Shasta College

Student Services Council Meeting
January 24, 2018 • 9:00 AM
Room 2314

MINUTES

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

CALL TO ORDER

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

1. Information Items
   a) Technology priority list – Handout provided
   b) Instructional Council Agenda – Agenda and Minutes provided
   c) Integrated Plan – Plan provided
   d) Enrollment Management Plan – Spring 2018 – Plan provided

2. Website redesign project - Susan Saephanh
   Hired as the Web Coordinator. Gets to lead project for web redesign. Released an RFP. Received a lot of interest and proposals, and selected two to interview as finalists. Chose the final one and next steps include approvals by Cabinet and the Board.
   Sent out a questionnaire to existing web content contributors, and received about a 47% return rate.
   Student Services Council is interest in a student and process oriented approach. The Council had also discussed preferences regarding an internet for internal and staff related content versus student facing content. Susan confirmed that they share a student focus agenda.

   - Questions: Will there be a separate facing area for prospective/new students, and then a separate existing student area that might be portal based? Will consideration be given to students populations who receive assistance from advocates?
   - ❖ Response: Yes, need to consider the various audiences that would seek college information, and cover as much as possible.
   - Question: Do we already know if the company who will be hired will use a process to learn and determine how to redesign?
   - ❖ Response: Research or discovery process will take place. They have a number of tactics, such as card sorting process, and internal analytics to help them figure out the best design. The company proposed has a great deal of experience designing university and college websites. They are heavily involved in educational technology. They have won numerous awards and present at conferences.
   - Question: How is it being funded?
   - ❖ Response: Not certain, but it appears that funding is committed. Website redesign was approved as an initiative. Plan is to collaborate with everyone. Time frame goal is to complete an overhaul in 11 months. Could have new site up by end of 2018.
   - Question: Is consideration being given to the branding image of the new website?
   - ❖ Response: Eva and Peter are looking at re-launching the Marketing Committee. Also taking into consideration the marketing plan for the end user students and what they need and want in content.
   - Question: Is there a global concept for the care and feeding of the website?

❖ Response: Needs to address the governance and responsibilities and to have that structure in place for moving forward. Component for initial training and documentation provided for continuing training. Instructions how to maintain as a 508 compliant site.

3. Student email

James Crandall announced that Shasta College is now in a place to offer a student email account. How long students could keep the email address is open to discussion. Students can also get discounts for having a .edu email address. Training on how to forward emails would be included. Plan would be to promote that the college would only send to the college email address. It would also help resolve concerns regarding who is receiving the email messages. The format would be similar to the staff email addresses. Council concurred they are all in favor.

4. Workgroups
   a) Texting Protocol (Tina D. and James C.) – Handout
      Becky, Tim, Cindy, James, Peter and Tina contributed. Morris also already reviewed the document for a liability perspective. Council will review. Request to also send it to academic deans. It is a guideline for using regroup for student communications. Suggestion to spell out in the document the permissions for mass messaging versus for smaller group specific messaging. Question regarding clear messaging for students if we adopt a college email address and indicate this will be the main form of communication, but we will also send them text messages. Suggestion to develop internal messaging conventions and protocols for what we send in email and what we send in a text format. Guideline will be sent out electronically by Tina requesting revisions from Council members before it is shared further.

   b) CCCApply – Common Application – Hold over for next meeting
      1) Add Global Education opportunities, clubs & organizations and UMOJA and access data for "Housing Information"
      2) Ask if students would like TRIO Student Support Services information and somewhere ask if they participated in TRIO in high school.

   c) Student Comments (Tina and Becky)
      Preliminary research shows the #1 reason why students don't give comments is because they don't think anything will happen. Considering a campaign along the lines of "We Care About Your Feedback" and promote it on campus. Need to make the form more accessible and visible in an online format. In addition, consider physical drop boxes so students can drop off a physical form. Shared example of form that is being tested by the Student Life program. Tina will send out an electronic version of the form to Council members. Plan to add a drop down menu for selecting a department or program. Believe that in connection with the drop down menu, who it is sent to can be connected to that option, so form would be sent to appropriate department. Question posed regarding sending a survey immediately after a follow up to a complaint/comment. Believe the box shown as an example came from Office Depot. Standardized appearance is preferred for increased visibility.

5. Student Services Council Membership Protocol – 1 Representative from Extended Education – Handout
   Discussed at least meeting including a member from extended ed. Any opposition? Only question is if the person selected to represent can attend all of the meetings.

   Review of Twelve Voting Members listed:
   Updates to title changes. Change to Director of TRiO, instead of Director of Upward Bound and Director of Educational Talent Search/Student Support Services. Role of Associate Dean of Student Services has taken the place of the Director of Admissions and Records and Director of Financial Aid role. Suggestion to consider changing the Research Dept. guest role to an active/voting member.

   I.   Scope and Function
   II.   Student Services Council Working Principles
                  Add explicit note regarding student focus – students at the heart
   III.   Meetings

Discussion section and an Action section.

Appreciate receiving agenda and materials in advance of the meeting. Helps for being informed and prepared. Also makes materials available for possible sharing in other forums.

IV. Member Responsibilities
V. How Student Services Council Arrives at Recommendations
VI. Student Services Council Bylaws

Any other changes? Anything to bring back?
Agreement to make changes and share via email and then proceed to share with College Council.

6. BP/AP Updates - Handouts
   a) AP 5020 Non-resident Tuition
   b) AP 5055 Enrollment Priorities
      a. Previously include homeless youth, and updated.
      b. Changed DSPS to PACE.
      c. Suggestion that Tribal TANF should also be included. Becky will review.
      d. Consideration of inclusion of Puente and UMOJA.
         i. Question regarding the requirements of participation being considered
   c) BP/AP 4230 Grading Symbols
      a. Lives in a BP, but will roll over to create the AP
      b. BP would be a simple statement.
      c. Added what F and FW means.
      d. Possibly March is when some action will take place.
      e. Clarifies what is in the catalog.
      f. FAID receives a report of all the F's and FW's, but there hasn't been a lot of communication to all faculty in regards to impact on financial aid and return to Title IV. It is up to faculty to determine if the student earned the F and the student then withdrew and then selects the FW grade.
   d) AP Course Repetition

Present Policy and Procedure Service
Grading samples

7. Poverty Simulation Facilitator Training
Office of Student Equity and Inclusion presented the poverty simulation. Great response and feedback, and request to present another one. It is a full time job and not feasible for continuing offerings. Looking at bringing presenters from Missouri and offering trainings to interested organizations. Will be sending out information to ascertain interest. Must have the commitment of 25 individuals who are going to be trained. The training could also include more people, in addition to those training, since the training simulation also serves as a simulation.

8. Flex Day
Office of Instruction has a flex day scheduled on March 9th. Is there interest in having staff attend the flex day presentation, as well as the Guided Pathways presentation? In addition, is there interest in offering additional departmental trainings and presentations? Suggestion to hold three or two breakout sessions. Opportunity to have pot lucks in departments.

Suggestion to possibly offer a presentation by the creator of the Brainfood Project, Dr. Jennifer Dorian. The Brainfood Project™ and EASe™ is a professional development opportunity for higher education faculty, staff, student staff, and administrators. The project highlights Creating Equity and Support Success through the Brain Food Project with EASe – Empathy, Awareness, and Sensitivity for *equity*.

Customer Service trainings are being planned for A&R and Financial Aid staff in February and will be presented by Stacey Bartlett. This could be a good opportunity to include all staff who are on the front lines of greeting and meeting with students. Stacey has other commitments during the faculty Flex day on March 9th, so she won't be available that day for other student services staff trainings.

Tina shared that she and Theresa Markword went to presentations at the Innovation Conference that were very compelling. The one Tina attended was presented by Professor David R. Katz III. Bringing him to Shasta College to present is being considered.

Encouragement for council members to share additional ideas for presentations and trainings via email.

9. Student Services Satisfaction Survey / Student Concerns (Sara P.) – Hold over for next meeting
   a) Review SAO / SSLO Outcomes
   b) Review Text Analysis Themes
   c) Review action items in response to data analysis

It was reported that the qualitative analysis of student comments were overwhelmingly positive and that students indicated that services and interactions were helpful. A few themes for improvement included reducing wait times and receiving consistent information (Admissions and Records and Financial Aid) and more consistent direction from the Counseling Center. As we continue along the cycle of improvement, during tomorrow's meeting, we'll take a look at concrete steps we can take to address the themes for improvement.

10. Area Updates
    TRiO
    Significant announcement regarding Federal decisions that potentially impact the TRiO program. It already went through the house without anyone really knowing. Advocate groups are now active in addressing.

11. Other/Announcement
    Request to include the topic of cutting sections on a future agenda. There is a disparity of some cuts, for example on the Tehama campus, and it is a question of equity for students taking courses in that area. There is some havoc that comes into play for students scrambling to find a new course when a course is cut. There can also be impacts on their financial aid and taking into consideration early distributions. Financial Aid should be at the table. Comment that Frank is also a part of all cutting decisions and he has a good handle on the situation. Suggestion to invite Frank to the discussion. Confirmed to add to the second February agenda.

    Kevin has request via email input from Student Services Council members regarding the formula funding change. Morris provided some analysis at Board Meeting regarding the Governor's Budget. It is unclear and requests have been sent to the Governor's office and Chancellor's office

    50% base standard, 25% based on student need, 25% based on the wildcard of success factors. Questions regarding which certificates count.

    Email sent to Council members to inquire about dates/times for a SSC Retreat day.

Meeting Adjourned: 11:05 am
Parking Lot:
- One Stop Consulting - Guide Question Development
- Shasta Summit Presentation
- WTC Assessment
- IFS reports
- AB 19 - College Promise
- AB 705 - Assessment
- Guided Pathways:
  https://www.caguidedpathways.org/resources/
- Categorical Program Integration
- Shasta Summit
- First Year Experience
- Assessment Center
- Applicant Progress IFS – accessing programs of interest
- Student Senate and food support

NEXT MEETING

The next meeting is scheduled for Wednesday, February 7, 2018 from 9:00 am – 11:00 am in Room 2314.
Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services

Student Services: Service Area Outcomes		
Area	**SAO**	**Student Survey Result**
Admissions & Records (n=372)	At least 90% of all students, staff and faculty will be satisfied with operations in the Admissions and Records department	**92.2%** of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Admissions and Records office"
Career Services/ Student Employment (n=10)	At least 90% of all students, staff and faculty will be satisfied with operations in the Career Services/ Student Employment	**90.9%** of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Career Services/ Student Employment office
Financial Aid (n=220)	At least 90% of all students, staff and faculty will report satisfaction with the level of service they receive from the Financial Aid office	**91.8%** of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Financial Aid office
Student Success Center (n= 174)	At least 90% of all students, staff and faculty will report satisfaction with the level of service they receive from the Student Success Center	**94.8%** of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Student Success Center
Enrollment Services Office (n=77)	At least 90% of all students, staff and faculty will report satisfaction with the level of service they receive from the Enrollment Services Office	**100%** of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Enrollment Services Office
Transfer Center (n=31)	Students utilizing the Transfer Center will report that they were satisfied with the services that they received	**87%** of respondents 'strongly agreed' or 'agreed' with the statement: "Overall, I am satisfied with the service(s) I received from the Transfer Center
Transfer Center (n=31)	As a result of participating in transfer services and activities, students will report an increased awareness of the transfer requirements and processes	**90.3%** of respondents 'strongly agreed' or 'agreed' with the statement: "As a result of participating in transfer services and activities, I have an increased awareness of transfer requirements and processes"

Fairchild, Michelle

From:	Johnston, Timothy
Sent:	Tuesday, January 23, 2018 2:10 PM
To:	Student Services Council
Cc:	Mahar, Kate; Tucker, Natalie; Loughrey, Ryan; Valdivia, Daniel; Konopitski, James
Subject:	SAO outcomes/qualitative themes
Attachments:	SAO table.xlsx

Greetings,

A special thanks to Sara for her work tabulating the attached survey results as they relate to our Service Area Outcomes.

Sara reported that the qualitative analysis of student comments were overwhelmingly positive and that students indicated that services and interactions were helpful. A few themes for improvement included reducing wait times and receiving consistent information (Admissions and Records and Financial Aid) and more consistent direction from the Counseling Center.

As we continue along the cycle of improvement, during tomorrow's meeting, we'll take a look at concrete steps we can take to address the themes for improvement.

-Tim

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ReGroup Communication Guidelines

ReGroup is a mass email/text/voice call communication tool used to reach target and automated groups based on major, campus, or other factors. ReGroup particularly addresses official, announcement-only email, text and voice communication to Shasta College students, faculty and staff. ReGroup is managed by Shasta College IT; however, tracking and permissions are primarily filtered through the Office of Student Life so as not to inundate students with multiple requests in a short period of time.

Please use the Guidelines for email, text and voice call marketing below when completing the ReGroup Request Form. This request form enables ReGroup users to apply for permission to have a single email message sent to a specific group. This request is sent to be approved/not approved by the current ReGroup Administrators for that particular group.

NOTE: You must submit this request 10 days or more in advance of when you want your email, text or voice call sent.

Please be advised that a request for a targeted electronic communication must comprise information deemed as official college business and meet one of the following criteria:

- Campus-wide critical notification
- Important campus deadline or other time-sensitive information for students
- Important changes in student services
- Announcement of official policies or changes in policies
- Announcement identifying student involvement opportunities/events (these may be limited dependent upon the number and frequency of requests).

Student survey requests must have prior approval from the Office of Research/Institutional Effectiveness and should be posted in an opt-in format through the MyShasta portal only. Student surveys will not be permissible through ReGroup. Please contact research@shastacollege.edu for survey approval.

If an administrator sends too many emails or doesn't adhere to best practices and tips provided in the ReGroup Communication Guidelines, they may be subject to having their access revoked.

The ReGroup Request Form will be posted here when available.

If you would like to view other methods for reaching out to the Shasta College community, please view the Marketing and Public Relations website.

Email/Text Marketing

Shasta College limits the amount of emails/texts sent to students to ensure users are able to manage their inboxes. Messages must be relevant, timely, and important.

To send an all-student email message, you must first get approval from your department dean who will forward to the Director of Student Life for final review and consent.

To send an email message to targeted groups of students:

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- Department deans have approval authority. Deans may grant permission to department chairs to communicate information that pertains to their area of study.
- Student Services deans and directors also may use targeted student email for communications that relate to their area.
- All others must obtain permission from the Director of Student Life.

Best Practices

- Students, faculty and staff should use professional standards when communicating via Shasta College ReGroup. Don't send anything you wouldn't say publicly.
- Keep messages simple and direct.
- Text messages should be limited to 144 characters (including spaces) whenever possible.
- Use plain text – don't include HTML or formatted content. Note: Many email programs turn images off by default and not all users can see attachments.
- If your message isn't relevant for all students, make sure you identify a targeted group.
- Check your spelling and grammar.
- Make sure your information is accurate.
- Test any hotlinks you include.
- You will have the option to "preview" emails and text messages in ReGroup prior to sending. Please use this option every time. Some characters do not appear in text the way they are written on your computer screen.
- Think about your subject line. It must be relevant and directly identify what the end reader will be viewing within the body of the email.
- Do not use ReGroup for solicitation, promotion of political viewpoints, or to share information that is not directly related to Shasta College business.
- Referring students to a non-Shasta College website may be interpreted as SPAM and should be very limited.
- Your department dean can track your message's open rate and other metrics using ReGroup software.

Notes about SPAM

Spam is unsolicited email. By sending email to only those who have requested to receive it, you are following accepted permission-based email guidelines. There are exceptions, of course, including transactional emails (e.g. a sales receipt, shipping notice, etc.) and office email.

All legitimate email marketing providers follow the provisions of the federal CAN-SPAN Act. Many supplement the act with their own rules in their terms of service. The combination of law and terms of service place a high bar for what qualifies as SPAM. If you are not sure if your content qualifies as SPAM, error on the side of caution.

Reputable email marketing providers have strong anti-spam policies. For example, before uploading an email list on Constant Contract, the service makes you answer "yes" to each of the following statements:

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- My list is consent based- All contacts have given me or my business their prior consent to receive email communications (listservs, RAVE, or other opt-in email notification services).
- My list is NOT a third party list – My list has not been purchased, rented, appended, or given to me from any third party source.
- My list does NOT contain role addresses or distribution lists – e.g. email addresses that may be received by more than one individual: sales@, support@, users@, list@, etc.
- My list does NOT contain email addresses captured in my address book without prior consent. Including but not limited to: user group addresses, transactional addresses or auto-response addresses.

Any addresses uploaded that do not follow these four statements may violate the CAN-SPAM Act and should not be sent.

Here are some additional guidelines to consider:

- Make sure that the people on your list have explicitly consented to receive emails from you for the purposes of marketing or communicating to them. Do not copy/paste addresses you find on the web.
- Make sure your lists are current. Old email addresses cause a lot of undeliverable bounce-backs which influence your deliverable rates, etc.

Work Order Ticket ID	Priority	Project	Contact	Description	Status / Next Steps	Target Completion Date
	1a	Hobsons Starfish	James/Tim/Michelle	Early Alert; test automated Student Ed Plan		Early Alert- Spring 2018 Auto Ed Plan-Initial by Feb 18;
	1b	Colleague Self-Serve ed planning	James/Tim/Michelle	test automated Student Ed Plan		
	2	Regroup	James/Cindy	Communication Management (Text, Email, Call)	9.26.17- Pilots have completed testing, ready for expanding. Next steps- Student Services Council Meeting to discuss best practices, who will have access, and standards. (Peter/James/Cindy should be invited to the next possible meeting) 12.12.17-Tina is working on standards for texting. Pending approval.	Jan. 24, 2018
	3	Transcript Revision Project	James/Tim/Becky/Matt	Update transcripts to reflect the laundry list of items including but not limited to: posting transfer credit/BACC Degree		End of Spring-18
	4	Probation Programming	James/Tim	Programming to return students to good standing/sit-out 2+ semesters automatically		End of Spring-18
	5	Financial Aid Self Service	Jeff/Becky	Increase access for students to view their FA information within MyShasta, new look and feel	12.12.17- Working through some programming on CMC codes, making progress.	End of Spring-18

	6	Campus Logic	James/Tim/Becky	Communication Management/Paperless Workflow/Electronic Docs for FA	12.12.17- Cabinet approved. Working on implementation. On target for full implementation goal.	March-2018 Need brand/icon
	7	Automate Payment Plan	James/ Tim	Implement NelNet third party payment plan provider	Map workflow scenarios	March 2018
	8	Annual Registration	James/Tim	Students able to schedule fall/spring & verify student information annually		Fall-2019
	9	A&R Scanning Transcripts	James/Cindy/Tim/Rochelle	Scanning Transcripts into Docuware-paperless workflow	Updated file cabinet configuration; enhanced process.	Fall - 2019
	10	SSSP Data Element Integration / Reporting	James/Tim	SSSP Data – Audit Prep / review Datamart Summary Report / Element pathway / Data review		
	11	EOPS Benefit Programming	James/Sandra/Becky	Release categorical awards directly to students regardless of debt owed.		
	12	Automate DND process	James/Tim	Automatically take of DND once debt has been paid.		
	13	DubLabs "App" (Financial Aid)	James/Peter/Becky	Add FA portion into App		
	14	Procedures / Data Manuals	James/Tim/Becky	Create Colleague user manuals for students service areas (A&R/FA/etc..)	12.12.17- Making progress. A&R is complete, now working on FA.	End of Summer-18
	15	MyShasta – Dean's List	James/Tim	Add Dean's List notification within MyShasta		

	16	High school electronic transcripts	James/Tim	Receive / Send High School transcripts electronically		
	17	AIM (Accessibility Information Management)	James/Sandra	?	Received code from Butte; need course import to go live by S18	Spring - 18
	18	EOPS Electronic Application	James/Sandra	EOPS electronic application through MyShasta	Has been loaded into MyShasta; in final steps	Spring - 18
	19	Access Database	James/Sandra	Access database for student cohorts (equity, EOPS, CalWORKS)	Update on rest of data elements.	
	20	CCCApply data elements	James/Tim	Integrate into Colleague - incl. MMAP self-reported data guide	Investigate method(s) to automate data extract	
	21	MM Source Codes	James/Toni/Tim	Add HS GPA MMAP and change HST HS Other pre-req source codes	Discuss with Toni D. re. research impact	
	22	Delinquent Debt Hold (PERC)	James/Tim/Becky/Sandra	Need to re-assess programming and adjust to fit current processing/student needs.		
	23	College Promise	James/ Becky / Tim	Implement College Promise grant.	Waiting for patch from Colleague; funding from state	
	24	Last Date of Attendance	James/ Becky / Tim	Add functionality to Colleague grading	Schedule separate conversation re. viability	
	25	Degree Audit / Transcript Evaluation Training	James		Training to be scheduled	Spring - 18

Shasta College

Instructional Council

Thursday, January 18, 2018
9:00A – 11:00A
Board Room

AGENDA

1. Approval of Minutes – 12/7/2017 (Attachment)

2. Part-Time Faculty up for Evaluation

3. New Applicant Progress Report – Next Steps

4. March 9th Flex Day

5. Other

Shasta College

Instructional Council
Minutes

Thursday, December 7, 2017
Board Room
9:02 a.m.

Present: Stacey Bartlett, Will Breitbach, Andy Fields, Tim Johnston, Kate Mahar, Susan Meacham, Mike Mari, Frank Nigro, Kathy Royce, Ed Stewart, Susan Wyche, John Yu

Absent: Eva Jimenez

Guest: Veronica Chaves, Roberta Kelley, Justina Meeder

Topics Covered: Human Resources Presentation
Annual Area Plans
Hiring Priorities
SIEF
Applicant Progress Report
Annual Registration/Program Maps
Sustainable Landscape Certificate

Approval of minutes:
11/17 –Fields/Mari. Approved

Human Resources Presentation

Frank introduced Justina Meeder, Human Resource Analyst, and Veronica Chaves, Hourly Faculty Technician, and asked them to talk about the process of using NeoGov for part-time faculty applications and the on-boarding process. Justina said that once a dean has identified a need she will get the advertisement up within three business days. The positions will close at the end of June and November. She reminded everyone the interview committee will need to be a dean and two faculty members and HR will ask for more faculty when they notice there aren't enough serving on the committee. Applications will be released weekly and the screening can be done through NeoGov. Frank reminded everyone that the AP will be deleted and the process will be put in the Guide to Employee Selection. Justina also clarified that she will follow-up on applications prior to the closing date of the position but deans are free to go in and code the disposition anytime. Frank said it is a time to cull the applications and the offerings. For example, we may want to keep an existing recruitment for Math and English. Kathy asked if the held applications get moved to the new applicant pools in NeoGov. Justina said yes they will stay in NeoGov. Frank asked what the deans do if they have applicants that live across country and they don't indicate that they want to teach online. Kathy said she emails the applicant to let them know what is available and see if they want to continue in the process. Will reminded everyone to check where the faculty lives if they are hired for online instruction because we could be violating interstate commerce laws. John asked who informs the instructor they have been hired. Justina said the dean's offers the position and she will reach out to unsuccessful candidates.

Veronica said that once all the necessary paperwork has been submitted and approved a new hire packet will be sent out. The new faculty member then has ten days to return the paperwork to her. She reminded everyone that fingerprinting, TB test, new hire paperwork, and Keenan trainings have to be complete before

they can teach the class. Veronica also said the new hires often don't know how to get things like keys and where to go for other services. Susan Meacham said that a lot of this is covered in the Faculty Handbook. Frank said it is a really good practice to meet with the new faculty and give them a little orientation.

Annual Area Plans
Roberta Kelley said we have had a lot of question about area plans. She emphasized that for initiatives, enter the 2018-19 planning cycle. She emphasized that names need to be specific and descriptive enough that anyone can figure it out. It got very confusing last year because we had multiple initiatives with the same names or they were very vague, and it was hard to decipher what they were asking for. Roberta showed the Marketing department's plan and showed that they had clear names. Susan W. asked if they deans could rename the initiatives and Kathy said yes they could. Kathy said she puts the program name in each of the initiatives because it makes it easier to rank them. Mike asked if it's possible for TracDat to just put the year automatically instead of having to have faculty enter it. John asked if we need to manually put this into Excel and Roberta said we can pull reports out of TracDat. John asked about the status, for example what do we code the initiatives that we are currently in the process of funding using instructional equipment funds. Frank said if it has been approved and we are working on it, we can code them as 5A-Approved In Progress. Frank said for example, there will may be an approved Perkins request that gets approved prior to IC ranking so we can go in and code that appropriately and it won't need to be ranked at IC. Roberta also shared that we have to add resources needed to the initiative if they want the initiative to be ranked. Frank said the faculty do need to have the annual update done as well. Frank said about 20-25% of the area plans last year didn't have updates done. Kate reminded everyone that the funds requested have to be greater than $1,000 to get ranked by IC. Frank said the Annual Updates page needs to be completed prior to initiatives being submitted. It is a way to reflect on last year and put thought into what is needed for this year. Kathy said the annual update can be brief.

Hiring Priorities
Frank said we have had a few late retirements and we are needing to re-rank according to those. So far we have five retirements. The re-rankings are due Friday and will go to Senate on Monday.

SIEF
Frank showed everyone his latest SIEF chart. The chart showed things highlighted in blue that were flagged that we are working on. If the initiative has been approved, just work with instruction to get the SIEF money allocated to the approved budget. Frank also reminded everyone that we can also use this money for things that have broken and are in need of repair. Frank said he is trying to keep detailed notes and so far we have identified over $300,000 in initiatives to fund.

Applicant Progress Report
Tim showed a progress report that was generated through IFS which identifies students when they apply. It has the name of the student, their major or course of study, and their matriculation status, but said this is just a starting point and changes could be made. Tim would like to know when Instructional Council would like this information. Stacey said it would be great to have before the semester so they can market programs towards specific students. Mike asked if we can get an updates when students register for something in specific areas. Susan asked if we can get others access to this report. Will asked if we can set the date parameters in IFS. Tim said yes, you can tailor it to whatever we are looking for. Tim also asked that everyone let him know who should have access to this report. Stacey wanted to know if there was report that showed students course taking behaviors. Tim said not currently but we could work on modifying for that. Kate thought Starfish might eventually be able to help us with that. Stacey said if for example we have a student coded as a business major, but the classes they take actually show they are a sociology track, we should be able to guide them to the correct major for their interest and course taking behaviors. Kathy thinks it might be beneficial to have the address separated out into city and zip for marketing purposing. Tim said if there are any on-going requests to modify this report, just let him know and we can work with Dave Broome to modify as needed. Frank asked when the deans would like this posted, and suggested maybe beginning and mid semester. Stacey asked if

there were going to be any protocols or are we going to be allowed to do whatever they want with this data. Frank said that is a good discussion to have and maybe we should bring Marketing in for a future meeting. Stacey said it would be nice to be able to do targeted marketing for events. Susan M. pointed out, that for marketing purposes, the youngest generation is actually a text generation not an email generation. Will asked if the phone fields can be specified for cell phones. Tim said it comes from CCCApply and we have to use their naming conventions.

Annual Registration / Program Maps

Tim said they would like to begin a conversation about annual registration. This is something that could be a win-win for a number of reasons. Hobsons Starfish has the ability to do a pro-active degree audit for course demand. This would also allow counseling to shift from registration to more of a career conversation with the students. If we were to do something like this, we could change priority registration to degree completion instead of unit count. For example, students who just need one class to graduate could get priority over a student who just has a lot of units but no real direction. Kate said the research shows that this is more beneficial to the students. Tim emphasized that they know it means a lot for instruction because it means they would need more semesters planned for at once. Susan wanted to know about how it affects student payments. Susan W. suggested that we offer discounts for students who will register multiple semesters at a time. There are options out there to register but bill students later. Tim said it does build in persistence. The pre-requisition checks would have to be on-going with this system as well. Kathy said there great opportunities but it may not work for all areas that are very semester completion dependent. Andy said this would be great for students who know what they want to do already. Kathy said having priority registration based on where students are in their program might be a better way to reward students who are being efficient. Stacey asked if there are bottlenecks that currently exist with this process. Tim said this would help to reveal the bottlenecks. It would also help gage future demand. Stacey said she thinks the days to fill report might be a better indication since student sign up for waitlist in case another class doesn't work out. Frank asked how realistic the deans think this is and wondered if we could do the fall and spring semester at the same time. Mike said the first time would be painful but it would get better after that. Will said this might be away to explore a more sophisticated schedule system. Stacey said we would have to roll in ITV, ACE, and BOLD. She has to consider all of that while scheduling and there isn't a global demand in terms of faculty. We have to consider the other pieces as part of the annual cycle. Susan W. asked if this can be piloted in a different way that makes sense. Susan said that we are making the assumption the students are going to complete what they start. For example, in life sciences, there is an attrition rate of a 1/3 of the students don't complete. Kate said there are tools to help with the planning of this. Frank asked if the semester to semester schedules are the same at about 80-90%. Frank said there will still be a lot of management of sections required to make this work. Stacey said we need to keep the cycle consistent and make better use of our classroom times. We need to look beyond the 9:30 a.m.-2:30 p.m. time slot and look at it between 8:00 a.m.-5:00 p.m. Frank asked what Tim was looking for today. Tim said we are just looking to start the conversation. Stacey said if we think in terms of meta majors for scheduling, it would allow us to create building and classroom allocations that are consistent. Will asked about scheduling software that will help integrate with Hobsons. Frank said that we are not having luck finding software at this point and Tim said everything would be stand-alone. Frank said in terms of work-flow, we will have to take this into consideration.

We have guided pathways speaker scheduled to come to the flex day in the spring. Frank said he and Kate will do some workshops in the spring. The whole idea will be to see what faculty want to be involved in the movement towards guided pathways. There would be a few back-to-back Friday workshops.

Sustainable Landscape Certificate

Susan W. said a few years ago there was an external team that came in and identified things we need to work on to improve our programs. Leimone developed this certificate as a result of their findings. This certificate has been presented to various groups and Leimone is now getting invited to present on this certificate at different conferences so other schools can adopt this as a model. This is a 16 unit certificate currently. Frank said they have discontinued a few programs in their area and they are working on streamlining. Frank said he is looking to see if we can stack this certificate to other certificates or degrees. He looks at when courses are last offered.

Susan said a problem they were trying to address is the larger degree wasn't getting completers because the students were getting hired before they finished the program. Frank said the Board always wants to know how much they will make so the LMI data is important. Frank said something to keep in mind is we have to have a plan to offer core courses or at least viable options for substitutions.

Other

There was discussion about doing the Spring orientation for Part-time faculty. Stacey asked if there are enough faculty to do the orientation. Frank said one advantage to having the actual orientation is that the faculty have the ability to network with each other. Andy asked one topic that came up after the last orientation was why we broadcast from HSU instead of the main campus. If there are technical issues, there are technicians on the main campus to deal with this. The orientation is open to anyone who hasn't attended in two years. Stacey asked if we have to do ITV both semesters or can we do an orientation light in the spring and just hold an orientation from the main campus. Frank said we typically have some people that attend at least from Tehama. Stacey and Mike will meet and they will get some guest speakers lined-up and an agenda set.

Perkins- Susan W. said she is trying to get the Perkins data from the Perkins website. She was able to setup a training with Maureen White from the CO. The data wasn't available yet that we needed. Susan said she sent out last year's applications so faculty can start working on it. Once the actual information is posted, Susan will send out the data again with the updated application form. Maureen also said the money should be about the same as last year. Susan will be publishing the schedule once she gets the dates from the Chancellor's Office. The data that the CO provides actually comes from Shasta so research might be able to help.

Susan M. reminded everyone about the Final Exam Jam nights and said it was very busy last night. Ed said they were there until almost 11:00 p.m. on Wednesday night. They provide snacks in addition to the learning assistants.

Kate is working on the score card. There is a category called skill builders for students who take courses but aren't completing degrees and certificates. The statewide average is 26% and Shasta is about 32%. Susan M. said she sees this with her students. She gave an example of Shasta County Public Health Department employees taking Microbiology so they are better prepared for inspections. She said she has had two students from Public Health that are interested in advancing degrees as a result.

Frank let everyone know that the ITRC meets tomorrow and everyone will be getting feedback after the meeting.

Enrollment Management Plan
Spring 2018 Initiatives

Enrollment Management Goal 1: "Seek"

Develop a comprehensive marketing plan linked to the Educational Master Plan and other strategic planning efforts that strives to:

- *enhance diversity to reflect the students served throughout our district;*
- *promote Shasta College as a first choice transfer institution;*
- *respond to changing economic needs of the region.*

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

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

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

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

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

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

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

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

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

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

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

Enrollment Management Goal 2: "Keep"

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

Strategy: Develop initiatives to enhance student persistence.

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

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

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

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

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

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

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

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

Enrollment Management Goal 3: Complete

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

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

Activities:

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

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

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

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

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

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

Enrollment Management Goal 4: Culture of Inquiry

Goal 4: *"Promote a Culture of Inquiry"*
The Shasta-Tehama-Trinity Joint Community College District will continue to develop a culture of inquiry which will inform improvement efforts.

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

Activities:

4.1.1   Create a data warehouse and support access.

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

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

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

Shasta College

Student Services Council

Bylaws
2016

Student Services Council Membership

Twelve (12) Voting Members:

- Chair – Vice President of Student Services
- Dean of Enrollment Services
- Associate Dean of Student Services
- Associate Dean of Access and Equity
- Director of Admissions and Records
- Director of Educational Talent Search/Student Support Services
- Director of Financial Aid
- Director of Gateway to College
- Director of Marketing and Outreach
- Director of Student Life
- Director of Upward Bound
- Program Coordinator of CalWORKs
- Representative from Instruction

Membership will be reviewed annually and may be adjusted as needed.

I. Scope and Function of Student Services Council:

- Prioritize Annual Area Plans for Student Services
- Recommend student support strategies to enhance student access, equity, success, retention, persistence and goal attainment.
- Deliver reports and make recommendations to College Council.
- Jurisdiction shall cover all matters related to student services including policy guidance on student service related matters.
- Scope and function will be reviewed annually and updated as necessary.

II. Student Services Council Working Principles:

- Stay on track
- No one person dominates conversation
- Everyone has a voice
- All opinions are respected and valued
- Recognize that you will not agree with all committee decisions
- Ensure that all actions taken are clearly understood by all members
- Always assume positive intent

III. Meetings:

- Meeting times will be scheduled for two Wednesdays of each month.

- Meetings will be scheduled by the Chair, with additional meetings scheduled as necessary.
- Agendas and minutes will be published and made widely available on the Student Services website.

IV. Member Responsibilities:

- Members will be responsible for providing area updates to the Council. These updates will ensure students and community input is incorporated.
- All members will be responsible for making regular reports to their constituency groups.
- Any member unable to attend a meeting should notify the Chair prior to missing the meeting, and send an alternate as requested.

V. How Student Services Council Arrives at Recommendations:

- A quorum of the voting membership of the Committee must be present to take formal action on any item. A quorum will be defined as a simple majority.
- When an agenda item is introduced for action, the committee will attempt to reach general agreement about a course of action. If agreement is not possible, the committee will decide by taking a vote. The motion will need a simple majority of the quorum to pass.

VI. Student Services Council Bylaws:

- Bylaws will be evaluated as determined necessary by Student Services Council.
- A two-thirds majority of the voting membership may amend a bylaw.
- A two-thirds majority of the voting members present may suspend a bylaw for the purpose of a single meeting.
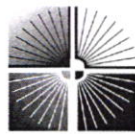
Policy & Procedure Subscriber Service
Community College League of California
Liebert Cassidy Whitmore

Legal Update #30
April 2017

OVERVIEW

This is the 30th update to subscribing district members of the League's Policy & Procedure Subscriber Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. The update is in response to new laws and regulations, legal opinions, and questions from subscribers that have occurred since legal Update 29, disseminated to member districts in October 2016.

Revisions to the Board Policy Templates

BP 2340 Agendas – This policy was updated to reflect new requirement that districts post board meeting agendas on the District's homepage, which will be effective on January 1, 2019. This requirement is found in Government Code Section 54954.2.

BP 2345 Public Participation at Board Meetings – This policy was updated to add a note to remind districts of the new requirement in Government Code Section 54954.3 that if the District has a time limit for each public speaker, then double the amount of time must be provided to those speakers who use a translator.

BP 3430 Prohibition of Harassment – This policy was updated to incorporate the new requirement that districts post their sexual harassment policies on their website.

BP 3820 Gifts – This policy was updated to correct a typographical error in the legal citation for the Education Code.

BP 4106 Nursing Program – This policy was updated to remove repealed sections of the Education Code from the legal references.

New **BP 6307 Debt Issuance and Management** – This policy was added to comply with the requirements of Government Code Section 8855, added by Senate Bill 1029, effective January 1, 2017.
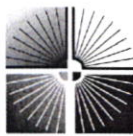
BP 6450 Wireless or Cellular Telephone Use – This policy was updated to clarify the legal citation to 26 U.S. Code Sections 274(d)(4) and 280F(d)(4).

BP 7330 Communicable Disease – This policy was updated to reflect changes to the tuberculosis screening requirements for newly hired academic and classified employees under Education Code Section 87408.6.

BP 7340 Leaves – This policy was updated to add new legal citations (Education Code Sections 87780.1 and 88196.1) which make differential pay available to employees who are on parental leave.

Revisions to the Administrative Procedure Templates

AP 3300 Public Records – This procedure was updated to add employee's cell phone number and date of birth as items of information that are exempt from disclosure under the California Public Records Act. This procedure also adds a new exemption from the California Public Records Act applicable to an identification number, alphanumeric character, or other unique identifying code that a public agency uses to identify a vendor or contractor, or an affiliate of a vendor or contractor.

AP 3570 Smoking on Campus – This procedure was updated to add a restriction on the use of tobacco products within 250 feet of a youth sports event.
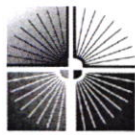
AP 4050 Articulation – This procedure was updated to add a reference to Title 5 Section 55051.

AP 4105 Distance Education – This procedure was updated to add clarifying notes regarding Federal Regulation requirements pertaining to verifying the identity of a student registered in a distance education or correspondence education course or program.

AP 4106 Nursing Program – This procedure was updated to remove repealed sections of the Education Code from the legal references.

AP 4225 Course Repetition – This procedure was updated to clarify requirements under Title 5 for course repetition.

AP 4230 Grading and Academic Record Symbols – This procedure was updated to incorporate newly revised Title 5 Regulations governing academic record symbols.

AP 5020 Nonresident Tuition – This procedure was updated to add special part-time students participating in a College and Career Access Pathways (CCAP) partnership program and enrolled in no more than 15 units per term to the list of exemptions from payment of nonresident tuition.

AP 5055 Enrollment Priorities – This procedure was updated to add homeless youth to the list of students who have priority enrollment. Note that under Education Code Section 66025.9, homeless youth will have enrollment priority until January 1, 2020.

New AP 6307 Debt Issuance and Management – This procedure was added to comply with the requirements of Government Code Section 8855, added by Senate Bill 1029, effective January 1, 2017.

AP 6450 Wireless or Cellular Telephone Use – This procedure was updated to clarify the legal citation to 26 U.S. Code Sections 274(d)(4) and 280F(d)(4).

AP 7125 Verification of Eligibility for Employment – This procedure was updated to add clarification regarding the limitation on hiring and recruiting U.S. citizens and others legally authorized to be employed.

AP 7336 Certification of Freedom from Tuberculosis – This procedure was updated to reflect changes to the tuberculosis screening requirements for newly hired academic and classified employees under Education Code Section 87408.6.

AP 7343 Industrial Accident and Illness Leave – This procedure was updated to delete the travel restriction provision for academic employees. The same provision applicable to classified employees was previously deleted in Update #28 (disseminated to member districts in April 2016).

AP 7347 Paid Family Leave – This procedure was updated to add a note as a reminder that effective January 1, 2018 there will no longer be a seven-day waiting period before an employee can start to receive family temporary disability insurance benefits.

Non-Resident Tuition   **AP 5020**

Reference: ***Education Code Sections 68130.5 and 76140 et seq.; Title 5,***
               Section 54045.5

- The non-resident tuition fee shall be set not later than February 1 of each year.

- The non-resident tuition calculation will reflect the current expense of education calculated according to the California Community College Budget and Accounting Manual.

- Exemptions to non-resident tuition include:
    - Any students, other than nonimmigrant aliens under 8 U.S.C. Section 1101(a)(15), who meet the following requirements:
        - Either high school attendance in California for three or more years OR attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or combination of those schools;
        - graduation from a California high school or attainment of the equivalent thereof;
        - registration or enrollment in a course offered for any term commencing on or after January 1, 2002;
        - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption; and
        - in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he or she is eligible to do so.

    - Nonresident special part-time students are exempted from the requirement to pay nonresident tuition for community college credit courses. The term "special part-time student" refers to students who have been recommended by the principal of the pupil's student's school and have parental permission to attend a community collegethe college during any session or term and who enroll in 11 99 or fewer units per semester, or the quarter equivalent, in accordance with Education Code section 76001. The exemption does not apply to special full-time students. This exemption is not intended to apply to categories of students who would be precluded from qualifying for the AB 540 nonresident tuition exemption; i.e., a) students who actually reside outside of California and enroll via Distance Education and b) students on most nonimmigrant visas.

    - Districts will exempt from nonresident tuition a nonresident student who is a U.S. citizen and who resides in a foreign country, if that student meets all of the following requirements:

        i. Demonstrates a financial need for the exemption;
        ii. Has a parent or guardian who has been deported or was permitted to depart voluntarily under the federal Immigration and Nationality Act;
        iii. Moved abroad as a result of the deportation or voluntary departure;
        iv. Lived in California immediately before moving abroad;
        v. Attended a public or private secondary school in California for three or more

Non-Resident Tuition   **AP 5020**

years; and

vi. Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible. Documentation shall be provided by the student as required by statute as specified in Education Code section 76140(a)(5).

o Veterans:

- Except as noted below, a student who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for the length of time he or she lives in this state after being discharged up to the minimum time necessary to become a resident.
- Except as provided, a student enrolled, or intending to enroll, at this campus who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for up to one year if he or she files an affidavit with this college in which he or she is enrolled, or intends to enroll, stating that he or she intends to establish residency in California as soon as possible.

o Any students who meet the following requirements:

- demonstrates financial need;
- has a parent who has been deported or was permitted to depart voluntarily;
- moved abroad as a result of that deportation or voluntary departure;
- lived in California immediately before moving abroad;
- attended a public or private secondary school in the state for three or more years; and
- upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.

o Any nonimmigrant students alien granted "T" or "U" visa status under title 8 U.S. Code Section 1101(a)(15)(T)(i) or (ii), or section 1101(a)(15)(U)(i) or (ii), respectively, who meet the following requirements:

- high school attendance in California for three or more years;
- graduation from a California high school or attainment of the equivalent thereof;
- registration or enrollment in a course offered for any term or commencing on or after January 1, 2002; and
- completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption.
- A special part-time student, other than a nonimmigrant alien under 8 U.S. Code Section 1101(15)(a), participating in a College and Career Access

Non-Resident Tuition   **AP 5020**

> Pathways (CCAP) partnership program and enrolled in no more than 15
> units per term.

- Exemptions to nonresident tuition are given due to reciprocity with Southern Oregon University and Oregon Institute of Technology. See Admissions and Records Office for current fee structure for these agreements.

- Per statute, a non-refundable $~~$100~~ processing tuition fee is charged for international students as approved by the Board of Trustees. This fee is applied to the student's tuition upon registration.

- The non-resident tuition calculation will include the expense of education in the preceding fiscal year.

- The non-resident tuition calculation will reflect fees in contiguous Districts.

- The non-resident tuition calculation will provide for students enrolled in more or less than 15 units per term.

Board Reviewed 1/20/10
Board Reviewed 11/14/12 [MANDATED CHANGES]
Board Reviewed 9/10/14 [MANDATED CHANGES]
Board Reviewed 1/21/15
Reviewed by the Board Ad Hoc Committee on Policy 9/09/15
Board Reviewed 10/14/15 [MANDATED CHANGES]

Enrollment Priorities   **AP 5055**

- Member of the armed forces and or military veterans (Education Code section 66025.8)
- EOPS students (Title 5, section 58108 and 56232)
- DSPS PACE students (Title 5 section 56026)
- CalWORKs students (Education Code section 66025.92)

BLOCK 2:
- TRiO students
- Baccalaureate degree cohort
- Continuing Student Athletes
- Continuing students with 45.0 – 99.5 units earned at Shasta College
- Students with 100 or more units earned at Shasta College with a successful petition

BLOCK 3:
- 3A Continuing students with 30.0 – 44.5 units earned at Shasta College
- 3B Continuing students with 15.0 – 29.5 units earned at Shasta College
- 3C Continuing students with up to 14.5 units earned at Shasta College
- 3D Promise students (i.e. new, recent local high school graduates who have completed assessment, orientation and developed an education plan)

BLOCK 4:
- Returning Students
- Matriculated New students
- Matriculated Transfer students
- New and transfer students who are exempt from matriculation

BLOCK 5:
- Gateway to College students
- College Connection students

BLOCK 6:
- Students who have been on probation for two consecutive semesters (Title 5, section 55031)
- Students with 100 or more units earned at Shasta College (Title 5, section 58108)
- New or transfer students who first enrolled on during or after Fall 2014 and who do not have an education plan on file by the end of their 3rd semester.

BLOCK 7:
- Concurrently enrolled 11-12 grade students

BLOCK 8:
- Concurrently enrolled students below 11th grade
- Non-matriculated new students

Enrollment Priorities   **AP 5055**

Reference: *Title 5, Sections 58106 and 58108; Education Code Sections 66025.8, 66025.9, 66700, 70901 and 84500*

Definitions

New students are students who are attending ~~any~~ the college for the first time, excluding students who are concurrently enrolled.

Continuing students are students currently enrolled at Shasta College.

Returning students are those who attended Shasta College in previous semesters but are not currently enrolled.

Transfer students are those who have completed courses at other colleges or universities.

Concurrent students are those who are concurrently enrolled in K-12.

Matriculated students are those who have completed orientation, assessment and developed a student education plan (Title 5, section 58108).

Semesters are full-length terms. Summer term is not considered a semester. Semesters are considered consecutive on the basis of the student's enrollment so long as the break in the student's enrollment does not exceed one semester (Title 5, Section 55031).

All new students must be matriculated in order receive priority registration. The District will provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university or career advancement.

Priority registration, in the order of priority listed below, shall be provided to students as follows:

BLOCK 1A:
- Foster youth ~~and~~ or former foster youth (Education Code section 66025.9)
- Homeless youth (Education Code section 66025.9)

To register in Blocks 1B-Block 4, students cannot be on probation for two consecutive semesters (Title 5, section 55031) or have earned one hundred (100) or more degree-applicable units at the district. To earn and retain priority enrollment, students must have completed orientation, assessment and developed a student education plan. Returning students and all new students must have a comprehensive education plan on file by the end of their 3rd semester. Registration priorities apply to courses offered during the summer.

BLOCK 1B:

Enrollment Priorities   **AP 5055**

Petition Process

Registration priority shall be lost at the first registration opportunity after a student:

1) Is placed on academic or progress probation or any combination thereof as defined in BP 4250 titled Probation, Dismissal and Readmission and AP 4250 titled Probation for two consecutive terms; or

2) Has earned one hundred (100) or more degree-applicable units at Shasta College except in designated high unit majors.

For purposes of this section, a unit is earned when a student receives a grade of A, B, C, D or P as defined in BP and AP 4230 titled Grading and Academic Record Symbols. This 100-unit limit does not include units for non-degree applicable English as a Second Language or basic skills courses as defined by the Vice President of Instruction, or students enrolled in high unit majors or programs as designated by the Vice President of Instruction. The District will exempt units earned through advanced placement, International Baccalaureate or other similar programs from the 100-unit limit.

The District shall notify students who are placed on academic or progress probation, of the potential for loss of enrollment priority. The District shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration as long as the student remains on probation. The District shall notify students or who have earned 75 percent or more of the unit limit, that enrollment priority will be lost when the student reaches the unit limit.

Shasta College shall establish a process by which a student may appeal the loss of priority enrollment status due to extenuating circumstances or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. Shasta College may exempt from the 100 unit limit category those students enrolled in high unit majors or programs. The Vice President of Student Services or his/her designee will determine the appeal in his/her sole discretion.

Shasta College may allows students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status. Significant academic improvement is defined as achieving a minimum grade point average of 2.0 and completing more than 50% of units attempted in the student's most recently completed semester.

Procedures for Review of Registration Priorities

Legislatively mandated registration priorities will automatically be added to this Administrative Procedure. The district will ensure that these procedures are reflected in the course catalog and that all students have appropriate and timely notice of the requirements of this procedure. All other registration priorities will be reviewed every two years.

Enrollment Priorities   **AP 5055**

Board Reviewed 11/11/09
Board Reviewed 04/10/13
Board Reviewed [Revisions] 12/11/13
Board's Ad Hoc Committee on Board Policy Reviewed 06/11/14
Board Reviewed [Revisions] 07/09/14
Board Reviewed [Revisions] 04/19/17

Grading Symbols   BP 4230

Reference: Title 5, Section 55020-55025

Courses shall be graded using the grading system established by Title 5. The grading system shall be published in each college's catalog and made available to students.

The grading system shall include the "FW" grade for unofficial withdrawal.

Grading Symbols, Extenuating Circumstances, Changes · BP 4230

Reference: *Title 5, Sections 55020-55025*

Courses shall be graded using the grading system established by Title 5. Students will be graded in accord with the four point grade point system as outlined below:

A	Excellent	4 grade points per unit
B	Good	3 grade points per unit
C	Fair to Average	2 grade points per unit
D	Passing	1 grade point per unit
F	Failing	0 grade points, no units
I	Incomplete	No grade points, no units (both pending)
W	Withdrawal	0 grade points per unit
MW	Military Withdrawal	No grade points, no FW may be assigned
FW	Failing-Withdrawal	No grade points, no units granted
P	Pass	No grade points, units granted
NP	No Pass	0 grade points, no units granted

F   A grade of "F" represents an earned evaluative mark and indicates that a student did not pass a course of study.

I   Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. There is a one-year limit, following the end of the term for which the "I" was assigned, for completion of the terms stated in the written record.

W   The student will be assigned a "W" grade upon withdrawal from class, regardless of the reason of withdrawal or the date of withdrawal. Only students who complete the course will receive a grade.

MW   The student will be assigned a Military Withdrawal (MW) if he/she is an active member of the military on active or reserve duty and receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. Military Withdrawals shall not be counted in progress, probation, and dismissal calculations. In no case, may a Military Withdrawal result in a student being assigned an "FW" grade.

FW   A student who has both ceased participating in a course sometime after the last day to withdraw from the course without having achieved a final passing grade, and who has not received district authorization to withdraw from the course due to extenuating circumstances may be assigned an "FW." Students who receive an "FW" may be subject to a return to Title IV calculation. Faculty shall verify the last date of participation in the class.

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P   A student may enroll for credit only in any course in which the College Catalog course description allows this option. If a student en-rolled for credit only P receives a "C" or better grade point average in all course assignments, the designated units for the course will be granted to the student. If the student withdraws from a course, a withdrawal (W) will be indicated on the student's permanent grade record. No grade points are assigned with a P grade and a P grade carries no grade points and is not used in the calculation of the student's grade point average.

Students may use the credit only P grade option in no more than one course per semester, and may apply no more than ten semester credit only P units toward the Associates Degree.

Extenuating Circumstances

A student may petition the Scholastic Standards Committee for withdrawal from a class or classes with a "W" rather than an evaluative grade after the last day of the fourteenth week of instruction (or 75% of a term for classes less than a full semester in length) due to extenuating circumstances. "Extenuating circumstances" is defined as verifiable cases of accidents or illness, or other circumstances beyond the control of the student.

Grade Changes

The instructor of the course shall determine the grade to be awarded to each student. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. The removal or change of an incorrect grade from a student's record shall only be done upon authorization by the instructor of the course. In the case of mistake, fraud, bad faith, or incompetence, the final determination concerning removal or change of grade will be made by the Vice President of Academic Affairs or his/her designee.

See Administrative Procedure 4230

Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved 12/12/07
Reviewed by the Board Ad Hoc Committee on Policy 11/12/08

| Course Repetition | ***Mandated Revisions, Legally Required*** | AP 4225 |

Reference: *Education Code Section 76224,* **Title 5 Sections 55040,** *55041, 55042, 55043, ~~55045 and~~ 55253, 56029, and 58161*

Students may repeat credit courses only under the following circumstances:

Alleviation of Substandard Work

Students receiving a substandard grade of D, F, FW, W or NP in a course may repeat the course, without petition, up to two times, for a total of three enrollments. If, under this provision, a student repeats a course not designated as a repeatable course and receives a satisfactory grade of A, B, C or P, then he or she may not repeat the course again under this provision and any further repetition of the course must be allowed under another provision of this Administrative Procedure. When a course is repeated, under this provision, the previous grade and credit ~~may~~shall be disregarded, and the last evaluative grade earned shall be the grade used in the computation of the student's grade point average. No more than two substandard grades may be alleviated. Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.

Legally Mandated Courses

Students are allowed to repeat a course, ~~without petition,~~ when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or paid employment. Students can repeat such courses any number of times even if they receive a grade of C or better. The grade received by the student each time the course is taken will be included in the calculation of the student's grade point average. Prior to enrollment, the student must submit, to the ~~District's Director of Admissions and Records~~the Assistant Superintendent/Vice President of Student Services or designee,-- verifiable documentation that course repetition is necessary to complete legally mandated training required for volunteer or paid employment.

Designated Repeatable Courses

Students may repeat, without petition, courses that have been designated as repeatable courses. Only the following courses are repeatable:

(1) Courses for which repetition is necessary to meet the major requirements of a CSU or UC for completion of a bachelor's degree. The Office of ~~the Vice President of Academic Affairs~~ Instruction will retain supporting documentation verifying that repetition is necessary.

(2) Intercollegiate athletics courses.

(3) Intercollegiate academic or vocational competition courses. Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than four semesters. This limit applies even if the

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student receives a substandard grade or "W" during one or more enrollments or if a student petitions for repetition due to extenuating circumstances.

Courses qualifying under this provision will be designated as repeatable in the College Catalog. Courses designated as repeatable under this provision may not be repeated more than three times for a maximum of four enrollments. Each time a course is repeated under this provision, the grade received shall be included for purposes of calculating the student's grade point average.

Courses for Students with Disabilities

Students with disabilities may repeat, without petition, a special class for students with disabilities any number of times when an individualized determination from the ~~Disabled Students Programs & Services~~ Partners in Access to College Education Office (PACE~~DSPS~~) verifies that such repetition is required as a disability related accommodation. ~~Each time a course is repeated under this provision, the grade received shall be included for purposes of calculating the student's grade point average~~ When a student with a disability repeats a class, ~~the previous grade and credit shall be disregarded in the computation of the grade point averages.~~ The District will disregard previous grades in computing the student's grade point average each time the course is repeated.

Cooperative Work Experience Courses

Students are allowed to repeat a cooperative work experience course if the college only offers one course in cooperative work experience in a given field. Where only one work experience course is offered in a given field, students may be permitted to repeat this course, ~~without petition,~~ any number of times as long as they do not exceed the limits on the number of units of co-operative work experience set forth in Title 5 Section 55253(a). Each time a course is repeated under this provision, the grade received shall be included for purposes of calculating the student's grade point average.

Variable Unit Courses

A student may enroll in an open-entry/open-exit variable unit course as many times as necessary to complete one time the entire curriculum of the course as described in the course outline of record. In order to repeat any portion of the curriculum, the student would have to meet one of the other requirements for repetition described in this procedure. Notwithstanding the general rule, each time a student enrolls in a physical education activity course offered on an open-entry/open-exit basis, regardless of the number of units for which a student enrolls, the enrollment shall count as a repetition of the course.

Significant Lapse of Time

A student may repeat a course once, in which an A, B, C or P grade was earned, after a significant lapse of time, of no less than 36 months, as defined by the District and described in the most recent edition of the College Catalog. Such repetitions are permissible only when a

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recency pre-requisite for a course or program has been established by the District or other institution of higher learning to which the student seeks to transfer. Course repetition may be allowed after a significant lapse of time that is shorter than as defined by the District if another institution of higher learning to which the student seeks to transfer has established a shorter recency requirement which the student will not be able to satisfy without repeating the course in question. In order to repeat a course under this provision, the student must petition the Scholastic Standards Committee for permission prior to enrolling in the course. When a course is repeated under this provision, the new grade awarded shall not be used in calculating the student's grade point average. However, the new grade may be considered by a specific program for admission to that program. Petitions for course repetition due to significant lapse of time can be obtained from and submitted to the Admissions and Records Office.

Extenuating Circumstances

In order to repeat a course, other than as expressly authorized by other provisions of this Administrative Procedure, the student must petition the Scholastic Standards Committee for permission, prior to enrolling in the course, on the basis that the student's previous grade was, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Repetition, when permitted under this provision, is limited to one enrollment. When a course is repeated, under this provision, the last evaluative grade earned shall be the grade used in the computation of the student's grade point average. —Petitions for course repetition due to extenuating circumstances can be obtained from and submitted to the Admissions and Records Office.

Significant Change in Industry or Licensure Standards

Students may petition to repeat a course needed for employment or licensing because of a significant change in the industry or licensure standards such that repetition of the course is necessary for employment or licensure. Students may take these courses any number of times. The course must be requested and approved through the petition process. The student is required to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

Annotating the permanent academic record shall be done in a manner that all work remains legible, insuring a true and complete academic history. Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or District procedures relating to retention and destruction of records. Apportionment will be limited as set forth in Title 5 section 58161.

Academic Senate Adopted 11/28/11
Board Reviewed 12/14/11
Board Reviewed 07/10/13 [MANDATED CHANGES]
Board Reviewed Revisions 06/11/14
Submitted by the Office of Instruction 08/15/17
Cabinet – Information Only 08/15/17

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Shasta College

Student Services Council Meeting
Wednesday Jan 24, 2018
9:00 AM • Room 2314
AGENDA

1. Approval of Minutes

2. Information Items
   a) Technology priority list
   b) Instructional Council Agenda
   c) Integrated Plan
   d) Enrollment Management Plan – Spring 2018

3. Website redesign project - Susan Saephanh

4. Student email

5. Workgroups
   a) Texting Protocol (Tina D. and James C.)
   b) CCCApply – Common Application
      1) Add Global Education opportunities, clubs & organizations and UMOJA and access data for "Housing Information"
      2) Ask if students would like TRIO Student Support Services information and somewhere ask if they participated in TRIO in high school.
   c) Student Comments (Tina and Becky)

6. Student Services Council Membership Proposal – 1 Representative from Extended Education

7. BP/AP Updates
   a) AP 5020 Non-Resident Tuition
   b) AP 5055 Enrollment Priorities
   c) BP/AP 4230 Grading Symbols
   d) AP Course Repetition

8. Poverty Simulation Facilitator Training

9. Flex Day

10. Student Services Satisfaction Survey / Student Concerns (Sara P.)
    a) Review SAO / SSLO outcomes
    b) Review text analysis themes
    c) Review action items in response to data analysis
11. Area Updates
12. Other/Announcements

Parking Lot:
- One Stop Consulting - Guide Question Development
- Shasta Summit Presentation
- WTC Assessment
- IFS reports
- AB 19 - College Promise
- AB 705 - Assessment
- Guided Pathways: https://www.caguidedpathways.org/resources/
- Categorical Program Integration
- Shasta Summit
- First Year Experience
- Assessment Center
- Applicant Progress IFS – accessing programs of interest
- Student Senate and food support