and update the website and publications regarding residential housing.
7. Develop contacts with off-campus housing facilities and apartments.
8. Review and update the security system for the resident halls including door lock system and surveillance equipment.

Service Area Outcomes:

1. The Residence Halls Coordinator will organize a small focus group of resident students to better understand the needs, services, and concerns of residence hall life.

Assessment:

The Residence Halls Coordinator will organize a small focus group of residents through the Dorm Club to learn more about how to meet the needs of housing residents and to assist them in accomplishing both their academic and social goals.

Evaluation:

The residence halls will maintain a database of students who participated in the focus group, along with their academic and social goals, and track their success rate for the duration of time they are in the residence halls.

1. Exit interviews will be conducted with students during their last semester, before leaving the residence halls, to improve any necessary services of the residence halls program.
Assessment:

The Residence Halls Coordinator will meet with all of the students who are in their last semester to gather suggestions and comments about services provided to them through the residence halls program.

Evaluation:

Record the suggestions and comments from the students, and develop a plan for following up on significant new ideas and feedback shared. Review the list each semester, and denote what action was taken on each item.

1. Residence hall staff and the Coordinator will set up meetings to review, update and expand the residence hall plan to make necessary improvements and enhancements to its effectiveness and services.

Assessment:

The Residence Halls Coordinator will schedule meetings with the staff to review the residence halls plan and to elicit suggestions and comments in developing new program strategies and services.

Evaluation:

The Dean of Students, Residence Halls Coordinator and staff will evaluate any changes made in the new plan and determine modifications for the next revision.

Student Learning Outcomes:

Residence halls students will participate in either the Dorm Club or at least in one campus or community event during the first year.

Assessment:

The residence halls office will provide information to their students regarding various clubs and activities both on and off campus, and record attendance at these activities. The office will also conduct a survey of all residence halls students to see if they are attending college and community events.

Evaluation:

The surveys of resident students as well as records of attendance at events and activities will be compiled and notice taken of students who have not been participating. Staff will follow up with these students to see if they would like to be more involved, and determine what the office can do to assist them.

Strengths and Accomplishments of the Residence Halls Program

1. The residence halls have maintained strong occupancy rates for the past three years.
2. Provided new furnishing for all of the residents’ rooms and in the commons area.
3. Restroom and shower facilities are all ADA compliant.
4. Revised the students’ contract from a semester basis to an annual basis.
5. Residence hall have full internet access – WIFI.
6. Refurbished kitchen area and updated with new equipment.
7. Established a food pantry program for residents with sponsorship from the Shasta Food Group.
8. New signage throughout the residence halls.
9. All room numbers are ADA compliant (Braille).
10. Provided workshop activities for residents from the Health and Wellness Center, Shasta Community Health and Redding Police Department.
11. Updated all brochures and publications related to student housing
12. Expanded off-campus housing listings.

Results of Data:

Residential occupancy consists of 60 rooms designated as double occupancy (30 male; 30 female) totaling 120 bed spaces.

Residential occupancy rates for the past three years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Percentage</th>
<th>Spring Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>88.1%</td>
<td>97.7%</td>
</tr>
<tr>
<td>2006-07</td>
<td>97.7%</td>
<td>78.7%</td>
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<tr>
<td>2007-08</td>
<td>100.0%</td>
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<tr>
<td>2008-09</td>
<td>100.0%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Areas of Concern and Needs:

Safety and security of the residence halls is of utmost importance to the staff and to the District. The residence halls have an antiquated door lock system (key system) that is unreliable and costly to maintain. The residence halls are in dire need of a new electronic locking key system that is more secure, which can be controlled and monitored by residence halls staff. The Residence Halls Coordinator is working with Physical Plant to evaluate and develop a new security and key-lock system for the residence halls.

Staffing:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stevan Cross</td>
<td>Residence Halls Coordinator</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Betty Flaherty</td>
<td>Head Resident</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>April Castillo</td>
<td>Head Resident</td>
<td>.50</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Jeff Sullivan</td>
<td>Head Resident</td>
<td>.50</td>
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</tr>
<tr>
<td>Students</td>
<td>Residential Advisors</td>
<td>TBD</td>
<td>Redding Campus</td>
</tr>
</tbody>
</table>

Outcome:

To continually work on maintaining a safe and secure living environment for all housing residents, student RA’s (residential advisors) and staff. The residence halls staff stays focused on the maintenance and upgrading and/or replacement of outdated and nonfunctioning equipment in the residence halls and commons buildings. With the guidance and vision of the residence halls coordinator the residence halls have built upon and expanded numerous interactive activities, events, and programs for all student residents.
Summary:

The Dean of Students Office provides the support, encouragement and guidance to students who wish to organize and assemble. The goal is to foster personal growth, expand intellectual development and demonstrate ethical accountability, while promoting individual and civic responsibility. This is done by offering opportunities to students who wish to participate in campus activities and student-run organizations that include Student Senate, campus clubs, honor society, and cultural diversity, and special events such as Disability Awareness Day, Cinco de Mayo, Huck Finn Day and the Annual Christmas Giving Tree activity.

Mission Statement:

The mission of the Dean of Students' Office is to promote active student leadership and participation in college organizations and activities, foster cultural diversity, and ensure the wellbeing and safety of students (adopted July 2008).

Goals and Objectives:

1. Broaden and enhance the collegiate experience by encouraging student participation in student government and co-curricular activities through the events calendar, presentations, orientations, promotions and publicity.
2. Prepare students for leadership roles and community service by providing leadership development through weekly meeting with student leaders, training through the Statewide Student Leadership Program and retreats.
3. Increase student participation in the decision-making process of the District.
4. Increase the number of clubs/organizations offering college-wide activities and programs designed to integrate the academic and social environments.
5. Explore and implement methods of disseminating information regarding the need for co-curricular programs and services.
6. Improve and increase the access to technology through college’s website, calendar of events, FAQ’s and links to club home pages.
7. Provide training to student leaders on how to conduct meetings using Roberts Rules of Order method.

Student Learning Outcomes:

1. As a result of participating in Student Senate, clubs, and the honor society, students will increase their involvement in the District’s shared governance process and committees.

Assessment:

The Dean of Students Office will make students aware of community and campus events through fliers and announcements, such as Disability Awareness Day, Huck Finn Day, and Welcome Day. The Dean of Students Office will conduct a survey of students to determine whether students are participating in college and community events. The objective is to ensure that students are getting acquainted and are comfortable with the campus and community.
Evaluation:

The student survey and records of attendance at campus and community events will be compiled and note students not participating. Staff will check with students not participating to identify obstacles and encourage them to become involved, and determine how we can assist.

Strengths and Accomplishments

1. Change official title from Shasta College Associated Student Body to Shasta College Student Senate.
2. The Student Senate has successfully filled all its executive officers and representatives for the past three years.
3. Initiated the one dollar student representation fee (still in progress).
4. Increased the number of clubs on campus.
5. Recognized Phi Theta Kappa as a campus organization (pending Fall 2008).
6. Promoted and increased the sales of student ID cards.
7. Developed scholarships for international students participating in Student Senate.
8. Actively involved on Statewide Senate committees holding elected positions within the Statewide Senate, such as Region 1 representative at the state and local levels.

Areas of Concern and Needs:

The Student Senate, clubs, and campus organizations continue to grow and attempt innovative ideas to increase involvement in college and the community. Student Senate is faced with limited resources and generates minimal income each year. As a means to increase revenues the Student Senate initiated a one dollar student representation fee that will ensure a steady revenue stream, to support student representation at the local and state level. However, implementing the one dollar representation fee is still problematic for the District.

Staffing:

<table>
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<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Keith H. Brookshaw</td>
<td>Dean of Students</td>
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<td>Redding Campus</td>
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<tr>
<td>Sherry Nicholas</td>
<td>Administrative Secretary I</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Jamie Spielmann</td>
<td>Student Services Assistant</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
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Outcome:

There is evidence of a significant increase in the number of new and returning students interested in becoming actively involved in Student Senate and other student organizations. This interest is due, in part, to promoting the student organizations through flyers, posters and announcements at various student events. We run semester training sessions for campus clubs and continue to improve upon and update biannually the club application packets and procedures. This success has been due, in part, to the “open door” support that the Dean of Students Office provides to all students with questions, comments, and inquiries about campus student organizations.
Summary:

Disabled Students Programs and Services (DSPS) offer support services and instruction to students with disabilities. The DSPS program is intended to provide the additional, specialized support, which allows students with disabilities to more fully access and benefit from the general offerings and services of the college. These services are directly related to the educational limitations of the verified disabilities of the student to be served. The primary areas of service include counseling, learning services office, assistive technology lab, and adaptive courses.

Mission Statement:

The mission of Disabled Students Programs for Students (DSPS) is to support students in acquiring equal access to Shasta College programs and facilities, to provide services and instruction for students in reaching their optimal level of achievement while developing lifelong skills, and to serve as a specialized resource for students, faculty, staff, and the community (adopted July 2008).

Responsibilities:

There are six primary responsibilities:

1. Supports the District’s academic mission and the Board of Trustee’s policy pertaining to students with disabilities and diversity;

2. evaluation of student’s documentation of disability and determination of appropriate accommodations and academic adjustments (Shasta College Administrative Policy 4500);

3. facilitate the implementation of accommodations and academic adjustments;

4. provision of specialized instruction and disability-related counseling designed to meet the unique needs of students with disabilities;

5. serve as a campus resource for promoting awareness of disability issues, resources, and the rights of students with disabilities; and,

6. supporting the District in maintaining compliance with federal and state legal requirements pertaining to the rights of college students with disabilities.

Specific Program Areas

Counseling

Within DSPS, the counseling role includes specialized academic, vocational, personal, and peer counseling services specific to the needs of students with disabilities. In addition, DSPS counseling staff provides assessment, including testing for Learning Disabilities, which is not otherwise provided by the college, and that will help determine the functional educational and vocational levels of students. The counselor also verifies eligibility for DSPS services and creates the student educational contract, and conducts orientation sessions for incoming students.
Service Area Outcomes (SAOs):

The Counseling Center will provide student who qualifies for DSPS services and registers for classes a Student Educational Contract. As outlined in Title 5, the following three elements will be included.

1. An outline of the specific instructional and educational goal(s) of the student with a description of the objectives and activities needed to achieve these goal(s).
2. A measurement of the student’s progress in completing the objectives and activities leading to their goal(s).
3. A list of the services to be provided to the student to accommodate their disability-related educational limitations.

Assessment:

Student records will be checked to verify that the all DSPS students have a completed Student Educational Contract on record.

This SAO supports the college mission in the following area:
Open access for students with diverse backgrounds

This SAO supports the following elements in the DSPS mission statement:
Program serves as specialized resource for students
Services for students to reach optimal level of achievement

Student Learning Outcomes (SLOs):

2. Upon successful completion of the DSPS orientation, a student should be able to:
   a. Find a specific course in the class schedule and determine days and times of the class meetings.
   b. Find the graduation requirements for an A.S. Degree.
   c. Identify at least two possible services that a student with a disability may qualify for through DSPS.

Assessment:

A pre and post test will be administered at each DSPS orientation. Specific questions related to each of the above LSOs will be asked and the student will record their answers using paper and pencil.

This SLO supports the following Institutional Student Learning Outcomes (ISLOs):
Effective Communication
Critical Thinking Skills

This SLO supports the following elements in the DSPS mission statement:
Students acquire equal access to programs
Students receive services to reach optimal level of achievement

3. Seventy-five percent of students will be able to identify the number of “chunks” of information that can usually be held in short-term memory.
Assessment:

At the end of each Memory Workshop, students will complete a multiple choice question related to this information.

This SLO supports the following Institutional Student Learning Outcomes (ISLOs):
Life and Professional Skills

This SLO supports the following elements in the DSPS mission statement:
Students develop lifelong skills

Strengths and Accomplishments:

1. Exceptional management of appointments, with an average attendance rate of 73 percent over the past five (5) years.


3. Strong attachment and evaluation of counseling services by students using DSPS services.

4. For the last three years there has been a 27 percent increase in the number of students who completed assessments for learning disabilities.

Areas of Concern and Needs:

1. Explore ability to track services and involvement in DSPS through the Shasta College Research Office.

2. Ensure validity of data from the Research Office for comparison with other Shasta College programs and outcomes.

3. Centralize data entry for services in the front office, learning services office, and assistive technology lab.

4. Increase the availability of counseling and other DSPS services at distance education sites.

5. Assess and install soundproofing materials for DSPS counseling and testing offices in order to minimize distractions during testing, and ensure confidentiality.

Staffing:

During the 2007-2008 the eligibility and records staff consisted of:

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendall Crenshaw</td>
<td>Learning Disabilities Counselor</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Diana Hamar</td>
<td>Disability Counselor</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Terri Winstead</td>
<td>Learning Disabilities Specialist</td>
<td>Hourly</td>
<td>Tehama Campus</td>
</tr>
<tr>
<td>Terri Winstead</td>
<td>Adjunct Instructor</td>
<td>Hourly</td>
<td>Red Bluff High School</td>
</tr>
</tbody>
</table>
Learning Services Office

The Learning Services Office (LSO) implements accommodations such as the provision of note-providers, modifications to course examinations (such as extra time), arranging DSPS tutoring, and coordinating sign language services for students who are hearing impaired.

Service Area Outcomes:

1. The Learning Services Office will proctor exams in accordance with standards set by instructor and accommodations authorized by DSPS staff.

Assessment:

Periodic comparison will be made between accommodation referrals, Instructor Notification forms, and test facilitation forms to ensure agreement.

This SAO supports the college mission in the following area:
Students achieve academic potential

This SAO supports the following elements in the DSPS mission statement:
Students acquire equal access to programs and facilities
Services for students to reach optimal level of achievement

Student Learning Outcomes:

1. Students will indicate knowledge and awareness of the specific accommodation they are authorized to receive and the goal/purpose of this testing accommodation.

Assessment:

Students utilizing testing accommodations will participate in random surveys throughout the semester to identify their awareness of the goals of testing accommodations and report on the degree to which these goals are met.

Strengths and Accomplishments:

1. Hours of Learning Services Office staff has increased steadily over past several years, expanding to full-year coverage.

2. Co-location of Learning Services Office with other DSPS service areas provides greater immediate access for students.

3. Provision of four individual rooms for testing accommodations that can be monitored directly by Learning Services Office staff.

4. Increased professional expectations of sign language interpreters. Increase in recruitment and hiring of interpreters in the past two years.

Area of Concern and Needs:

1. Update and utilize student handbook, interpreter handbook, and faculty handbook.

2. Create a procedures manual for the office and service areas.
3. Centralize data entry for services in the front office, Learning Services Office, and Alternate Technology Lab.

4. Explore expanding hours to accommodate students enrolled in evening courses.

**Staffing:**

During 2007-2008 the Learning Services Office staff consisted of:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Cooper</td>
<td>Paraprofessional</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Andrea Magee</td>
<td>Instructional Paraprofessional</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>TBD</td>
<td>Transliterators/Interpreters</td>
<td>Hourly</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>TBD</td>
<td>Student workers, note takers,</td>
<td>Hourly</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>instructional aides, classroom aides</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assistive Technology Lab (ATL)**

Accommodations that are categorized as using assistive technology are processed through the Assistive Technology Lab. Staff within the ATL also evaluate and provide training in the using of adaptive computer technology and other technological devices. This office is also responsible to provide alternative text such as audio texts to students with this accommodation, and to provide specialized equipment such as ergonomic devices, chairs, and tables for students who qualify.

**Service Area Outcomes:**

1. Assistive Technology Lab staff will provide support and instruction to students on the application and use of assistive technology programs and devices.

**Assessment:**

Students utilizing assistive technology will participate in random surveys throughout the semester.

This SLO supports the following College mission in the following way:

Opportunity for success for students with diverse abilities

This SLO supports the following elements in the DSPS mission statement:

Program serves as a specialized resource for students

**Student Learning Outcomes:**

1. Students will identify ways in which assistive technology programs and devices contribute to their ability to complete their educational goals.

**Assessment:**

Students utilizing assistive technology will participate in random surveys throughout the semester.

This SLO supports the following Institutional Student Learning Outcomes (ISLOs):

Effective Communication

This SLO supports the following elements in the DSPS mission statement:

Students acquire equal access to programs
2. Students will report increased competency and skill in using assistive technology programs and devices.

**Assessment:**

Students utilizing assistive technology will participate in random surveys throughout the semester.

This SLO supports the following Institutional Student Learning Outcomes (ISLOs):
- Effective Communication

This SLO supports the following elements in the DSPS mission statement
- Students acquire equal access to programs

**Strengths and Accomplishments:**

1. Breadth of technology provided meets needs and demands of students requiring technology support and assistive devices.

2. Co-location of Assistive Technology Lab with other DSPS service areas provides greater immediate access for students.

3. Size of Assistive Technology Lab provides workspace for students along with staff workspace.

4. Ongoing training and coordination with System’s Office High Tech Center Training Unit at DeAnza College.

5. DSPS Paraprofessional is highly collaborative and participates by serving on committees on campus such as distance education and as the Region 1 coordinator for assistive technology.

**Areas of Concern and Needs:**

1. Ensure 12-month staffing coverage since production of alternate media primarily happens during semester breaks and summer.

2. Explore expanding hours to accommodate students enrolled in evening courses.

3. Acquire and upgrade technology resources supporting students with disabilities, including evaluation of emerging technology, and establish a five-year plan for routine upgrades and replacement of programs and software.

4. Need electronic storage and physical space for equipment and files.

**Staffing:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
<td>Paraprofessional</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Mary Bailey</td>
<td>Instructional Paraprofessional</td>
<td>.50</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Pat Calbreath</td>
<td>Instructional Paraprofessional</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>TBD</td>
<td>Student workers, hourly tutors and text editors</td>
<td>Hourly</td>
<td>Redding Campus</td>
</tr>
</tbody>
</table>
Instruction:

Adaptive Studies (ADAP) courses are designed to meet the specialized academic needs of students with disabilities. Although students with disabilities are not required to take ADAP classes, enrollment has been strong. There has been a strong historical emphasis on course for students with developmental disabilities, both on campus and in community-based locations. Students can complete a 15-unit Transitions certificate which includes computer skills, math for life skills, reading for life skills, human awareness, and career planning.

Student Learning Outcomes:

ADAP 210 Career Planning and Development:

1. Upon successful completion of ADAP 210, the student should be able to isolate and describe at least one realistic career option.

2. Upon successful completion of ADAP 210, the student should be able to describe at least two interests and two personality characteristics that are transferable to the selected career option.

3. Upon successful completion of ADAP 210, the student should be able to outline a career plan containing educational and vocational steps needed to obtain the selected career option.

Assessment:

The student will prepare and submit a personal career résumé. The student résumé must contain all three of the elements outlined above.

ADAP 254 Adaptive Computer Skills:

1. Upon successful completion of Semester II of ADAP 254, the student should be able to use a word processing program, employing software and hardware adaptations, to complete written assignments consisting of single paragraphs.

Assessment:

Pre and post evaluation will be performed in the assigned computer classrooms. The student will be given a sample paragraph and a stimulus question for which a response in paragraph form would be appropriate. The paragraphs will be evaluated for style consistency according to the MLA Style.

ADAP 255 Human Awareness:

1. Upon successful completion of Semester II of ADAP 255, the student should be able to identify by name, from slides of male and female models, the private and public body parts and their related functions.

2. Upon successful completion of Semester II of ADAP 255, the student should be able to describe these forms of physical stimulation: 1) touching/hugging/kissing, 2) masturbation, 3) sexual intercourse or sex acts with others.
3. Upon successful completion of Semester II of ADAP 255, the student should be able to describe 1) conception, 2) activity that can result in pregnancy. 3) stages of fetal development, 4) types of birth control, 5) responsibilities of parenthood, 6) knowledge of sexually transmitted diseases.

**Assessment:**

The student will be administered an evaluation in the form of a comprehensive survey of the material presented from the course outline during the semester. The student will be considered successful on the SLO’s if the student indicates correct responses to 36 of the 40 survey items. This corresponds to a 90 percent recorded score.

**ADAP 256 Reading for Life Skills:**

1. Upon successful completion of Semester II of ADAP 256, a student should be able to demonstrate enhanced reading comprehension by one-half of a grade level.

**Assessment:**

Both pre and post testing will be conducted using the Classroom Reading Inventory. A student will be accounted as successful on the SLO if performance improves in measured comprehension by one-half of a grade level or more.

**ADAP 258 Mathematics for Life Skills:**

1. Upon successful completion of Semester I of ADAP 258, the student should be able to calculate answers to at least 8 of 12 problems requiring addition, subtraction, multiplication, and division of whole numbers.

**Assessment:**

An assessment will be performed within two weeks of the beginning and within two weeks of the end of the semester. The instructor will isolate three problems from each one of the groups of operations (#’s 10 to 19, no regroup; two-digit #’s, regroup; two digit and three digit #’s, regroup; monetary values).

**Strengths and Accomplishments:**

1. Enrollment in ADAP classes has been steady.

2. Establishment of the Transitions Certificate provides coordinated structure to the ADAP curriculum and provides a standard for completion.

**Areas of Concern:**

1. Instruction is unbalanced in emphasis on students with developmental disabilities. Expanding the breadth of courses that are designed to teach students with a variety of disabilities how to improve their learning strategies, career planning and self-advocacy skills would be more comprehensive and universally valued.

2. Students are engaging in excessive course repetition, especially following the completion of the Transitions Certificate.
### Staffing:

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<thead>
<tr>
<th>Name</th>
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<th>FTE</th>
<th>Location</th>
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</thead>
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<tr>
<td>Vacant</td>
<td>Transitions Instructor</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Nicole Christy</td>
<td>Adjunct Instructor</td>
<td>Hourly</td>
<td>Red Bluff</td>
</tr>
<tr>
<td>Barbara Dykstra</td>
<td>Adjunct Instructor</td>
<td>Hourly</td>
<td>Redding</td>
</tr>
<tr>
<td>Mike Green</td>
<td>Adjunct Instructor</td>
<td>Hourly</td>
<td>Tehama Campus</td>
</tr>
<tr>
<td>Julie Nuzum</td>
<td>Adjunct Instructor</td>
<td>Hourly</td>
<td>Tehama Campus</td>
</tr>
<tr>
<td>Terri Winstead</td>
<td>Adjunct Instructor</td>
<td>Hourly</td>
<td>Red Bluff High School</td>
</tr>
</tbody>
</table>

### Additional Program Components:

General front office, managing client files, budgets and supplies, completing general correspondence, managing counseling appointments.

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<tr>
<th>Name</th>
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</thead>
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<tr>
<td>Kimberly Bottum</td>
<td>Staff Secretary</td>
<td>.50</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Sara Holmes</td>
<td>Staff Secretary</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>TBD</td>
<td>Student worker(s)</td>
<td>TBD</td>
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</tr>
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Summary:

Extended Opportunity Program and Services/Cooperative Agencies Resources for Education are state-funded programs created in the 1970s to facilitate educational success for financially and educationally disadvantaged students. The programs employ a number of strategies and activities, which support students through the community college experience. These include financial support such as book and childcare grants, emergency loans and transportation assistance, as well as academic support in the form of mandatory academic counseling, priority registration, tutoring, and workshops. The CARE program is an extension of EOPS for single-parents/heads of households receiving CalWORKS/TANF aid. These students must have at least one child under the age of 14 and are provided with services over-and-above EOPS and CalWORKS such as extended childcare assistance for studying, additional books and supplies, and transportation assistance.

Philosophy and Mission Statement:

The EOPS/CARE philosophy is one of inclusion and works to provide positive resources to students who might not otherwise attend community college. The Shasta College EOPS/CARE programs have refined its mission statement to affirm this philosophy.

The mission of Shasta College EOPS/CARE is to serve students who face economic and educational challenges by providing assistance, opportunities, and specific tools to achieve academic success (adopted July 2008).

Goals and Objectives:

Shasta College EOPS/CARE has the following objectives for the 2008-09 program year:

1. Write Program Self-Assessment for Program Review.

2. Develop and implement Service Area Outcomes.

3. Develop and implement new Student Learning Outcomes for EOPS continuing students.

4. Reinstate Summer Readiness Program.

5. Develop and implement effective marketing strategies for EOPS/CARE on campus and in the community.


Service Area Outcomes:

In keeping with the service area outcomes for other Student Service Division programs, EOPS/CARE wants to make sure that students make the most of their time at Shasta College and have a complete and understandable road map to their educational goals. In order to do this, students need frequent guidance and professional counseling to develop semester-by-semester educational plans. EOPS/CARE has taken steps to make sure that students have at least two semester plans during their initial semester in EOPS. The secondary outcome is to have each
EOPS student have a complete education plan by the end of their first semester in the program. In keeping with these goals, EOPS/CARE has written the following Service Area Outcome:

1. EOPS/CARE will provide complete educational plans for students whose goal is an Associate of Arts or Science, transfer to a four year college or a vocational certificate.

**Assessment:**

To accomplish this EOPS/CARE will:
- Extract data on all students to determine which have expiring education plans.
- Send out letters about expiring education plans on a regular and timely basis.
- When possible begin students with two semester education plans
- Finish out one-semester education plans during first contact appointment.
- Use Notepad to remind about need for complete education plan by the end of the semester.
- Schedule students for follow-up appointment if education plan is not completed.

How to assess if SAO is met:
- Eligibility Technician runs data on all students to determine if the Education Plan has been completed.
- Counselors review files as they meet with students.
- Generate a report of students without complete education plans and schedule a one-hour counseling appointment to complete the education plan.

**Student Learning Outcomes:**

EOPS/CARE at Shasta College has developed student learning outcomes that are administered during the New Student Orientation by with pre-tests given to students before the orientation and post-tests which test for comprehension of the information provided in the orientation. Results are compiled and are kept for comparison to future orientations. Institutional Service Learning Outcomes targeted by these SLOs include Effective Communication, Critical Thinking Skills and Global Consciousness and Responsibility. SLOs developed in 2006-07 have been updated and redesigned for 2008-09. The following illustrates the SLOs and assessment processes for both New EOPS/CARE students and continuing EOPS/CARE students.

**Student Learning Outcomes New Students for 2007-08**

1. Upon completion of an EOPS new student orientation, a new student will demonstrate increased knowledge related to the learning objectives and services of the EOPS Program.

   a. **Design:** Students will be given a pre-test prior to the new student orientation, which asks three questions specific to EOPS/CARE regulations. After the completion of the new student orientation, a second pre-test with a set of questions on the same subject will be given at the end of the orientation.

   b. **Assessment:** Percent of students who correctly answer the post-test questions will be calculated and used to determine if orientation materials are providing relevant information to students.

**Student Learning Outcomes for Continuing Students**

During the 2008-09 program year, EOPS will develop and implement SLOs for continuing students. The following is a draft of the process which will be used to implement new SLOs for EOPS Continuing Students. Each semester an additional SLO will be added so that students who
continue with EOPS will build skills and knowledge which will enhance their success at completing their educational goals.

**SLO for EOPS/CARE students completing their first semester.**

1. **Fall 2008**
   Upon completion of an EOPS Continuing Student Seminar, students will be able to demonstrate increased knowledge of Financial Aid services, timelines, and requirements and demonstrate knowledge of how to link EOPS/CARE services with Financial Aid to increase college resources and success.

   a. **Design:** All Continuing EOPS students are required to attend a **Continuing Student Seminar** which provides students with program updates and information sessions related to EOPS Student Learning Outcomes. The Seminar topic for Fall 2008 will be EOPS/CARE and Financial Aid: Pairing Resources for College Success.

      A pre-test on the topic will be given prior to the seminar to obtain the students’ baseline knowledge and a post-test will be conducted at its completion.

   b. **Assessment:** Students are assigned a number, which will be used instead of their names. Pre and post-test data will be matched by student number for increased accuracy when comparing percentage increases in knowledge about Financial Aid resources. Longitudinal data on retention of information will be collected through questionnaires during third EOPS contact appointments at the end of the Spring semester or by mail.

**SLO for EOPS/CARE Students completing their second semester**

1. **Spring 2009**
   a. **Design:** All Continuing EOPS students are required to attend a **Continuing Student Seminar** which provides students with program updates and information sessions related to EOPS Student Learning Outcomes. The Seminar topic for Spring 2009 will be Requirements for an AA or AS Degree. A pre-test on the topic will be given prior to the seminar to obtain the students’ baseline knowledge and a post-test will be conducted at its completion.

   b. **Assessment:** Students are assigned a number which will be used instead of their names. Pre and post-test data will be matched by student number for increased accuracy when comparing percentage of increased knowledge about Associate Degree requirements. Longitudinal data on retention of information will be collected through questionnaires during third EOPS contact appointments at the end of the Fall 09 semester.

**Strengths and Accomplishments:**

1. Hard-working staff with good communication skills and very well-versed in Title V regulations.
2. Staff is passionate about fulfilling the mission of Student Services and EOPS/CARE.
3. Provides comprehensive services.
4. EOPS program brings in FTES for approximately 1,200 students (about $5.9 million).
5. EOPS services impact student success, retention, completion and transfer.
6. EOPS program MIS is one of the most accurate on campus.
7. Distribution of EOPS/CARE services is efficient and timely.
RESULTS OF DATA

Results of data from 2006-07 EOPS MIS indicated:

**Unduplicated Count**

**EOPS**

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<tr>
<td>947</td>
<td>303</td>
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**CARE**

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<td>47</td>
<td>20</td>
<td>57</td>
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</table>

In addition, of the 1,250 EOPS/CARE students served during the 2007-08 fiscal year, 85 students graduated, 10 students received certificates, 56 students transferred, and, 20 students received scholarships.

**Areas of Concern and Needs:**

Staffing is an area of concern. Several areas of the program could use additional staff.

**Front office:**

EOPS/CARE has one full-time staff secretary, whose job it is to greet students, answer phones, schedule student appointments, coordinate the work of the EOPS/CARE office, assist with purchasing and budget tracking, and provide clerical support to the EOPS/CARE staff. With approximately 950 active students each semester, the reception area is inundated during peak activity periods. Trained student workers have helped to alleviate the workload, however, by necessity they are limited in the scope of their duties.

With the recent incorporation of the DSPS Reception area into the EOPS front office, many problems and possible solutions present themselves. Cross training for office staff from both programs means that program staff can cover for each other to some extent. However, because EOPS has only one clerical staff, the DSPS program essentially had to provide its part-time staff secretary to share the increased workload. It remains to be seen whether shifting the DSPS Reception area will have a positive or negative effect on student customer service.

Solutions include hiring a part-time student services clerk, sharing a full-time student services clerk with DSPS or reconfiguring the other classified staff to assist in reception area coverage.

**Counseling:**

EOPS/CARE has two full-time counselors, one 60 percent adjunct counselor at our Redding campus and a 60 percent adjunct counselor at the Tehama Campus in Red Bluff. This totals 3.2 FTE. With 950 active students each semester, and an unduplicated number of approximately 1,200 students per year, it is difficult for our counselors to make the number of contacts needed. A possible solution is to increase the hours used by adjunct faculty to cover the periods of peak activity.
### STAFFING:

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<tbody>
<tr>
<td>Joan Powers</td>
<td>Director of EOPS/CARE</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Samantha Saechao</td>
<td>Coordinator</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Chao Saelee</td>
<td>Eligibility Technician</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Vacant</td>
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<tr>
<td>Vacant</td>
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</tr>
<tr>
<td>Dr. Keri Hom</td>
<td>Counselor</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Toby Bodeen</td>
<td>Counselor</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Roneita Lepage</td>
<td>Outreach Counselor</td>
<td>.60</td>
<td>Tehama Campus</td>
</tr>
<tr>
<td>Leslie Hatanaka</td>
<td>Counselor</td>
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</tr>
<tr>
<td>Meghan Witherell</td>
<td>Counselor</td>
<td>.30</td>
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</tr>
<tr>
<td>Vacant</td>
<td>Counselor</td>
<td>.30</td>
<td>Redding Campus</td>
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Summary:

The Financial Aid Office provides state and federal financial assistance programs for students in higher education to assist them in reaching their educational goals. The Financial Aid Office promotes financial assistance opportunities through literature, office and college websites, on and off campus outreach activities, events, workshops in both English and Spanish, and individual appointments with students and their families. Federal Programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study Grant (FWS), Academic Competitive Grant (ACG), National Service Award (NSA), Chafee Grants, Robert C. Byrd Honors Scholarship, Federal Family Educational Loan Program (FFELP), including subsidized and unsubsidized loans, and the Bureau of Indian Affairs. California state programs include the Board of Governors Grant Fee Waiver (BOGG), Cal-Grant B and C Program, and the Child Development Grant. Book loans and emergency loans are available to assist students in financial difficulties. The institution also provides funding in the form of scholarships and district employment. Students are made aware of these programs through marketing and outreach literature and activities in English and Spanish. The following were disbursed to students during the 2006/2007 academic year: BOGG $1,625,781; Cal Grant B and C $694,312; Pell Grant $5,015,362; FSEOG $308,590; Federal Work Study $229,037; Academic Competitive Grant $22,808; AmeriCorps Award $101,828; Chafee $64,560; Bureau of Indian Affairs $13,065; Subsidized and Unsubsidized Loans $2,281,509; Scholarships $258,275.

Mission Statement:

The Mission of the Financial Aid Office is to increase the number of students receiving financial assistance, which will contribute to the successful completion of their academic goals (adopted July 2008).

Goals and Objectives:

1. Goal: Assist in increasing enrollment

   Objective: Meet with Dean of Enrollment and IT Department to develop a procedure to notify unconverted student records in the financial aid system of the admissions procedure.

2. Goal: Define Foster Youth program process

   Objective: Collaborate with community agencies and campus resources to provide consistent services to this high risk population.

3. Goal: Develop and revise financial aid brochures

   Objective: Evaluate and assess current products and develop new ones in collaboration with marketing personnel.

4. Goal: Collaborate with other Student Services staff to maximize the opportunity for financial aid students to be encouraged to apply for financial aid

   Objective: Meet with each area in Student Services and discuss procedures to increase flow of information to students.
5. Goal: Develop a Financial Aid Student Survey

Objectives: Evaluate survey to determine if policies and procedures need to be changed to eliminate any student barriers that may exist.

6. Goal: Process student loan applications prior to fall semester

Objective: Notify students beginning in July to attend loan sessions. Develop instructions for students to sign the promissory note online with lender to expedite the disbursement process.

Service Area Outcome:

1. The Financial Aid Office will work directly with students and families within the Shasta Community College District to increase the awareness of completing the FAFSA on-line.

   Assessment:

   Financial Aid workshops will be held on campus, at local high schools, and Cash for College Events. Individual appointments to assist students with on-line submissions of their FAFSA will be available. Additional promotional materials will be developed and distributed.

Student Learning Outcome:

1. The student will demonstrate an understanding how to complete the Free Application for Federal Student Aid (FAFSA) online as reflected by the number of online submissions of the FAFSA application.

   Assessment:

   The Financial Aid Office will compare the number of year-to-date (YTD) students that completed the FAFSA online with the number of students using paper FAFSA’s and compare that to the previous year.

Service Area Outcome:

1. The Financial Aid Office will make the web page available 24/7 for financial aid applicants in order to provide quick and accurate information at any time the student needs it.

   Assessment:

   The Financial Aid Office will make available scholarship and BOGG fee waiver applications that may be downloaded for completion. The web page will include links to important financial aid sites such as FAFSA, CSAC, CHAFEE, NSA, SSS, IRS, EDFUND, FASTWEB. It will also offer valuable answers to frequently asked questions as well as an explanation of the financial aid and loan processes.
Student Learning Outcome:

1. The students will utilize the Financial Aid web page to maintain up-to-date information regarding financial aid, available grants, scholarship offerings, loan sessions and important dates for financial aid deadlines.

Assessment:

The Financial Aid Office will tally the number of “visits” the web page receives to determine its usage.

Service Area Outcome:

1. The financial aid assistants will work directly with each student placed in “exception” status.

Assessment:

Students placed in “exception” status will be contacted by a financial aid assistant if a response has not been received within a month of being in “exception” status. The correspondence will explain, in detail, the items needed to complete the financial aid file.

If the student does not respond after an additional two weeks, the financial aid assistant will contact the student by phone and again explain the items needed to complete the financial aid file.

Student Learning Outcome:

1. The student will demonstrate an understanding of the importance of completing his/her financial aid file in order to receive funding.

Assessment:

The Financial Aid Office will calculate the percentage of students who complete their financial aid file after being placed in “exception” status.

Strengths and Accomplishments:

1. The availability of forms to students via our web site. This supports our philosophy of customer service and of increasing online utilization.

2. The improvement of our web site to include links pertaining to additional financial web sites.

3. Easy access to the Financial Aid Office staff by having office hours open to students Monday and Tuesday 8:00 a.m. to 7:00 p.m., Wednesday and Thursday 8:00 a.m. to 5:00 p.m., and Friday 8:00 a.m. to 4:00 p.m.; phone hours available the same as office hours; and, e-mail access, which is answered daily.

4. Support and teamwork from an enthusiastic staff who likes to have fun in the office, while working efficiently with students.

5. Being able to offer students the FAFSA, FAFSA Worksheet, BOGG Fee Waiver, Cal Grant information, How to Apply Online brochures in both English and Spanish.
6. The ability to offer the Financial Aid PowerPoint presentations in both English and Spanish.

7. Having Financial Aid staff members who are fluent in Mien and Spanish.

8. New Financial Aid brochures and colorful handouts have been developed to ensure that students have all information possible to help them with their pursuit of financial assistance and education.

9. Financial Aid staff participation in activities (such as, Cinco de Mayo, Welcome Day, Eighth Grade Day, and Ag Day) has increased financial aid awareness in the community.

10. Close partnership with Shasta High School and College Options to provide financial aid workshops at local high school's Cash for College events and the College Why Not events held at the Convention Center.

11. Partnership with the Independent Living Skills Program in Shasta and Tehama counties to assist foster youth and high risk students get the support and assistance needed for financial aid as well as the support and assistance from all areas on campus.

12. Working relationships with Admissions and Records, GEAR UP, DSPS and EOPS/CARE to ensure students receive accurate and timely information and services regarding financial aid.

13. Outreach visits to senior classes and financial aid nights for all high school campuses in the District to ensure seniors and parents are receiving correct and timely financial aid information.

14. The financial aid assistants' follow-up procedures to encourage students to complete their financial aid file.

15. Book and emergency loans available to students to alleviate financial needs.

16. “Special Conditions” processed for students and/or their parents who experience a substantial loss of income for the current year to assist with their financial needs for college.

17. Professional judgments for dependency overrides for dependent students with adverse home situations.

18. The completion of a policy and procedure manual that outlines all processes within the department for better training and accountability.

19. The increased number of community services sites for Federal Work Study have enhanced our network with the community and increased our services to students.

20. Monthly staff meetings keep the staff updated on procedures and help to maintain cohesion.

21. Attending financial aid training during the year such as the CCCSFAAA Spring Fling, staff retreats, conferences and workshops keep the staff up to date on upcoming policy changes from the state and federal governments.

22. Ability to create flyers, brochures, signs and handouts to increase marketing effort.
Areas of Concern and Needs:

1. New financial aid brochure is not printed in Spanish.
2. Develop new strategy for assisting with student orientations.
3. Restructure student loan process for more timely disbursement.
4. Work with IT Department to develop a procedure to manage unconverted financial aid student records so they can complete the admissions process.
5. Develop a plan of action between EOPS and Financial Aid for students who receive EOPS awards but have not applied for financial aid.
6. Review and evaluate the Foster Youth Program processes to improve and develop better communication between campus departments for increased efficiency and success.
8. Develop and post dates when financial aid staff will visit the four (4) off-campus sites: Shasta College Tehama Campus, Shasta College Trinity Campus, Shasta College Intermountain Campus, and Shasta College Downtown Redding Campus, to assist students with their financial aid questions, concerns, and filing the FAFSA online.

Financial Aid Staffing:

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<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Location</th>
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<tbody>
<tr>
<td>Benna Starrett</td>
<td>Financial Aid Director</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Robin Darcangelo</td>
<td>Technician</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Renee Garcia</td>
<td>Assistant</td>
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</tr>
<tr>
<td>Lorelei Hartzler</td>
<td>Technician</td>
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<tr>
<td>Joanne Hughes</td>
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</tr>
<tr>
<td>Angela Nava</td>
<td>Bookkeeper</td>
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<td>Redding Campus</td>
</tr>
<tr>
<td>Lai Saelee</td>
<td>Assistant</td>
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<td>Redding Campus</td>
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<tr>
<td>Barbara Stufflebeam</td>
<td>Technician</td>
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<tr>
<td>Alan Ulrey</td>
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<tr>
<td>Shiloh Williams</td>
<td>Assistant</td>
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<td>Redding Campus</td>
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Summary:

The Shasta College GEAR UP Partnership serves a two-grade cohort of nearly 2,000 students beginning in the sixth and seventh grades and follows their progress through high school graduation and postsecondary enrollment. GEAR UP provides services for students, parents and school staff. Student services include counseling, tutoring, academic enrichment, summer program, campus visits, cultural activities, Educational Trust Awards, assistance with college applications and FAFSA. Services for parents include Parent Institute for Quality Education in English and Spanish, workshops on parenting, financial aid, and college applications. Services for schools include technology support, professional development for teachers and staff, and support of school-wide reforms to increase academic rigor and expectations for students.

Mission Statement:

GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Objectives:

1. Improve student performance on CST standardized testing in the areas of math and English/Language Arts, CAHSEE (California High School Exit Examination).
2. Increase the numbers of students taking the SAT/ACT and achieving minimum qualifying scores.
3. Increase the numbers of students taking a-g courses in preparation for UC/CSU admission.
4. Increase the numbers of students graduating from high school and enrolling in postsecondary programs.

Service Area Outcomes:

1. GEAR UP will provide support to partner schools to provide enhanced academic tutoring and supplemental instruction as needed to improve state testing scores in math and English/Language Arts and the California High School Exit Examination.

   Assessment:

   Annual CST STAR Test Scores compared to baseline scores, and percentage of students passing the CAHSEE by the end of the 10th grade.

Student Learning Outcomes:

1. As a result of parent and student workshops, classroom presentations, and individual counseling, GEAR UP students will complete the online FAFSA by the March deadline.

   Assessment:

   Completion of the FAFSA

2. As a result of classroom presentations and student workshops, GEAR UP students will create a CSU Mentor account by the end of their ninth grade year.
Assessment:

Completion of the CSU Mentor account.

Area of Concern and Needs:

1. Timely expenditure of grant funds.
2. Need to consider hiring an Assistant Director, GEAR UP Partnership
4. Coordination of efforts with pre-college programs UB/TS/GEAR UP and Shasta College Recruitment, Assessment.
5. Hire and train adjunct counselor to assist GEAR UP students.
6. Hire adjunct counselor for GEAR UP high schools students.

Staffing:

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<th>Name</th>
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<tr>
<td>Janis Walker Marsh</td>
<td>Director</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Kathy Miller</td>
<td>Senior Staff Secretary/Grant Coordinator</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Shawn Martinez</td>
<td>Counselor</td>
<td>1.00</td>
<td>West Valley High School</td>
</tr>
<tr>
<td>Jason Rubin</td>
<td>Coordinator/Teacher</td>
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<td>Anderson High School, Pacheco Elementary</td>
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<tr>
<td>Eleanor Hysell</td>
<td>Counselor</td>
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<td>Anderson New Technology High School</td>
</tr>
<tr>
<td>Pam Dunlap</td>
<td>Coordinator/Teacher</td>
<td>1.00</td>
<td>Happy Valley Elementary School, West Cottonwood Junior High, Maywood Middle School, Berrendos, and Vista</td>
</tr>
<tr>
<td>Cody Lang</td>
<td>Coordinator/Teacher</td>
<td>1.00</td>
<td>Corning High School</td>
</tr>
<tr>
<td>Brett Henry</td>
<td>Coordinator/Teacher</td>
<td>1.00</td>
<td>Corning High School, Maywood Middle School</td>
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Part-time Staff

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<th>Name</th>
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<tbody>
<tr>
<td>Chelsea Martinez</td>
<td>Assistant / Technical Specialist</td>
<td>.75</td>
<td>West Valley High School, Happy Valley Elementary School</td>
</tr>
<tr>
<td>Terri Hinton</td>
<td>Assistant</td>
<td>1.00</td>
<td>Anderson High School, Anderson Middle School</td>
</tr>
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</table>
Student Services Program Overview
TRIO Student Support Services
Reporting Director: Janis Walker Marsh, Ed.D.

Summary:

The Student Support Services (SSS) program focuses on improving college retention and graduation rates of 200 eligible Shasta College transfer students. It provides participants with a range of academic and non-academic supplemental services that include tutoring, academic, career and personal counseling, remedial assistance, and cultural enrichment activities. Services provided include registration assistance (EdPlans), academic, career and personal counseling, lending library, Supplemental Grant Aid for qualified PELL recipients, campus visits, cultural activities, tutoring, program-specific orientations and requirements, and transfer assistance.

Mission Statement:

The mission of TRIO Student Support Services is to increase the retention, graduation, and transfer rates of eligible college students, and to foster an institutional climate supportive of the success of low-income, first-generation students and students with disabilities.

Philosophy:

TRIO programs provide academic guidance and support designed to prepare and motivate students for success in higher education. Through a comprehensive array of services, students are provided the resources them understand and manage the financial, academic and personal obstacles they may face in college.

Objectives:

1. Persistence: 80 percent of TRIO SSS students will persist semester to semester with a minimum enrollment of 12 units and 2.0. GPA.

2. Retention: 80 percent of TRIO SSS students will be retained in the program year to year.

3. Graduation/Transfer: 80 percent of TRIO SSS students will graduate and/or transfer to four-year institutions within six semesters of acceptance into the program.

Service Area Outcomes:

1. TRIO SSS will provide complete educational plans for all participants and monitor student progress as part of regular required appointments.

   Assessment:

   Completion of online EdPlan and ongoing revision as necessary

2. TRIO SSS will assist all participants in determining and finalizing transfer plans through campus visits, counseling appointments, online applications, financial aid, and scholarship applications.

   Assessment:

   Acceptance letters form transfer institutions, confirmation of housing, and financial aid.
3. TRIO SSS will increase the persistence rate of low-income, first-generation students by providing activities designed to increase contact with program staff and other program participants.

**Assessment:**

Monitoring student progress, providing academic assistance as needed, and removing financial and other barriers to support student success.

**Student Learning Outcomes:**

1. As a result of required academic counseling appointments and Orientation, first-year TRIO SSS participants will state an educational goal and name potential transfer institutions.

**Assessment:**

TRIO SSS student database, counseling records.

2. As a result of participation in TRIO-SSS Orientation, students will create a CSU Mentor account, and utilize Assist to determine transfer coursework.

**Assessment:**

Verification of CSU Mentor account, Assist printouts to verify corresponding courses.

**Accomplishments:**

1. Distribution of $37,000 in Supplemental Grant Aid for qualified SSS participants in 2007-08.

2. Successful graduation and/or transfer of 20 percent of participants, exceeding grant objective.

3. Coordinated Campus Visits in conjunction with the Transfer Center and EOPS.

4. Increased participant attendance at monthly Food For Thought Workshops.

5. Contributed $500 toward Shasta College Welcome Day and participated in the event.

**Area of Concern and Needs:**

1. Priority registration for TRIO SSS participants.

2. Collaborate with Basic Skills Learning Centers and EOPS to accomplish tutoring and supplemental instruction objectives.

3. Expend grant funds in a timely manner.

4. Hire an Assistant Director to supervise project staff and coordinate services.

5. Space to accommodate growing needs of program.

### Staffing:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Janis Walker Marsh</td>
<td>Director</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Kathy Miller</td>
<td>Senior Staff Secretary / Grant Coordinator</td>
<td>1.00</td>
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</tr>
<tr>
<td>Myra Urbanski</td>
<td>Staff Secretary / Grant Assistant</td>
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<td>Redding Campus</td>
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<tr>
<td>Jeanette Velasquez</td>
<td>Counselor</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>TBD</td>
<td>Tutors</td>
<td>Hourly</td>
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<tr>
<td>TBD</td>
<td>Work Study Students</td>
<td>Hourly</td>
<td>Redding Campus</td>
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Summary:

TRIO Talent Search identifies and assists 600 7 through 12 grade students from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education. Projects provide tutorial services, career exploration, aptitude assessments, counseling, mentoring programs, workshops, and information on postsecondary institutions.

Mission Statement:

The mission of the TRIO Talent Search program is to identify and support disadvantaged middle and high school students with potential for postsecondary success, encourage them to continue and graduate from high school and to enroll in postsecondary education programs. In addition, TRIO Talent Search encourages high school dropouts to return to school.

Objectives:

1. Increase student grade-to-grade promotion.
2. Increase high school graduation rates.
3. Increase financial aid awareness and FAFSA applications completed by appropriate deadlines.
4. Increase college application and enrollment rates.

Service Area Outcomes:

1. Talent Search will provide individual advising to low-income and first-generation participants regarding the postsecondary admissions process.

   Assessment:

   Participant tracking forms, program record-keeping.

2. Talent Search will offer application and financial aid workshops and student advising at Trinity, Hayfork, Central Valley, West Valley, Anderson, and Anderson New Technology high schools.

   Assessment:

   Participant sign in, program record keeping.
Student Learning Outcomes:

1. Middle and high school Talent Search participants will learn about the two-year and four-year college systems, which include types of institutions and the requirements for each.

   Assessment:

   Program records, participant tracking forms.

2. Middle and High school Talent Search participants attending academic advising and workshops will understand the financial aid process and funding opportunities available.

   Assessment:

   Participant tracking forms, completed FAFSA applications.

3. High school participants will understand their options for completion of postsecondary enrollment, including college applications, assessment testing (ACT/SAT or Compass and AccuPlacer), registration, counseling (EdPlan), and orientation.

   Assessment:

   Track numbers of students who took the online assessment test at each of the partner high schools, completed online college applications, required testing, registration, counseling/EdPlan and orientation if for Shasta College.

Area of Concern and Needs:

1. Staffing needs in Weaverville and Hayfork.

2. Ongoing recruitment.

Staffing:

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<tbody>
<tr>
<td>Janis Walker Marsh</td>
<td>Director</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Kathy Miller</td>
<td>Senior Staff Secretary / Grant Coordinator</td>
<td>1.00</td>
<td>Redding Campus</td>
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<tr>
<td>Sylvia Ruano</td>
<td>Assistant Director</td>
<td>1.00</td>
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</tr>
<tr>
<td>Marleana Groundwater</td>
<td>Staff Secretary / Grant Assistant</td>
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<td>Redding Campus</td>
</tr>
<tr>
<td>Roberta Jones</td>
<td>Advisor</td>
<td>.375</td>
<td>Trinity High School</td>
</tr>
<tr>
<td>Mindy Marlatt</td>
<td>Advisor</td>
<td>1.00</td>
<td>West Valley High School</td>
</tr>
<tr>
<td>Vacant</td>
<td>Advisor</td>
<td>.375</td>
<td>Hayfork High School</td>
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</table>
Student Services Program Overview
TRIO Upward Bound
Reporting Director: Janis Walker Marsh, Ed.D.

Summary:

Upward Bound offers extensive academic instruction as well as counseling, mentoring and other support services. Students meet throughout the school year and generally participate in an intensive residential summer program from five to eight weeks. Most students—about 90 percent—enter Upward Bound while in ninth or tenth grade, and some remain with the program through twelfth grade. The annual average cost per participant is approximately $3,600.

Mission Statement:

Upward Bound provides fundamental support to eligible low-income, first-generation high school students in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Objectives:

1. Academic progress: Provide tutoring, Saturday academies and an intensive summer program to increase proficiency.

2. Postsecondary preparation: Provide ongoing counseling, campus visits and cultural experiences to broaden students’ world view, decision making and goal setting.

3. High school graduation: Assure participant graduation from high school through monitoring of progress, and ongoing communication with schools and parents.

4. Postsecondary enrollment: Provide early and ongoing assistance with financial aid and college applications for students and parents, including FAFSA and timely college application submission.

Service Area Outcomes:

1. Upward Bound will offer academic instruction and tutoring in math, science, English, and foreign language.

   Assessment:

   Pre and post tests, student progress reports.

2. Upward Bound will offer workshops for financial aid assistance and student advising regarding the postsecondary admissions.

   Assessment:

   Participant tracking forms, program record-keeping and Post-secondary enrollment.

3. Upward Bound will increase underrepresented student participation by collaboration with community groups, presentations at school and parent events and activities.
Assessment:

Upward Bound participant applications

4. Upward Bound will increase student participation for the summer program.

Assessment:

Track student attendance with the Blumen data entry program.

Student Learning Outcomes:

1. High school Upward Bound participants will learn about the two-year and four-year college systems, which include types of institutions and the requirements for each.

Assessment:

Program records, participant tracking forms, and student survey.

2. Upward Bound High school participants attending academic advising and workshops will understand the financial aid process and funding opportunities available.

Assessment:

Participant tracking forms, timely FAFSA completion.

3. High school participants will understand their options for completion of postsecondary enrollment, including college applications, assessment testing (ACT/SAT or Compass and AccuPlacer), registration, counseling (EdPlan), and orientation.

Assessment:

Track numbers of students who took the online assessment test at each of the partner high schools, completed online college applications, required testing, registration, counseling/EdPlan and orientation (if for Shasta College).

4. Participants will improve high school grades through academic instruction in subjects of math, science, English, and Foreign language.

Assessment:

Monitor students’ progress by analyzing progress reports, grades and transcripts.

Area of Concern and Needs:

1. Timely expenditure of grant funds due to late start for 2007-08.

2. Location of residential summer program. Limited housing and classroom space may force the summer components to move off-campus.
Upward Bound Accomplishments:

1. Participants attended a five-week summer program during which they attended specialized classes, lived in the residence halls, and utilized recreational facilities on the Shasta College campus.

2. Five students completed college-level courses at Shasta College.

3. Four university tours were attended by participants to experience the variety of postsecondary institutions.

Staffing:

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<tr>
<th>Name</th>
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<th>FTE</th>
<th>Location</th>
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<tbody>
<tr>
<td>Janis Walker Marsh</td>
<td>Director</td>
<td>1.00</td>
<td>Redding Campus</td>
</tr>
<tr>
<td>Bonita Glavaris</td>
<td>Assistant Director</td>
<td>1.00</td>
<td>Redding Campus</td>
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<tr>
<td>Marleana Groundwater</td>
<td>Staff Secretary / Grant Assistant</td>
<td>1.00</td>
<td>Redding Campus</td>
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<tr>
<td>Vacant</td>
<td>Program Liaison</td>
<td>TBD</td>
<td>Foothill High School</td>
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<tr>
<td>Vacant</td>
<td>Program Liaison</td>
<td>TBD</td>
<td>Enterprise High School</td>
</tr>
<tr>
<td>Summer Program Staff</td>
<td>Instructors, Mentors, residential Advisors</td>
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<td>Redding Main Campus</td>
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