



Shasta College Faculty-Staff Model

Purpose:

This resource provides an overview of the faculty and staff roles and responsibilities adopted by [Shasta College](#). Due to the fact that the California Community College system utilizes non-instructional faculty Counselors, Shasta College determined that the Direct Assessment CBE Faculty Model would be unbundled.

- **(Staff) Student Success Coordinator**
 - Help with prospective student outreach
 - Provide information about direct assessment CBE to students
 - Process *Intake Forms* (Note: The college uses a direct assessment CBE student Intake Form, similar to the one currently used for the adult learner focused Accelerated College Education (ACE) program.)
 - Set up initial appointment with CBE Counselor
 - Finalize processing of Intake Form after Counselor meeting
 - Code student as CBE in Colleague
 - Register students in competencies once they complete *CBE Orientation*
 - Monitor CRM Advise student database for students who have no activity in Canvas for 7 consecutive days
 - Reach out to student to determine if gap in engagement is short term/temporary, or if they need a longer break
 - Set up an appointment with CBE Counselor if necessary
 - Answer student questions about financial aid, registration, financial aid, basic needs, etc. and refer students to other offices on campus as needed
 - Consult with CBE Counselor and CBE Instructors on a regular basis (Frequency TBD)
- **(Faculty) Non-instructional Educational Counselor**
 - Coach, advise, and mentor students
 - Discuss the direct assessment CBE model and help students determine if they are a “good fit” for the program
 - Evaluate previously taken coursework for applicability to direct assessment CBE program requirements

- Discuss Credit for Prior Learning (CPL) options, if appropriate
- Develop a personalized educational plan that includes all required competencies not satisfied through CPL
- Provide on-going, non-academic supports for students as they progress through the program

- **(Faculty) Subject Matter Expert Faculty**

- Contribute to the design of the direct assessment CBE program, as appropriate
- Develop curriculum and provide instruction and assessment
- Provide professional mentoring
 - Note: The Early Childhood Education faculty decided that they wanted to adopt a bundled approach and be involved in all aspects of curriculum development, instruction, and assessment, at least initially.

Each instructional faculty member would adopt a cohort of students and support them through onboarding, direct instruction, assessment, and career-specific mentoring. This model follows the “whole teaching model” that Shasta’s ECE Faculty teach in the ECE degree.

Shasta’s faculty felt strongly about this approach for many reasons including that it would provide greater consistency for students. Also, in the college’s early implementation, faculty felt it was important to lead instruction and assessments to make sure the assessments were accurately capturing the learning that was intended through the curriculum. Faculty are committed to continuous improvement and will use feedback from assessments for curricular and program improvements.