



Student Services Council Meeting
 Wednesday, January 15, 2020
 9:00 AM • Room 2314
 Minutes

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

District / Division Goals

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

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

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

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

1. Approval of Minutes

- a) Dec. 18, 2019 Sandra Hamilton-Slane motioned and Becky McCall seconded to approve the minutes. All in favor; Jennifer McCandless, Tina Duenas and Nadia Elwood abstained.

2. Action Agenda

- a) Board Policies / Administrative Procedures – First Reading
- b) Some of the following BP/APs are under Administrative Services prevue. The plan is to go through current revisions and approach CCLC updates in April. The Student Services Council book workgroup should definitely look into AP-5031 Instructional Fees.
- c) Nadia Elwood motioned to consider the following BP/APs as a group for the first reading, Tina Duenas seconded.
 - 1) AP 5540 Web-Based Protocols and Conduct
 1. Recommended to delete BP/AP because the wording is reflected within other BP/APs and is not CCLC required.
 - 2) BP 5540 Web-Based Protocols and Conduct
 1. Recommended to delete BP/AP because the wording is reflected within other BP/APs and is not CCLC required.

- 3)BP 5570 Student Credit Cards and Solicitation
 - 1. The Council recommended no further changes.
- 4)AP 5570 Student Credit Cards and Solicitation
 - 1. Student Life points to this AP frequently when it comes to posting material on campus.
 - 2. The Council suggested creating a new AP, merge into AP-3900 Speech: Time, Place and Manner, or keep this information in the current AP even though it seems out of place.
 - 3. The Council agreed that it is possible that where it lives does not matter, just that it is available.
 - 4. The Council also suggested looking into if the CCLC is only considering if students receive a Shasta College credit cards or is it referencing any credit card, whether or not it came from Shasta College.
- 5)BP 5800 Prevention of Identity Theft in Student Financial Transactions
 - 1. The Council recommended no further changes.
- 6)AP 5800 Prevention of Identity Theft in Student Financial Transactions
 - 1. Becky McCall has provided the current AP language to Lonnie Seay, Director of Campus Safety, and will be providing any updates dependent on Lonnie's input. Becky McCall stated that she will be adding Admissions & Records language for the Council's second review. Current version is mainly CCLC input.
- 7)AP 5041 Preferred Name
 - 1. Becky McCall has worked extensively on this Administrative Procedure as it will be a brand new one. The creation of the AP was caused by the many requests for name changes from students.
 - 2. Becky McCall organized a work group to help write the Administrative Procedure as well as look into our system capabilities. The Administrative Procedure will help inform the workflow. The AP will also allow students to have a preferred name show up in the system.
 - 3. Paul Burwick is also working with groups in pronoun utilization in Canvas and can update students name within Canvas. We cannot update it in portal at this time, and this can help create the alignment.
 - a. Greg Smith is also a supporter for this AP and he has also been a part of its creation.
 - b. Program applications: The idea is to have a very specific form for updating the name/gender and a stream lined process for staff.
 - i. Dorms is also looking to update their application and Becky McCall has requested to see a copy.
 - ii. Sandra Hamilton-Slane plans to update the information to Staff and gather input. Some students utilize their student ID card for their official ID for outside programs and services – so the Council suggested considering what will be placed on a students ID.
 - c. Becky McCall stated that staff can take the students information and ask the student if it is okay to send it over to Admissions so that when everything is in place their information will be corrected. Becky requested that the student information filter through her for now.
- 8)AP 5050 Student Success and Support Program
 - 1. In order to receive SEAP funding we had to add CCLC language. Incorporating AB 705 information into the AP.
 - 2. Currently, we utilize self-declared plus various data pulls to provide placement.
- 9)Second reading will be a vote on the above BP/AP's.
- 10)Preliminary the appropriate BP/APs will be sent over to Administrative Services and HR for further review.

- d) Board Policies / Administrative Procedures – Second Reading
 - 1)None follows.

3. Discussion Agenda

- a) Student Services Org. Chart – Draft
 - 1)The chart provided is still in draft form and has a potential to keep changing at this time
 - 2)Becky McCall's Interim position is currently planned to run at least a year.

1. The Student Services Director is still in consideration but is a future item.
2. The Interim Associate Dean of Student Services will also be able to provide a new look at the need for a Director.
3. The Associate Dean of Student Services has 20+ Classified reporting. The Director can help with the frontline staff and the Associate Dean of Student Services can focus on specialist and program orientated supervision.
4. A number of descriptions are still being reviewed for the Testing Center and the Director.
 - a. Hopefully job descriptions will be presented starting in February.
 - b. There is also discussion on if the Student Services Director should be a permanent or interim position.
5. Via a conversation with Kevin O'Rorke and his role; Kevin will be focused on North State Together and the new downtown center, but will run Student Services point for the Board as well as keeping informed of full-time staff hiring, and updated with graduation/cabinet items. Kevin will also reserve the right to be on second level interviews, be involved with student discipline.
 - a. John Yu will be handling Academic Discipline and Tina Duenas will remain with Title IX roles.
 - b. Kevin also want to see all end-of-year reports that will end up at the Chancellor's office.
6. In late January Becky McCall, Jill Ault and Tim Johnston will be added to Cabinet. Kevin will also remain on Cabinet. Any Cabinet items from Student Services will first be pitched on Thursday, for a Tuesday Cabinet. Kevin will reserve the right for second level interviews.
 - a. Practical level: All paperwork will still pass through Tim Johnston's office before going to Kevin.
 - b. Graduation: Kevin was interested in the know about the general planning, but not the detailed information (i.e. budget, etc.).
 - c. Tim will also be presenting this information to Instructional Council.
7. Org. Chart does not address Tehama as Tehama grows autonomous. Clarity with Tehama and Organization Chart is still in the works.

3) Questions/comments:

1. Head Counselor: Shaunna Rossman will be taking over the implementation of the Student Education Planning Tool, as some Counselors need more direct support as well as one-on-one trainings.

b) Veterans Center – Staffing Proposal – Draft

- 1) James Konopitski position was approved for the Student Success Coordinator. Still unknown about VSSC supervision (i.e. director or dean). Facilitators will take over current vacancies to fill in on the front counter of the VSSC.
- 2) The Director will be able to support both the backfill from James Konopitski moving over, plus more to relieve the possible of not backfilling the vacant Administrative Secretary position.
- 3) Hours of operation: Assess the need and staff availability.
 1. Possible split the facilitators, etc.
 2. Sue Huizinga stated that she notices Veterans waiting at the door around 8:00am and most do not stay after 5:00pm.
 - a. Sue Huizinga suggested that it might be best to open early and close earlier than 6:00pm rather than open late and stay open later.
 3. Sandra Hamilton-Slane asked if the Council can revisit the opening of other offices and look into creating consistency for Friday hours to help with students expectations.
 - a. It is also important that availability is flexible for student needs. So, if a student comes out from a distance, we should be adjustable to open up for student needs.
 - b. We can also provide a more consistent schedule across the board with considerations of peak student times.

c) Student Services Council Workgroups

- 1) Intention is to collapse time with the workgroup topics.
- 2) Tim Johnston, Greg Smith and Amy Westlund will be meeting to discuss succession planning on January 23rd.

- 3) Group leads can request to be placed on the SSC agenda when they are ready to present or gather Council input.

4. Information Items / Other

- a) International Student Recruitment Plan
 - 1) Tina Duenas, John Yu, Ryan Loughrey and Cindy Silva have been working together to develop the plan.
 - 2) The numbers of international students have been fluctuating throughout the years.
 - 3) A main reason behind the recruitment plan is so because Shasta College needs a mission and vision to increase the number of international students.
 - 4) The bread-and-butter of the international recruitment plan is that international students bring revenue for all students.
 1. As an example: Santa Monica brings in around \$30mil dollars just on international students alone.
 2. Other colleges are able to utilize the funds to increase staff salary, provide programs, etc.
 - 5) Nationally there are currently over a million international students in Colleges and Universities. However, new students just coming into the system have decreased across the nation.
 - 6) Nationally, the top twenty countries sending international students. China is ranked number one, second rank is India. Both countries make 60% of all the international students coming over at the national level.
 - 7) As we focus outreach to international the Council will want to focus on step impacts and how they can continue to support the effort.
- b) AB 1504 – Student Representation Fee
 - 1) Board approved a representation fee for \$2, last summer. Current legislation is stating that the representation fee should be an opt-out fee, which is a change to a voluntary opt-in choice. Shasta College should be in compliant because during a registration a student is presented with a Yes or No option. The wording will be updated to remove any “voluntary” language. Student have at this point to opt-out.
 1. Student Senate requested in the past that the fund change from \$1 to \$2. Shasta College has been doing the \$2 Yes or No option for a while and legislation seems to be focused on Colleges that are not already doing it. A student must choose a Yes or No in order to register.
 - 2) Board of Trustees will discuss the non-resident fee’s increase from 234\$ to 280\$, which is now approved post-meeting. So, the increase will be the 280\$ plus 46\$ to create the total cost of \$326 per unit. Even with the increase we are still under the costs for one to attend Butte and Lassen.
- c) Instructional Council
 - 1) No updates.
- d) Area Updates / Announcements
 - 1) Jennifer McCandless: Faculty are embarking on the Persistence Project. The Persistence Project are doing three things: learning student names in the first three weeks, holding student conferences with every student for 15 minutes and committed to attending to two professional development session tied with the project. The first event will take place January 28th.
 1. 41 faculty members signed up for the event on January 28th. Intent was for a full rollout in the fall, but very surprised at the current numbers.
 2. The fall will include conversations to help setup course policies that do not hinder the students. Review course policies to allow some flexibility and consider students life outside of the College.
 3. Pathways group learned that all of this is becoming a Shasta experience, not just one area – the student is getting a Shasta College experience. Also, that they want a campus wide persistence project in other areas outside of Instruction – a Campus caring project.
 - a. The “brown bag” events may be a good spot for Student Services to present.
 - b. It may also help to invite groups (i.e. TRIO, PACE, etc.) to the Student Success Committee, so that faculty can take that information to their respective areas.
 4. There is a Canvas course for the guided pathways team.
 5. Guided Pathways has a report due in March 2020 and Jennifer McCandless is preparing a presentation and update for all the Councils.

6. Questions: Will faculty look at semester to semester retention? Yes, faculty that are part of the program will look into it. Research is also asking if faculty want to see their individual data. Faculty are committing to participate in only one course section at this time.
- 2) Sandra Hamilton-Slane: Tuesday, January 28th is the Shasta County point-in-time count. We have personnel that want to come out to campus and perform the count – it is a personal interview and paper and pencil count. Sandra’s office will work in creating the UOF as well as coordinate with Tina Duenas on the process. Definition of homeless is open and a lot of initiatives are going through the County and State.
- 3) Tina Duenas: Student Life is working towards being inclusive of all student access capabilities. Student Life created Canvas pages for Student Senate and Student Clubs, Global Education, Extended Education, etc. Spring 2020 semester Student Life will be working on a short video for faculty. Retirement party tickets are on sale and the event will be held on Friday, May 8th at River View Gold and Country Club.
- 4) Tim Johnston: Academic Senate will be focusing on Credit for Prior Learning (CPL) in 2020. Separate task forces are looking at each of the elements. Enrollment Services is still focusing on the Resource of the Month. Tim asked other Council member to please continue to provide feedback in regards to what people want to see. Probation/Dismissals will be ran after Census and prior to 30 days after start of term.
- 5) John Yu: John is working on the National Science Foundation Scholarship Program. Administration may receive a request to provide information in order to receive grants from the program.

5. Other?

6. Meeting adjourned at 10:41am

7. NEXT MEETING:

The next meeting is scheduled for Wednesday, February 5th from 9:00am – 11:00am in room 2314.
Minutes recorded by: James Konopitski, Administrative Secretary I, Enrollment Services.

Student Records: Preferred Names and Gender

AP 5041

Reference: Title IX, Education Amendments of 1972, 42 U.S.C. 1681; Ed. Code §§ 201; 210.7; 220; 66250 et seq.; 72010 et seq.; California Code of Regulations, Title 5 § 59311; Weathers v. Superior Court (1976) 54 Cal.App.3d 286, 288 Code of Civil Procedure § 1275 et seq.; § 1279.5

Shasta College is dedicated to providing an inclusive, supportive, and non-discriminatory learning environment for all students. The District recognizes students may identify with a name that differs from their legal name. The District recognizes a student's gender identification may differ from the sex assigned at birth.

A preferred name and/or gender identification may be selected on student records where the student's legal name and/or assigned sex is not required by an applicable law, statute, or regulation. The District retains the right to review and determine whether a preferred name change will be allowed. Students will not be permitted to select a preferred name determined to be offensive, hostile, discriminatory, or otherwise inconsistent with the policies and objectives of the District.

A. Official Records:

The District will use a student's legal name and/or gender identification on official records when the name and/or gender have been changed by court action. Upon receipt of valid legal documentation, the District will change the student's legal name and/or gender in the student's official records.

The use of a student's legal name is required for certain offices that perform administrative processes required by law, statute, or regulation to use a student's legal name. Such offices include, but may not be limited to:

- Registrar's Office
- Admissions (International Students, Athletic Eligibility, Official Transcripts, Residency, Billings)
- Financial Aid
- Office of Institutional Research
- Athletics
- Campus Safety
- Human Resources/Student Employment
- Payroll
- Accounts Payable

Student Records: Preferred Names and Gender

AP 5041

B. Unofficial Records:

The District shall permit students to use a preferred name and/or gender identification on unofficial documents and records where the legal name and/or gender identification is not required by law or District policy. A student, who wishes to use a preferred name and/or gender identification, must submit a completed Preferred Name and/or Gender Identification Form to the Admissions and Records Office.

When a legal name and/or gender identification are not required by law or District policy, the District shall update the student's unofficial records in the appropriate fields in the District's Student Information System (SIS) in order to reflect the preferred name and/or gender identification.

The use of a preferred name and/or gender identification may replace the legal name and/or gender identification in certain administrative areas. The preferred name and/or gender identification in the SIS system will source that specific data to student profiles and other systems to support the student's preference in the following areas:

- Class Rosters
- Canvas
- MyShasta Portal
- Student ID Card
- Email Communications
- Student profile in the SIS system for staff use when communicating with the student

C. Names and Pronouns:

All District employees must make a good faith effort to use the preferred names and pronouns associated with the student's preferences listed in the student's record.

D. Definitions

Legal Name: A name designated on official government-issued documents, including but not limited to, birth certificates, passports, social security cards, immigration documents, and State-issued identification cards or permits. In order to change a person's legal name, a court order is required under California law. For Financial Aid purposes, the student's legal name must match Social Security Administration records.

Student Records: Preferred Names and Gender

AP 5041

Preferred Name: A name that a person may designate on certain student records where the legal name is not required by law. The preferred name is the name by which the student wishes to be known and/or identified and which is different from the student's legal name.

Sex Assigned at Birth: This refers to the sex recorded on a person's birth certificate at the time of birth.

Gender Identity: This refers to a person's internal sense of gender. A person's gender identity may be different from the sex recorded on the person's birth certificate.

Preferred Gender: The gender identity in which a person may designate on certain student records where the legal sex is not required by law.

Official Records: Records the District is required to maintain as part of a student's permanent record and which are required to contain a student's legal name and/or sex by law or District policy.

Examples of official documents include: registration documents, financial aid documents, residency documents, transcripts (official and unofficial), diplomas, payroll records, and federal immigration documents.

Unofficial Records: Records, which do not require a legal name and/or sex.

Examples of unofficial documents include: academic and extracurricular rosters, student ID cards, district communications, and student online profiles (Canvas and MyShasta).

Student Success and Support Program

AP 5050

Reference: *Education Code Section 78210 et seq.; Title 5, Sections 55500 et seq. and ACCJC Accreditation Standard II.C.2*

The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies and requirements. The agreement is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- Identify an education and career goal;
- Identify a course of study;
- Be assessed to determine appropriate course placement;
- Complete an orientation activity provided by the college;
- Participate in the development of the student educational plan;
- Complete a comprehensive student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- Diligently engage in course activities and complete assigned coursework;
- Complete courses and maintain progress toward an educational goal and completing a course of study.

Student Success and Support Program services include, but are not limited to, all of the following:

- Orientation on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters
- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - Administration of assessment instruments to determine student competency in computational and language skills.
 - Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, Associate of Arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses.
 - Evaluation of student study and learning skills.
 - Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services, programs that teach English as a second language; and disabled student services.
 - Advisement concerning course selection.
 - Follow-up services, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation.

Student Success and Support Program

AP 5050

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

The District shall do all of the following:

- Inform students of their rights to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;
- Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;
- Provide annual reports to the California Community Colleges Chancellor's Office in a manner and form described by the California Community Colleges Chancellor's Office; and
- Publicly post the college's placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

Exemptions from Matriculation Components

If you fall into one or more of these categories, contact the Admissions and Records Office for appropriate registration information:

- Students who have received a full array of Student Support and Success Program services at another California community college
- Students who plan to enroll only in courses having no English and/or math skill requirements/prerequisites
- Students who plan to enroll in fewer than 6 units and who have "personal interest," advancement in their current job, or maintenance of a certificate or license as their goal
- Students who have completed an Associate or higher degree and are not pursuing a program or degree objective at Shasta College
- Students who have completed 30 or more semester units at another college or university and are not pursuing a program or degree objective at Shasta College

Student Success and Support Program Appeal

A student may appeal the loss of their priority enrollment status due to extenuating circumstances; if a student with a disability applied for but did not receive reasonable accommodation in a timely manner; if a student is enrolled in a high unit major; or if a student demonstrates significant academic improvement. Extenuating circumstances are defined as verified cases of accident, illness or other circumstances beyond the control of the student. Verification must be submitted with the appeal.

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Student Success and Support Program

AP 5050

The student must file the written petition of appeal before the end of thirty (30) days after a loss of enrollment priority. All appeals shall be submitted to the Admissions and Records Department and will be forwarded to the Admissions and Records Appeals Committee. If the student fails to file a written petition within the thirty day time limit, the student waives all future rights to appeal the adverse action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which the retention of enrollment priority should be granted and to provide evidence supporting the reasons. The student will be continued on sanction until the Admissions and Records Appeals Committee renders a decision.

The decision of the Admissions and Records Appeals Committee will notify the student of its decision in writing within thirty days of receipt of the student's appeal. The student may appeal this decision in writing to the Superintendent/President or designee within ten (10) working days of the date of notification. The decision of the Superintendent/President or designee is final.

If the loss of enrollment priority appeal is granted, enrollment priority will be reinstated at the next available registration. Prior to the subsequent enrollment period, the student's academic record will again be evaluated to determine enrollment priority status. Priority enrollment will be re-evaluated each term.

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

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

Board Reviewed 11/11/09

Board Reviewed Revisions 04/09/14

Reviewed by the Board Ad Hoc Committee on Policy 09/09/15

Board Reviewed 10/14/15 [MANDATED CHANGES]

Board Policy Review Subcommittee Reviewed [Mandated Updates] 07/10/19

DELETE

~~Web-Based Protocols and Conduct~~

~~AP 5540~~

~~Reference: **Education Code Section 66300**~~

~~In accordance with relevant District policies, the following procedure delineates authority for the blocking or denying of student access to online/hybrid/web-enhanced course materials.~~

~~A registered Student may be denied access to web-based materials when the following conditions are met:~~

~~1. Issuance of Warning:~~

- ~~• The Course syllabus must clearly state the instructor has the authority to block or deny access to web-based materials and the possible reasons for doing so (e.g., failure to actively participate in web-based activities, violation of proper netiquette).~~
- ~~• The Instructor will notify the student by email that access to the web-based material will be blocked should the student fail to contact the instructor within five (5) calendar days. The reason for the blockage will be identified in the email.~~
- ~~• The email will also indicate that the blockage, if implemented, will remain in effect until the student contacts the instructor.~~
- ~~• Under extenuating circumstances, the instructor may invoke immediate blockage of student access for a period of five (5) calendar days to maintain order in the online environment. The respective Dean will be notified by the instructor immediately.~~

~~2. Access Denied:~~

- ~~• Should the student fail to contact the instructor within the five (5) calendar days as described above, the instructor will confer with his/her respective Dean, outlining the rationale for the blockage.~~
- ~~• If the Dean concurs with instructor's rationale, the Dean will forward an email to the SC Online System Administrator requesting that the student's access to web-based materials of the course be blocked for an indefinite period of time.~~
- ~~• The instructor will receive a copy of the email and, when an alleged violation of the Student Code of Conduct is alleged, the Dean in Student Services Office will forward notification of the denied access and a registered letter through the US Postal Service to the student requesting a disciplinary hearing. Any sanctions assigned will be determined by the Dean in Student Services of Students.~~

~~3. Access Reinstatement:~~

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DELETE

Web-Based Protocols and Conduct

AP 5540

- ~~Access to web-based materials will be reinstated only when the student has made contact with the instructor and the instructor forwards an email recommendation to the respective Dean.~~
- ~~The Dean will, via email, authorize the SC Online System Administrator to reinstate the online privileges. The Dean in of Student Services will be copied on the email.~~

~~Students have the right to appeal any complaint for online abuses to the appropriate Academic Dean. If sanctions have been imposed by the Dean in of Student Services as the result of a disciplinary hearing, the student has the right to appeal these sanctions to the Vice President of Student Services.~~

Board Reviewed 4/15/09

Student Credit Cards and Solicitation

AP 5570

Reference: ~~Title 5, Section 54400~~; **Civil Code Section 1747.02(m); Education Code Section 99030; Title 5 Section 54400**

Solicitation

- Credit card solicitation will not be allowed on Shasta College campuses.
- Students shall not be solicited on school premises for purchases, subscriptions, or contributions to any organization, or solicited for membership in, or to work for, any organization not directly under the control of the Governing Board, without written authorization from the ~~Administration~~ **Assistant Superintendent/Vice President of Administrative Services or designee**.
- Any organization who wishes to come to the campus must be registered with the **office of the Assistant Superintendent/Vice President of Administrative Services campus administration** and receive prior approval before each visit to campus.
- Authorization will be granted only if the organization is a non-partisan charitable organization organized for charitable purposes by an act of ~~congress~~ **Congress** or under the laws of the State of California.
- Only specifically designated areas on campus will be available for organizations to use and must be arranged through the **Assistant Superintendent/Vice President of Administrative Services** ~~Office of Administrative Services~~.
- One-on-one solicitation is prohibited on campus premises.
- Credit card and debt education and counseling workshops are offered to students as a condition of receiving a student loan.

Guidelines for Posting Materials

- Bulletin boards shall be provided for use in posting materials at campus locations convenient for use by students, staff, and members of the public.
- All postings shall clearly indicate the author or agency responsible for its production and shall be date-stamped with the date of posting by the Office of ~~the Dean in Student Services~~ **Student Life**.
- No reproductions of stamps will be accepted (i.e., copies of previously stamped materials).
- ~~All items 3x5 or smaller do not need the Office of the Dean in of Student Services approval, but must follow same content guidelines and posting instructions.~~
- ~~All items over 3x5 must be cleared through the Office of the Dean in of Student Services before posting. The only exception is Shasta College-produced materials with the official Shasta College logo, such as theatre events, farm events, etc.~~

Posting

- Use staples, thumb tacks, push-pins or non-damaging tape only on cork or wood bulletin boards and **the** kiosk in **the Q**quad.

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Student Credit Cards and Solicitation

AP 5570

- Posting of materials promoting drugs, alcohol, anything that harasses, threatens, or endangers the safety or health of any person or any material containing sexual content or posting that solicits money from students shall not be permitted.
- Posters larger than 11x14 shall not be posted on bulletin boards, but next to or underneath. No material shall be posted on glass doors or windows.
- All school promoted or non-school promoted materials can be posted up to, ~~but not exceeding~~ fourteen (14) days.

~~Please adhere to guidelines and instructions on all bulletin boards.~~ All materials that do not meet these requirements will be removed.

Board Reviewed 8/12/09
Board Reviewed 7/14/10

Prevention of Identity Theft in Student Financial Transactions

AP 5800

Reference: [15 U.S. Code Section 1681m\(e\) Fair and Accurate Credit Transactions Act](#)

I. The Purpose of the Identity Theft Prevention Program

The Board recognizes that some activities of the Shasta-Tehama-Trinity Joint Community College District, "District," are subject to the provisions of the Fair and Accurate Credit Transactions Act (FACT Act [or FACTA](#)) and its "Red Flag" rules.

The purpose of this Identity Theft Prevention Program (ITPP) is to control reasonably foreseeable risks to students from identity theft, by providing for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft.

I. Program Adoption

The District adopted this initial Identity Theft Prevention Program ("Program") in compliance with the "Red Flag" rules issued by the Federal Trade Commission pursuant to the Fair and Accurate Credit Transactions ACT ("FACTA"). The District is engaging in activities which are covered by the FACTA Red Flag rules. After consideration of the size and complexity of the District's operations and account systems, and the nature and scope of the District's activities, the Board has determined that this Program is appropriate for the District.

II. Program Purpose

Under the Red Flag rules, the District is required to establish an "Identity Theft Prevention Program" with reasonable policies and procedures to detect, identify, and mitigate identity theft in its covered accounts. The District must incorporate relevant Red Flags into a Program to enable the District to detect and respond to potential identity theft. The District shall ensure that the Program is updated periodically to reflect changes in risks to customers or creditors or the District from identity theft.

III. Responsible District Official

The President shall designate a senior District official to serve as Program Administrator. The Program Administrator shall exercise appropriate and effective oversight over the Program and shall report regularly to the President on the Program.

IV. Program Administration and Maintenance

The Program Administrator is responsible for developing, implementing and updating the Program throughout the District. The Program Administrator will be responsible for ensuring appropriate training of District staff on the Program; for reviewing any staff reports regarding the detection of Red Flags and the steps for identifying, preventing and mitigating identity theft; for determining which steps of prevention and mitigation should be taken in particular circumstances; and for considering periodic changes to the Program.

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~~The Program will be periodically reviewed and updated to reflect changes in identity theft risks and technological changes. The Program Administrator will consider the District's experiences with identity theft; changes in identity theft methods; changes in identity theft detection, mitigation and prevention methods; changes in types of accounts the District maintains; changes in the District's business arrangements with other entities; and any changes in legal requirements in the area of identity theft. After considering these factors, the Program Administrator will determine whether changes to the Program, including the listing of Red Flags, are warranted.~~

~~The Program Administrator shall confer with all appropriate District personnel as necessary to ensure compliance with the Program. The Program Administrator shall annually report to the President on the effectiveness of the Program. The Program Administrator shall present any recommended changes to the President for approval. The President's approval shall be sufficient to make changes to the Identity Theft Prevention Program.~~

~~V. Definitions~~

~~Pursuant to the Red Flag regulations at 16 C. F. R. § 681.2, the following definitions shall apply to this Program:~~

~~"Covered accounts":~~

- ~~1. Any account the District offers or maintains primarily for personal, family or household purposes, that involves multiple payments or transactions.~~
- ~~2. Any other account the District offers or maintains for which there is a reasonably foreseeable risk to customers or to the safety and soundness of the District from identity theft.~~

II. Definitions

A "creditor" includes government entities who defer payment for goods (for example, payment plans for bookstore accounts or parking tickets), issued loans or issued student debit cards. Government entities that defer payment for services provided are not considered creditors for purposes of this ITPP.

"Deferring payments" refers to postponing payments to a future date and/or installment payments on fines or costs.

A "covered account" includes one that involves multiple payments or transactions.

"Person" means any individual who is receiving goods, receives a loan, and/or is issued a debit card from the District and is making payments on a deferred basis for said goods, loan, and/or debit card.

Detection or discovery of a "Red Flag" implicates the need to take action under this ITPP to help prevent, detect, and correct identity theft.

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~~"Credit": — The right granted by a creditor to a debtor to defer payment of debt or to incur debt and defer its payment or to purchase property or services and defer payment therefore.~~

~~"Creditor": — An entity that regularly extends, renews, or continues credit.~~

~~"Customer": — Any person with a covered account with a creditor.~~

~~"Identifying information": — Any name or number that may be used, alone or in conjunction with any other information, to identify a specific person, including:~~

- ~~• Name~~
- ~~• Address~~
- ~~• Telephone number~~
- ~~• Social Security number~~
- ~~• Date of birth~~
- ~~• Government issued driver's license or identification number~~
- ~~• Alien registration number~~
- ~~• Certificate of naturalization~~
- ~~• Certificate of citizenship~~
- ~~• VISA~~
- ~~• Government passport number~~
- ~~• Employer or taxpayer identification number~~
- ~~• Unique electronic Personal Identification Number (PIN)~~
- Bank routing code

III. Detecting "Red Flags" For Potential Identity Theft

A. Risk Factors for Identifying "Red Flags"

The District will consider the following factors in identifying relevant "Red Flags:"

- 1) the types of covered accounts the District offers or maintains;
- 2) the methods the District provides to open the District's covered accounts;
- 3) the methods the District provides to access the District's covered accounts; and
- 4) the District's previous experience(s) with identity theft.

B. Sources of "Red Flags"

The District will continue to incorporate relevant "Red Flags" into this ITPP from the following sources:

- 1) incidents of identity theft that the District has experienced;
- 2) methods of identity theft that the District identifies that reflects changes in identity theft risks; and
- 3) guidance from the District's supervisors who identify changes in identity theft risks.

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C. Categories of “Red Flags”

The following Red Flags have been identified for the District’s covered accounts:

Alerts, Notifications, or Warnings from a Consumer Reporting Agency:

- 1) A fraud or active duty alert is included with a consumer report the District receives as part of a background check.
- 2) A consumer reporting agency provides a notice of credit freeze in response to a request for a consumer report.
- 3) A consumer reporting agency provides a notice of address discrepancy. An address discrepancy occurs when an address provided by a student substantially differs from the one the credit reporting agency has on file. See Section (V)(9) for specific steps that must be taken to address this situation.
- 4) A consumer report indicates a pattern of activity that is inconsistent with the history and usual pattern of activity of an applicant, such as:
 - (a) A recent and significant increase in the volume of inquiries;
 - (b) An unusual number of recently established credit relationships;
 - (c) A material change in the use of credit, especially with respect to recently established credit relationships; or
 - (d) An account that was closed for cause or identified for abuse of account privileges by a creditor or financial institution.

Suspicious Documents:

- 5) Documents provided for identification appear to have been forged or altered.
- 6) The photograph or physical description on the identification is not consistent with the appearance of the applicant or customer presenting the identification.
- 7) Other information on the identification is not consistent with information provided by the person opening a new covered account or customer presenting the identification.
- 8) Other information on the identification is not consistent with readily accessible information that is on file with the District, such as a signature card or a recent check.
- 9) An application appears to have been altered or forged, or gives the appearance of having been destroyed or reassembled.

Suspicious Personally Identifying Information:

- 10) Personal identifying information provided is inconsistent when compared against external information sources used by the District.

For example:

- (a) The address does not match any address in the consumer report; or
- (b) The Social Security Number (SSN) has not been issued, or is listed on the Social Security Administration’s Death Master File.

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- 11) Personal identifying information provided by a person is not consistent with other personal identifying information provided by the person. For example, there is a lack of correlation between the SSN range and date of birth.
- 12) Personal identifying information is associated with known fraudulent activity as indicated by internal or third-party sources use by the District. For example:
 - (a) The address on an application is the same as the address provided on a fraudulent application;
 - (b) The phone number on an application is the same as the phone number provided on a fraudulent application;
- 13) Personal identifying information provided is of a type commonly associated with fraudulent activity as indicated by internal or third-party sources used by the District. For example:
 - (a) The address on an application is fictitious, a mail drop, or a prison; or
 - (b) The phone number is invalid, or is associated with a pager or answering service.
- 14) The SSN provided is the same as that submitted by other persons currently being served by the District.
- 15) The address or telephone number provided is the same or similar to the account number or telephone number submitted by an unusually large number of other persons being served by the District.
- 16) The person opening the covered account fails to provide all required personal identifying information on an application or in response to notification that the application is incomplete.
- 17) Personal identifying information provided is not consistent with personal identifying information that is on file with the District.
- 18) The person opening the covered account cannot provide authenticating information beyond that which generally would be available from a wallet or consumer report.

Unusual Use Of – Or Suspicious Activity Relating To – A Covered Account:

- 19) A new covered account is used in a manner that is commonly associated with known patterns of fraud patterns. For example, a person makes a first payment, but there are no subsequent payments made.
- 20) A covered account is used in a manner that is not consistent with established patterns of activity on the account. For example, there is:
 - (a) Nonpayment when there is no history of late or missed payments; or
 - (b) A material change in electronic fund transfer patterns in connection with a payment.
- 21) A covered account that has been inactive for a reasonably lengthy period of time is suddenly used or active.
- 22) Mail sent to the person holding the covered account is returned repeatedly as undeliverable although transactions continue to be conducted in connection with the person's covered account.

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23)The District is notified that the person is not receiving paper account statements.

24)The District is notified of unauthorized transactions in connection with a person's covered account.

Notices from Customers/Persons, Victims of Identity Theft, Law Enforcement Authorities, or Other Businesses about Possible Identity Theft in Connection with Covered Accounts:

25)The District is notified by a person with a covered account, a victim of identity theft, a law enforcement authority, or any other person, that it has opened a fraudulent account for a person engaged in identity theft.

IV. Measures to Detect "Red Flags"

The District shall do the following to aid in the detection of "Red Flags:"

1) When a new covered account is open, the District shall obtain identifying information about, and information verifying the identity of, the student or other person seeking to open a covered account. Two forms of identification shall be obtained (at least one of which must be a photo identification).

The following are examples of the types of valid identification that a person may provide to verify the identity of the person seeking to open the covered account: valid state-issued driver's license, valid state-issued identification card, current passport, a Social Security Card, current residential lease, or copy of a deed to the person's home or invoice/statement for property taxes.

2) Persons with covered accounts who request a change in their personal information on file, such as a change of address, will have the requested changes verified by the District.

The person shall provide at least one written form of verification reflecting the requested changes to the personal information. For example, if an address change is requested, then documentation evidencing the new address shall be obtained. If a phone number change is requested, then documentation evidencing the new phone number, such as a phone bill, shall be obtained.

V. Preventing and Mitigating Identity Theft

One or more of the following measures, as deemed appropriate under the particular circumstances, shall be implemented to respond to "Red Flags" that are detected:

- 1) Monitor the covered account for evidence of identity theft;
- 2) Contact the person who holds the covered account;
- 3) Change any passwords, security codes, or other security devices that permit access to a covered account;
- 4) Reopen the covered account with a new account number;

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- 5) Not open a new covered account for the person;
- 6) Close an existing covered account;
- 7) Not attempt to collect on a covered account or not sell a covered account to a debt collector;
- 8) Notifying law enforcement;
- 9) Where a consumer reporting agency provides an address for a consumer that substantially differs from the address that the consumer provided, the District shall take the necessary steps to for a reasonable belief that the District knows the identity of the person for whom the District obtained a credit report, and reconcile the address of the consumer with the credit reporting agency, if the District establishes a continuing relationship with the consumer , and regularly, and in the course of business, provides information to the credit reporting agency; or
- 10) Determine that no response is warranted under the particular circumstances.

VI. Updating the ITPP

The District shall update this ITPP on an annual basis to reflect changes in risks to persons with covered accounts, and/or to reflect changes in risks to the safety and soundness of the District from identity theft, based on the following factors:

- 1) The experiences of the District with identity theft;
- 2) Changes in methods of identity theft;
- 3) Changes in methods to detect, prevent and mitigate identity theft;
- 4) Changes in the types of covered accounts that the District maintains;
- 5) Changes in the business arrangements of the District, including service provider arrangements.

VII. Methods for Administering the ITPP

A. Oversight of the ITPP

Oversight by the Assistant Superintendent/Vice President of Administrative Services or designee shall include:

- 1) Assigning specific responsibility for the ITPP's implementation;
- 2) Reviewing reports prepared by the staff regarding compliance of the ITPP; and
- 3) Approving material changes to the ITPP as necessary to address changing identity theft risks.

B. Reports

- 1) *In General.* Staff responsible for the development, implementation, and administration of this ITPP shall report to the Governing Board on an annual basis.
- 2) *Contents of Report.* The report shall address material matters to the ITPP and evaluate the following issues: the effectiveness of the policies and procedures in addressing the risk of identity theft in connection with opening new covered

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accounts and with respect to existing covered accounts; service provider arrangements; significant incidents involving identity theft and management's response; and recommendations for material changes to the ITPP.

- 3) *Oversight of Service Provider Arrangements.* Whenever the District engages a service provider to perform an activity in connection with one or more covered accounts the District shall take steps to ensure that the activity of the service provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft. To that end, the District shall require our service contractors, by contract, to have policies and procedures to detect relevant "Red Flags" that may arise in the performance of the service provider's activities, and either report the "Red Flags" to the District, or to take appropriate steps to prevent or mitigate identity theft.

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"Identity Theft": A fraud attempted or committed using the identifying information of another person without authority.

"Red Flag": ~~A pattern, practice, or specific activity that indicates the possible existence of identity theft.~~

VI. Identification of Red Flags

~~In order to identify relevant Red Flags, the District considers the types of accounts that it offers and maintains, the methods it provides to open its accounts, the methods it provides to access its accounts, the methods it provides to process account transactions, the methods it provides to close accounts, and its previous experiences with identity theft. The following are relevant Red Flags, in each of the listed categories, which employees should be aware of and diligent in monitoring for:~~

A. ~~Notifications and Warnings from Credit Reporting Agencies~~

- ~~• Report of fraud accompanying a credit report;~~
- ~~• Notice or report from a credit agency of a credit freeze on a customer or applicant;~~
- ~~• Notice or report from a credit agency of an active duty alert for an applicant; and~~
- ~~• Indication from a credit report of activity that is inconsistent with a customer's usual pattern or activity.~~

B. ~~Suspicious Documents~~

- ~~• Identification document or card that appears to be forged, altered or inauthentic;~~
- ~~• Identification document or card on which a person's photograph or physical description is not consistent with the person presenting the document;~~
- ~~• Identity Theft Prevention Program;~~
- ~~• Other document with information that is not consistent with existing customer information (such as if a person's signature on a check appears forged); and~~
- ~~• Application for service that appears to have been altered or forged.~~

C. ~~Suspicious Personal Identifying Information~~

- ~~• Identifying information presented that is inconsistent with other information the customer provides (example: inconsistent birth dates);~~
- ~~• Identifying information presented that is inconsistent with other sources of information (for instance, an address not matching an address on a credit report);~~
- ~~• Identifying information presented that is the same as information shown on other applications that were found to be fraudulent;~~
- ~~• Identifying information presented that is consistent with fraudulent activity (such as an invalid phone number or fictitious billing address);~~
- ~~• Social Security number presented that is the same as one given by another customer;~~
- ~~• An address or phone number presented that is the same as that of another person;~~

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- Identifying information subsequently presented on an application that is incomplete after a request to provide complete information (however, by law Social Security numbers must not be required); and
- Identifying information that is inconsistent with the information that is on file for the customer.

D. Suspicious Account Activity or Unusual Use of Account

- Change of address for an account followed by a request to change the account holder's name;
- Payments stop on an otherwise consistently up-to-date account;
- Account used in a way that is inconsistent with prior use (example: very high activity);
- Mail sent to the account holder is repeatedly returned as undeliverable;
- Notice to the District that a customer is not receiving mail sent by the District;
- Notice to the District that an account has unauthorized activity;
- Breach in the District's computer system security; and
- Unauthorized access to or use of customer account information.

E. Alerts from Others

- Notice to the District from a customer, identity theft victim, law enforcement or other person that it has opened or is maintaining a fraudulent account for a person engaged in identity theft.

VII. Detecting Red Flags

The Program's general Red Flag detection practices are described in this document. The Program Administrator and each campus will develop and implement specific methods and protocols appropriate to meet the requirements of this Program.

A. New Accounts

In order to detect any of the Red Flags identified above associated with the opening of a new account, District personnel will take the following steps to obtain and verify the identity of the person opening the account:

- Require certain identifying information such as name, date of birth, residential or business address, driver's license or other identification;
- Verify the customer's identity (for instance, review a driver's license or other identification card);
- Independently contact the customer.

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~~B. Existing Accounts~~

~~In order to detect any of the Red Flags identified above for an existing account, District personnel will take the following steps to monitor transactions with an account:~~

- ~~• Verify the identification of customers if they request information (in person, via telephone, via facsimile, via email);~~
- ~~• Verify the validity of requests to change billing addresses; and~~
- ~~• Verify changes in banking information given for billing and payment purposes.~~

~~VIII. Responding to Red Flags and Mitigating Identity Theft~~

~~In the event District personnel detect any identified Red Flags, such personnel shall take appropriate steps to respond and mitigate risk of identity theft depending on the nature and degree of risk posed by the Red Flag, including but not limited to the following examples:~~

- ~~• Continue to monitor an account for evidence of identity theft;~~
- ~~• Contact the customer;~~
- ~~• Change any passwords or other security devices that permit access to accounts;~~
- ~~• Not open a new account;~~
- ~~• Close an existing account;~~
- ~~• Reopen an account with a new number;~~
- ~~• Notify law enforcement; or~~
- ~~• Determine that no response is warranted under the particular circumstances.~~

~~IX. Staff Training and Reporting~~

~~District employees responsible for implementing the Program shall be trained under the direction of the Program Administrator in the detection of Red Flags and the responsive steps to be taken when a Red Flag is detected.~~

~~Appropriate staff shall provide reports to the Program Administrator on incidents of identity theft, the effectiveness of the Program, and the District's * compliance with the Program.~~

~~X. Service Provider Arrangements~~

~~In the event the District engages a service provider to perform an activity in connection with one or more accounts, the District will take the following steps to ensure the service provider performs its activity in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft:~~

- ~~1. Require, by contract, that service providers have such policies and procedures in place; and~~

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Board of Trustees
Administrative Procedures Manual

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-
- ~~2. Require, by contract, that service providers review the District's Program and report any Red Flags to the Program Administrator.~~

Board Reviewed 8/18/10

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Board Policy Manual

Web-Based Protocols and Conduct

BP 5540

Reference: ~~Education Code Section 66300~~

~~The Superintendent/President shall establish administrative procedures that provide for procedures on Web-Based Protocols and Conduct.~~

~~See Administrative Procedure 5540~~

~~Board Approved 4/15/09~~

~~Reviewed by the Board Ad Hoc Committee on Policy 8/12/09~~

Student Credit Cards and Solicitations

BP 5570

Reference: ~~Title 5, Section 54400; Civil Code Section 1747.02(m); Education Code Section 99030; Title 5 Section 54400~~

~~Credit card solicitation will not be allowed on Shasta College campuses.~~

~~Students shall not be solicited on school premises for purchases, subscriptions, or contributions to any organization, or solicited for membership in, or to work for, any organization not directly under the control of the Governing Board, without written authorization from the Administration. Such authorization is normally not granted unless the organization is a non-partisan charitable organization organized for charitable purposes by an act of congress or under the laws of the state of California.~~

The Superintendent/President shall establish procedures that regulate the solicitation of student credit cards process on campus.

See Administrative Procedure 5570

Board Approved 8/12/09

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BP 5800

Reference: **15 U.S. Code Section 1681m(e), Fair and Accurate Credit Transactions Act**

The District is required to provide for the identification, detection, and response to patterns, practices, or specific activities (“Red Flags”) that could indicate identity theft of students when the. ~~This is because the~~ District serves as a creditor in relation to its students. When applicable, ~~the~~ Superintendent/President is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.

See Administrative Procedure 5800

Board Approved 8/18/10

INTERNATIONAL STUDENT RECRUITMENT PLAN 2020-2025



Shasta College

Global Education Center

December, 2019

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Shasta College

International Student Recruitment Plan 2020-2025

Relation to College Mission and Vision

College Mission

Shasta College provides a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, *community and global awareness*, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development.

Vision

Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth.

As shown above, the College Mission Statement lists *community and global awareness* as one of the seven competencies that a Shasta College student should develop during their educational tenure at the College. This competency can be achieved through instructional activities, interaction with international students, and through various study abroad options. In addition to classroom instruction, over the years, the College has provided opportunities for students to gain this competency by interacting with recruited international students studying on campus and through study abroad and exchange experiences. In his welcome message to international students, President Joe Wyse captured the importance of the role that international students play in this area very well: "Having students from around the world share our classroom and dormitories provides important opportunities for all of our students to learn from one another and to enrich their understanding of the world."

The College has made a lot of progress toward realizing its Vision as many activities and programs demonstrate the ideal of being nationally recognized thereby contributing to Shasta College's reputation as a model community college. However, in the international education arena, Shasta College has comparatively low international student enrollment. To realize the College's Vision in this area, we still have a long way to go.

As we can see, both the College Mission and Vision indicate the need for our effort to increase the number of international students. This International Student Recruiting Plan will provide a blueprint for that effort.

International students benefit by attending Shasta College as it provides great education opportunities that they may not have elsewhere. In return, they pay non-resident tuition and

fees, which benefits the college financially by bringing in additional revenue. This additional revenue will allow the College to provide supplementary support and services for all students to achieve their learning objectives. Therefore, the presence of international students on campus is a win-win situation for everyone.

External Analysis

All Institutions

The United States has a long history of hosting international students in its colleges and universities. In the 2017/2018 academic year (AY), the number reached a record high of 1,094,792, or 5.5% of the total US college enrollment. Figure 1 shows the trend of the total number of international students in the United States since 2000/2001 and Figure 2 the number of new international students each year. Figure 1 indicates that the number of international students had grown significantly during the Obama Administration, but is leveling off over the last two years. In fact, the number of new international students enrolled each year has been dropping since 2015/2016 as indicated in Figure 2. The number of new international students in 2017/2018 is 9.6% less than that of 2015/2016. The difference between the trend of total enrollment and that of the new student enrollment reflect the fact that the number of students leaving colleges is less than the number of incoming students even though the latter has been dropping over the last couple of years.

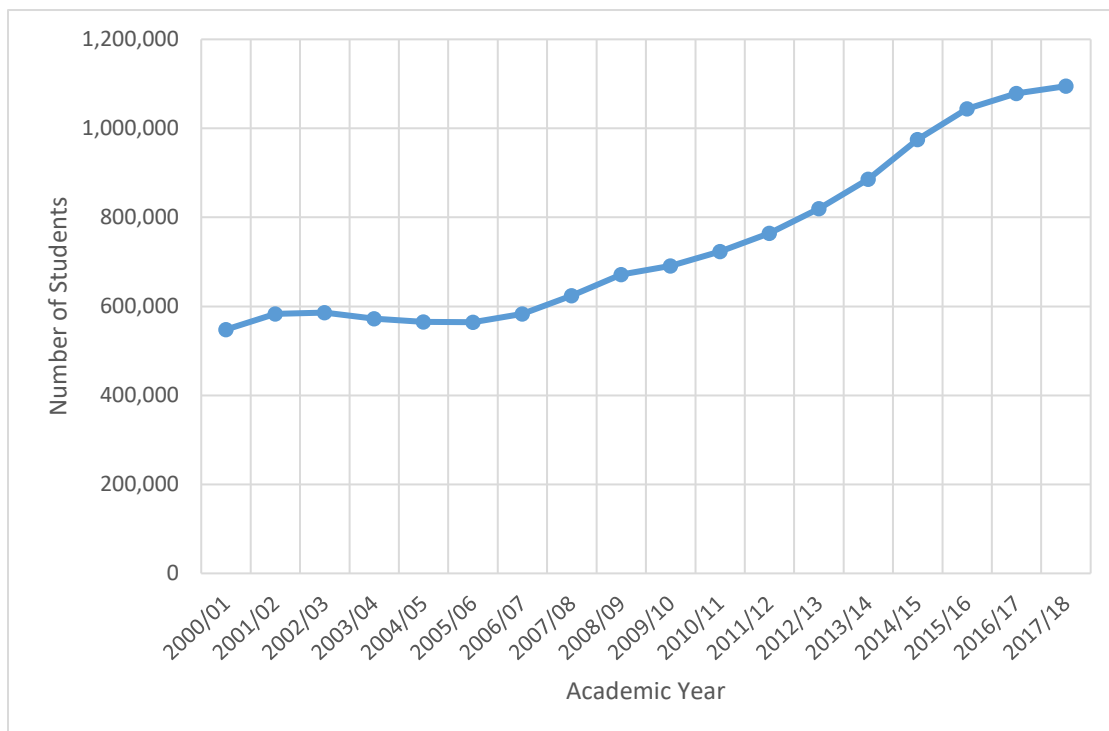


Figure 1. Total number of international students in the United States [1]

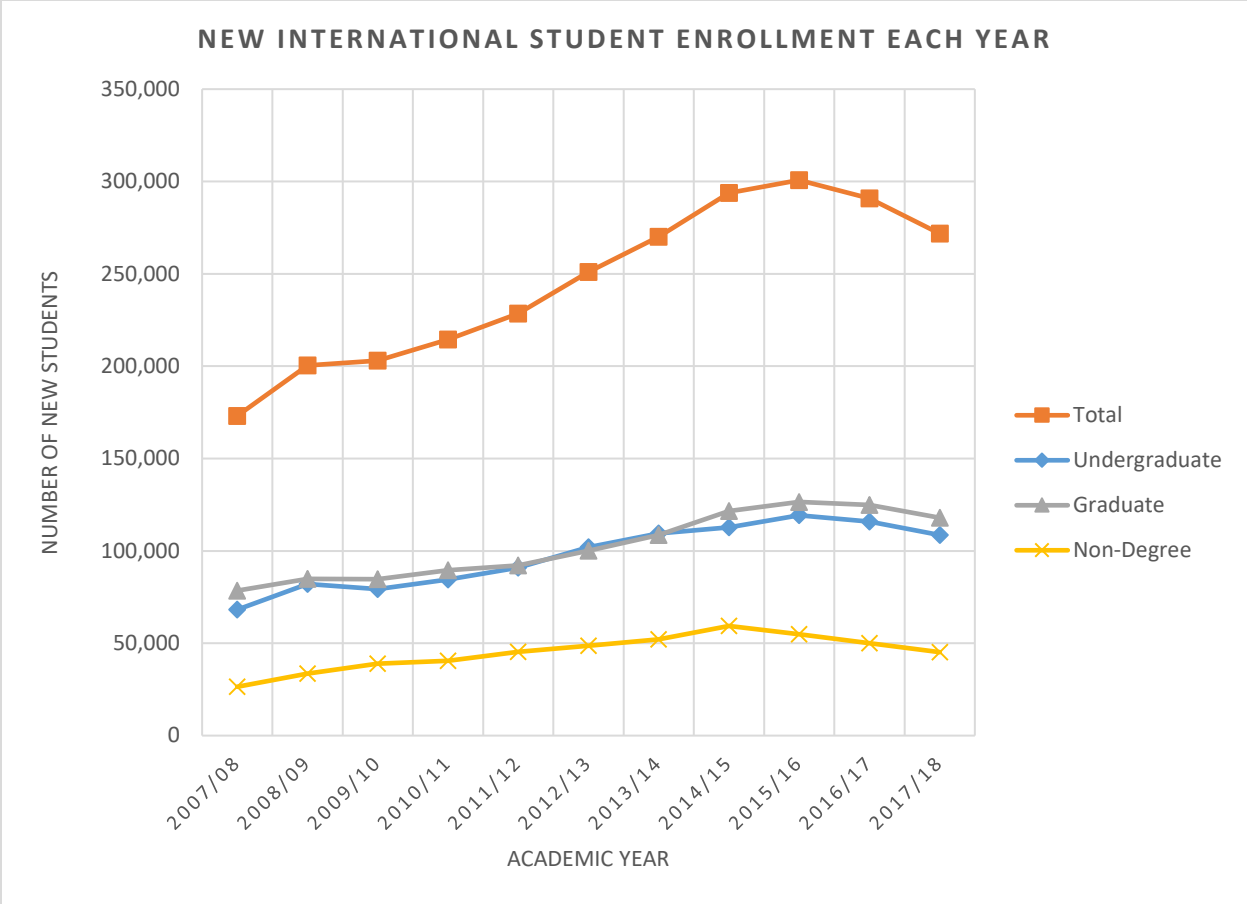


Figure 2. New international students each year. [1]

International students come from all over the world, but China alone accounts for 33.2%. China and India together send over 50% of the international students to the United States. Table 1 shows the top 25 places of origin for international students in the United States.

Table 1. Top 25 Places of Origin of International Students, 2016/17 & 2017/18 [1]

Rank	Place of Origin	2016/17	2017/18	% of Total	Change %
	World TOTAL	1,078,822	1,094,792	100.0	1.5
1	China	350,755	363,341	33.2	3.6
2	India	186,267	196,271	17.9	5.4
3	South Korea	58,663	54,555	5.0	-7.0
4	Saudi Arabia	52,611	44,432	4.1	-15.5
5	Canada	27,065	25,909	2.4	-4.3
6	Vietnam	22,438	24,325	2.2	8.4
7	Taiwan	21,516	22,454	2.1	4.4
8	Japan	18,780	18,753	1.7	-0.1
9	Mexico	16,835	15,468	1.4	-8.1

10	Brazil	13,089	14,620	1.3	11.7
11	Nepal	11,607	13,270	1.2	14.3
12	Iran	12,643	12,783	1.2	1.1
13	Nigeria	11,710	12,693	1.2	8.4
14	United Kingdom	11,489	11,460	1.0	-0.3
15	Turkey	10,586	10,520	1.0	-0.6
16	Kuwait	9,825	10,190	0.9	3.7
17	Germany	10,169	10,042	0.9	-1.2
18	France	8,814	8,802	0.8	-0.1
19	Indonesia	8,776	8,650	0.8	-1.4
20	Venezuela	8,540	8,371	0.8	-2.0
21	Malaysia	8,247	8,271	0.8	0.3
22	Colombia	7,982	7,976	0.7	-0.1
23	Pakistan	7,015	7,537	0.7	7.4
24	Bangladesh	7,143	7,496	0.7	4.9
25	Spain	7,164	7,489	0.7	4.5

Two-Year Colleges

In 2017-2018, the number of international students studying at two-year colleges was 94,562, or 8.6% of all international students in US and 1.3% of total community college enrollment.

Table 2. Total International Student Enrollment at Two-Year Colleges [2]

Year	Total Int'l Students	Annual % Change	As a Percent of Total Int'l Students in US	As a Percent of Total Community College Enrollment
2015/16	95,376	-	9.1	1.3
2016/17	96,472	1.1	8.9	1.4
2017/18	94,562	-2	8.6	1.3

Again, the top place of origin for international students studying at two-year colleges is China with 19.8% of the total as shown in Table 3. Vietnam, South Korea, Japan and Mexico made up the top 5. Four of the five are East/Southeast Asian countries.

Table 3. Top 25 Places of Origin of International Students in Two-Year Colleges, 2017/18 [2]

Rank	Place of Origin	% of Total
1	China	19.8
2	Vietnam	11.1
3	South Korea	6.0
4	Japan	5.7
5	Mexico	3.8
6	Nepal	3.7
7	Brazil	3.4
8	Venezuela	3.1
9	India	2.6
10	Saudi Arabia	2.2
11	Taiwan	1.9
12	Nigeria	1.8
13	Indonesia	1.8
14	Colombia	1.5
15	Hong Kong	1.4
16	Canada	1.2
17	Pakistan	1.0
18	Turkey	0.9
19	Thailand	0.9
20	Sweden	0.9
21	United Kingdom	0.8
22	Russia	0.7
23	Philippines	0.7
24	France	0.7
25	El Salvador	0.6

Internal Analysis

Similar to the United States as a whole, Shasta College also has a history of hosting international students. Figure 3 shows the international student enrollment and the number of countries that these student came from since Spring of 2006. Over the last 13 years, the highest number of international students that Shasta College had at one time was 52 in Fall of 2008 and the lowest was 13 in Fall of 2013. Currently we have 17 international students. The number of countries of origin ranges from 4 in Fall of 2006 to 17 in AY 2016-2017. Currently, the students are from 14 countries or regions.

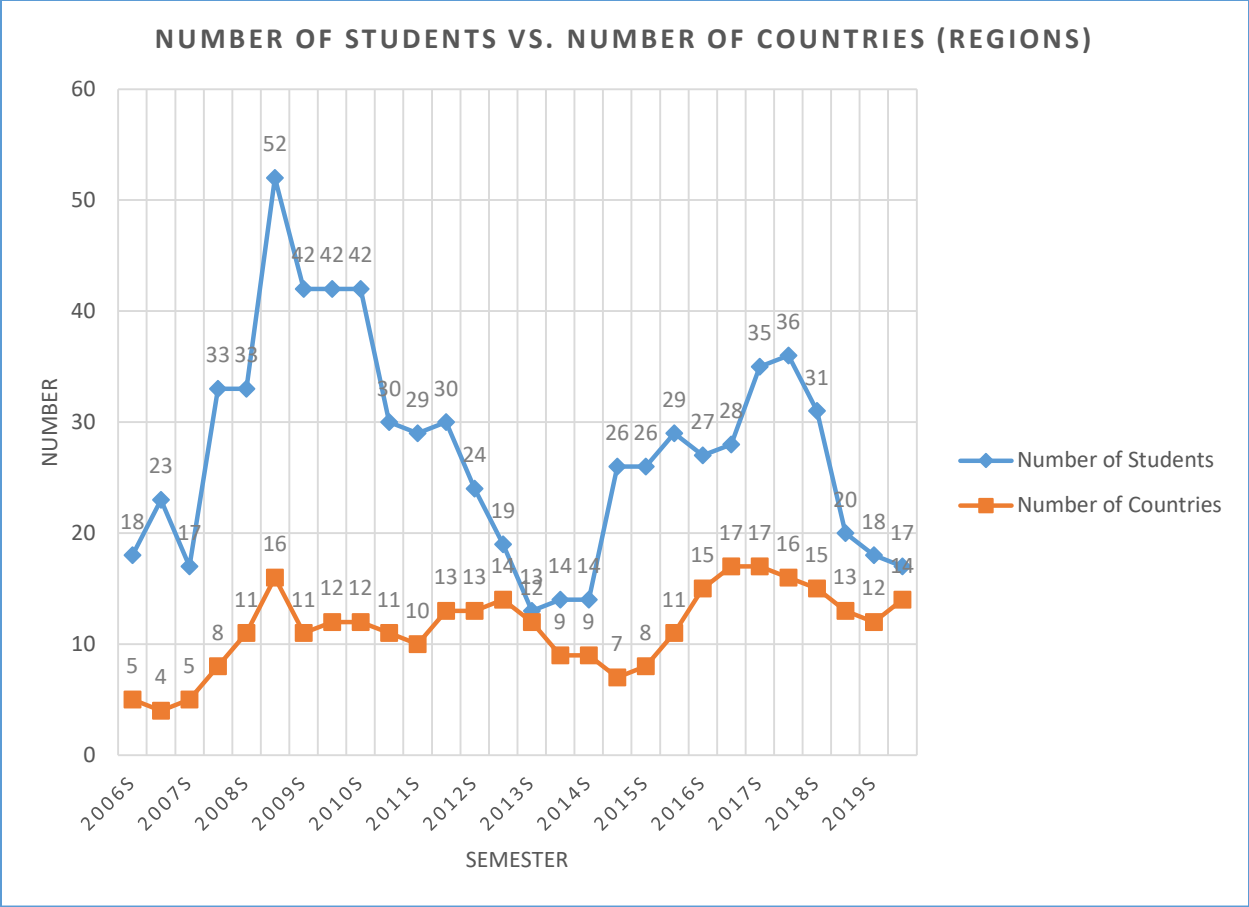


Figure 3. International student enrollment at Shasta College since 2006 [3]

Figure 4 shows the top 10 countries (or regions) where Shasta international students came from. Comparing this figure with Table 3, one can see that the top four- Japan, Korea, China and Vietnam, are the same as the national two-year colleges though in different order. Japan sent by far the most students to Shasta College over the last 13 years and is the only country that has continuously sent students to the College without interruption in that period, the lowest number was 2 and the highest 27 per semester as shown in Figure 5. Figure 5 is the Shasta College student enrollment trends for the top five countries. The College has a partnership with NIC International College in Japan that plays a crucial role in recruiting Japanese students to study at Shasta College. Aside from Japan, China is another country that has consistently sent students to the College with limited interruptions. Korea ranks second as the country of origin for the number of international students studying at Shasta College over the last 13 years. However, most of the Korean students attended the College before the Fall of 2012. Between Spring of 2006 and Spring of 2012, the number of Korean students averaged 6.5 per semester, but from Fall of 2012 to Fall of 2019, the average number dropped to only 0.5 per semester. It would be very interesting to see what happened to Korea students after Fall, 2012.

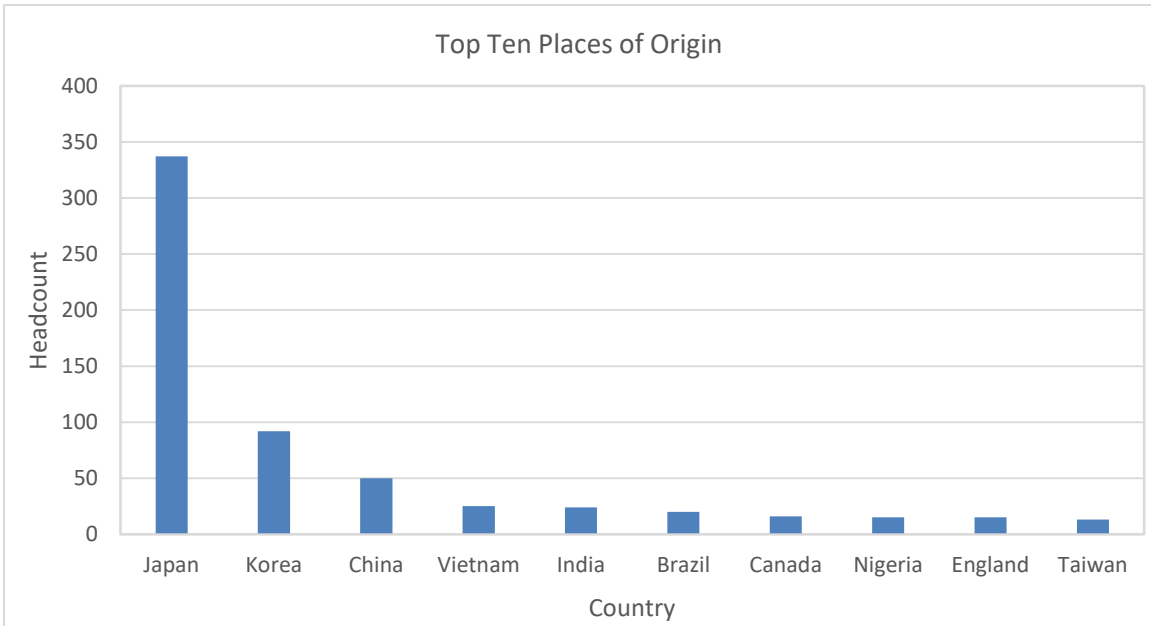


Figure 4. Top ten places of origin for international students at Shasta College over the last 13 years. [3]

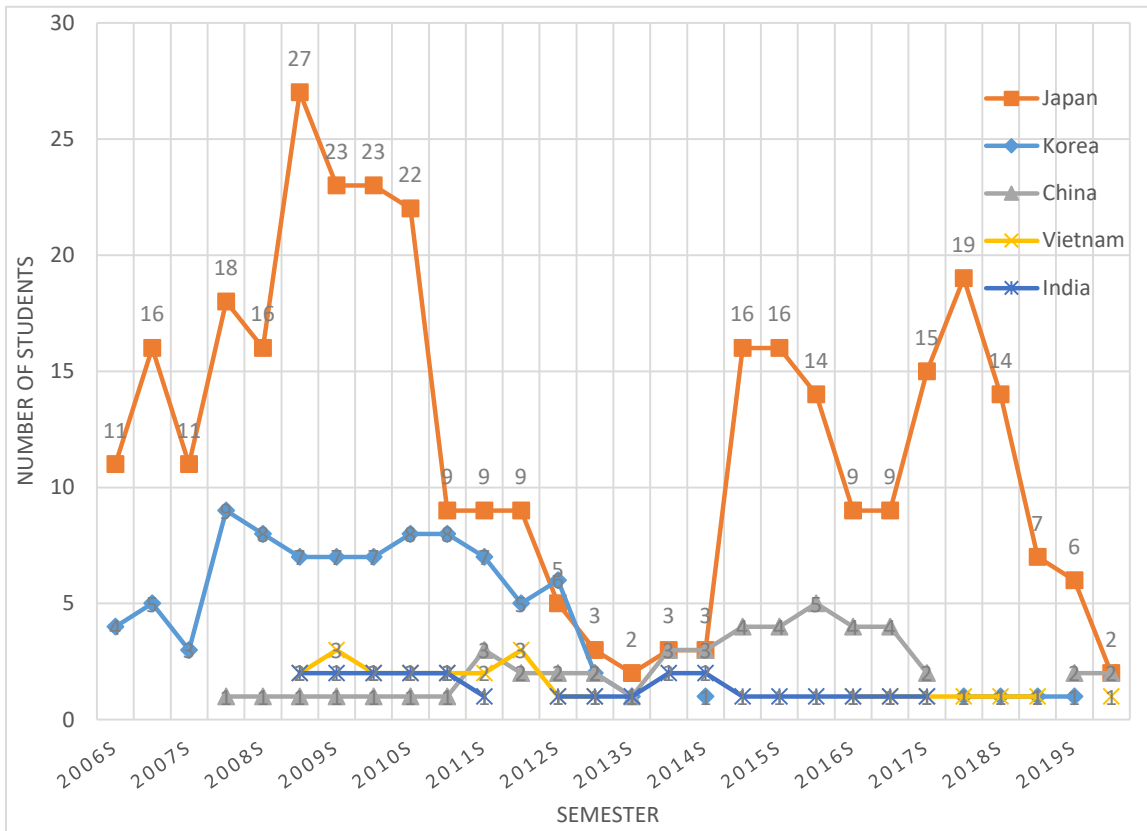


Figure 5. Enrollment trends for the top five feeding countries at Shasta College [3].

SWOT Analysis

Strengths

- Shasta College is a model community college with many outstanding programs.
- The cost of attendance is low in two respects. First, compared with four-year colleges, students can save as much as \$60,000-\$80,000 in tuition and fees in the first two years, which is a significant amount for many international students. Second, the cost of living, particularly housing, in our area is much lower than some of the top destinations for international students such as the San Francisco/Bay area. For example, while the median rent for a one-bedroom apartment in the San Jose-Cupertino area where De Anza College (De Anza had about 2700 international students in 2017/18 [2]) is located, is about \$2217 per month [4] while a single occupancy in one of our dorm-rooms is only about \$900 per month, or less than half of the cost in De Anza College area.
- Shasta College is one of 11 community colleges in California that has a dormitory, out of the total 114 community colleges in the California system. Living in the dormitories provides students with the college experience that they may not have otherwise. It provides an environment where they can improve their English quickly and build life-long friendships.
- The Shasta College campus is very safe. The rural location of the campus in addition to a top-notch campus safety department makes Shasta College a very safe place to live and study.
- The College is located in a very beautiful part of the country and the area has many trails and natural beauty which is considered a heaven for outdoor lovers.
- The College provides transfer opportunities to high quality universities that they may not have access to otherwise.
- The college has a great global education team dedicated to international students' success.

Weaknesses

- There is no major university in the Redding area. Simpson University is too small to have a major impact on our enrollment. Top community colleges in terms of international enrollments such as Santa Monica College, De Anza College, etc., are located in areas with major universities, such as UCLA, USC, UC Berkeley, Stanford and other UCs and CSUs. Most international students aspire to transfer to these four-year institutions. The existence of a major four-year institution nearby also allow concurrent enrollment between the two-year and four-year institutions.
- Our location is relatively isolated even though our area has great natural beauty.
- In general, community colleges don't have as great of a reputation as four-year institutions and are not as competitive as far as international student recruiting is concerned. Nationally, 5.5% of all college students in the U.S. are international students, but for community colleges, it is only 1.3%.

- Our organizational structure for international students may need improvement. Currently, we have four staff members involved with various aspects of international student recruitment, enrollment and retention, but none are 100% dedicated to it.
- The College doesn't have a strong international alumni network that can be tapped into for recruiting.

Opportunities

- To fulfil its Mission and Vision, the College is fully committed to have more international students. The College's good financial position should enable it to put more monetary and human resources into international student recruiting.
- More families in our feeding countries such as China, India and Vietnam can afford to send their kids to the U.S. due to economic development.
- The partners that we have built recently can provide collaboration opportunities in international student recruiting.
- EducationUSA of the U.S. State Department is paying more attention to community colleges in international student recruiting.

Threats

- The current political environment in the U.S. is not conducive to increase the number of international students even though the President and his staff have stated that the U.S. welcomes Chinese students, the largest group of international students in the U.S. As shown in Figure 2, the number of new international students entering US has declined in the last couple of years.
- More and more colleges are paying attention to international student recruiting, which means more competition.
- The number of students from Japan, our top feeding country, has dropped from 19 in Fall of 2017 to 2 in Fall of 2019.

Goals

1. Increase the number of international students from the current 17 to 75 by 2025. Even though the top colleges such as Santa Monica College have thousands of international students [2], the percentage of international students in an average American community college is 1.3%. Based on Shasta College's 2018-2019 FTES of 7130 [5], 1.3% amounts to 93 students. It is entirely feasible to achieve this in five years if we implement the strategies proposed in this plan.
2. Increase the number of countries of origin from the current 14 to 25 per year by 2025. As shown in Figure 3, the highest number of feeding countries per year was 17. Cumulatively, the College has had international students from 43 countries since 2006.

Strategies

Attending College Fairs

There are two types of college fairs, (1) in-person and (2) online fairs.

- The in-person fair will involve traveling to the fair sites and will incur travel and perhaps registration costs. Some college fairs organized by local schools are free. We plan to target the top five feeding countries (places) – Japan, China, Vietnam, India and Korea – for this type of recruiting in the next five years.
- Online fairs don't involve traveling and will cost less. We can target the fairs with the largest number of attendants all over the globe.

Recruiting Tours

Recruiting tours involve visiting several schools in a single trip. Attending in-person college fairs may be part of the tour. This activity will incur travel cost. Again we will target the top five feeding countries for this activity. These can be group tours or individual ones. The latter probably requires more logistics planning than the former.

Using Education Agents

In 2011, only 4% of two-year colleges used education agent to recruit international students and by 2016 it grew to 20% [6]. Currently, most community colleges with top international student enrollments use agents. The College signed an agreement with Yenching Elite Education, an international educational consulting firm, to help our recruiting effort in China. We'll focus our attention on developing more recruiting partners in the top five countries of origin while keeping an eye on other countries/regions for opportunities to collaborate.

EducationUSA

EducationUSA is a U.S. Department of State network of over 425 international student advising centers in 178 countries. EducationUSA promotes US higher education to students around the world by offering accurate, comprehensive and current information about opportunities to study at accredited colleges and universities in the United States. It provides services to the U.S. higher education community to help the colleges/universities meet recruitment and campus internationalization goals. EducationUSA centers are located at US embassies and consulates, Fulbright Commissions, bi-national cultural centers, NGOs and foreign universities and libraries.

We will make connections with the EducationUSA network and take advantage of the services that they provide throughout the globe in our recruiting efforts. For this purpose, we plan to invite EducationUSA advisors to visit our campus during the 2019-2020 academic year.

Department of Commerce

The Commerce Department also supports global education and it has offices in most countries. It has the capabilities to provide support overseas such as establishing contacts, scheduling meetings and providing meeting space. The Commerce Department promotes U.S. education

overseas and can promote a specific institution as a paid service. Shasta College can use their services to identify recruiting agents in foreign countries.

Partnerships with Educational Institutions in Other Countries

Developing partnership with higher education institutions overseas should be a part of the recruiting strategies. The college is currently working on an agreement with Minghsin University of Science and Technology (MUST) for student exchanges. The agreement provides a framework where MUST students can study at Shasta College and vice versa. More agreements with other international institutions will be developed. Our current partnership with Soonchunhyang University of South Korea should be reexamined to see how both institutions can benefit.

Faculty and Staff

Many current faculty and staff who emigrated from other countries may still have contacts in the countries that they came from. This is a great resource that we should take advantage of. These faculty and staff will be contacted to see whether they can help with the College's recruiting effort.

Alumni

Alumni is another resource that should be utilized in our recruiting efforts. We will make attempts to contact the international students who attended Shasta College and returned to their home country. This is probably a difficult task for two reasons: 1) we don't have a lot of alumni due to low international student enrollments in the past, and 2) we may not have the current contact information for these alumni.

Current Students

Current international students may have families and friends in the countries that they came from. They can help with recruiting in the high schools that they graduated from and share their experience at Shasta College with perspective students from their countries.

Domestic Recruiting

High school students from other countries can attend US high schools with an F-1 visa. For private high schools, they can attend all four years, but for public schools, this is limited to one year. Some students take advantage of the one year opportunity to attend public high schools and then apply to U.S. colleges as international students. We should conduct some research to find out which high schools, private or public, have international students, how many they have in our region and other areas, and build partnerships with these high schools to recruit international students. This should be a very cost-effective method of recruitment.

Social Media

Social media are very important venues to recruit international students. While Facebook is popular in the U.S. and some other countries, it is not the case in countries like China. We will find out the most popular social media brands in the top five countries of origin and work with

the IT and marketing department to create official account and put recruiting materials on those media.

Communication Platform

Communication platforms such as Skype, Zoom and GoToWebinar can be used to reach out to students, parents, international high school faculty and staff and answer their questions. We will find the most popular platform used in each of the top five countries of origin and work with IT to create official accounts.

Development of Marketing Materials

Currently, the College has a recruiting brochure in English, Spanish, Chinese and Japanese. We'll modify this brochure and translate it into Vietnamese and Korean. Multi-media materials including presentations and videos will be produced. These marketing materials can be put on the College website and social media and used in college fairs whether it is in-person or virtual fairs. We'll produce jump-drive and hard copies for distributions.

Exploring the Possibility of Setting up a Scholarship Program for International Students

A common question asked by potential international students is whether an institution offers scholarship. We'll explore the possibility of setting up some scholarships for international students.

Timelines

Timelines for various activities are listed in Table 4.

Table 4. Recruiting Plan Implementation Timelines

Activities	Timeline
In-Person College Fairs and Tours	Three every year. One in Fall and two in Spring.
Virtual Fairs	At least two each year.
Education Agents	Signing at least one agent each year.
EducationUSA	Hosting EducationUSA advisor in 2019-2020 and attend their Annual Forum in DC to network and learn the latest in international recruiting.
Department of Commerce	Contact as needed to find potential agents
Partnerships with Education Institutions in Other Countries	Developing one partner agreement each year.
Faculty and Staff	Generating two leads for international student recruiting each year.
Alumni	Contacting at least two international alumni to help with student recruitment each year.

Current Students	Involving at least two current international students each year in the recruiting process.
Domestic Recruiting	2019-2021 - researching the landscape of international student enrollment in regional high schools; thereafter, holding at least one recruiting event each year in related high schools.
Social Media	2019-2021 – researching the social media used in the top five countries of origin and set up official account; thereafter, updating the content at least once a semester.
Communication Platform	2019-2021 – researching the communication platforms used in the top five countries of origin and set up official account; thereafter holding webinars as needed.
Development of Marketing Materials	2019-2020 - update the English, Spanish, Japanese, and Chinese Brochure; 2020-2021- translating the brochure into Vietnamese and Korean. Develop a video and PPT presentation; thereafter, update the contents as appropriate.
Scholarship Possibility	2020-2021 - Exploring the possibility of setting up a scholarship program for international students

Evaluations

Annual evaluation will be conducted to see whether we are progressing toward the goals. Most of the activities in the plan have not been tried at Shasta College before, their effectiveness is unknown. Based on the annual evaluation, the plan may need to be adjusted, enhancing the more effective strategies and eliminating the ones that do not producing desired results. Some strategies may not produce results as fast as others, but will increase enrollment in the long run. The metrics will be used include: 1) number of international inquiries and applications produced by each activity; 2) number of admitted students; 3) number of enrolled students; 4) cost per inquiry; 5) cost per applicant and 6) cost per enrollee.

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