



Shasta College

Student Services Council Meeting
January 25, 2017 • 9:00 AM
Room 2314

MINUTES

Committee Members Present					
	Kehinde Adesina	X	Sandra Hamilton Slane	X	Leann Williams
X	Stacey Bartlett	X	Tim Johnston		
X	Sharon Brisolaro	X	Becky McCall		
X	Tina Duenas		Kevin O'Rorke		
X	Nadia Elwood		Sheree Whaley		

CALL TO ORDER

The meeting was called to order by Tim at 9:08 a.m.

1. Approval of Minutes
It was moved by Sharon and seconded by Stacey to approve the Student Services Council January 11, 2017 minutes with minor changes. The motion passed unanimously.
2. Administrative Procedures / Board Policies – second reading (Attachments)
 - a) BP/AP 5010 - Admissions and Concurrent Enrollment

BP 5010

Change to Admissions only, strike ~~and Concurrent Enrollment~~

Comments/Questions:

- In regards to the policy Sandra shared that students with disabilities can get a certificate of completion, instead of a diploma. Tim added that those students would be handled as provisional.
- Sharon shared that in light of recent interactions with a potential student who is both homeless and has significant mental health issues, how do we define who would benefit from instruction? Tim responded that if they have a high school diploma they would qualify, and it would not be a question.
- Becky asked about the verification process in A&R, and Tim responded that students would self-certify. Becky then asked if during the application if students could get held up if they do not have a diploma or equivalent, and Tim replied that would not and they would just get flagged as provisional.
- Presumption is that most students we serve will be over 18 with high school diplomas
- Policy is broad, with some redundancy, repetition and cross over, because the league is recommending.

- Comment that the Ability to Benefit Test for financial aid went away as of June 30th 2012. Ability to Benefit Certification - if a student has attempted 6 units then a counselor could confirm and issue certification.

Committee Approved. All in favor. Cabinet will review.

AP 5010 – Outlines Admission Process

Change to Admissions only, strike ~~and Concurrent Enrollment~~

- Page 1, first bullet point - Discussion in regards to indicating students returning after an absence “must reapply to Shasta College.” Comments made that a student with an existing student ID would not want to reapply, since they would already have an existing student id number, and instead would only want to update their student information. Also change wording from “withdrew” to “dropped prior to census.”
- Page 2, third paragraph - Cross off ~~Chief Instructions Officer~~ and replace with Assistant Superintendent/Vice President of Instruction

Committee approved and all in favor.

- b) AP 5011 - Admission and Concurrent Enrollment of High School and Other Young Students Stand alone, no companion BP (Attachments)

Modest recommendations

- 2.1.3 strike ~~releasing the student from the high school district~~
- 6.0 Access and Academic Rigor “in accordance with the approved course outline.”

Comments and Questions:

- Sandra stated that lots of parents of students who are minors don’t understand why college staff can’t talk to them. Suggested it would be helpful to add language regarding this issue. It was noted that it is mentioned on the Special Admit form, but needs to be included in the policy. Tim stated he would work with the language via email and include.
- Suggested to also include note regarding controversial information and sensitive content, because it is different from rigor. Course content is not adjusted, and is intended for adults. Stacey shared as an example that Argumentation and Debate can be affected, as sometimes controversial topics are addressed. Stacey shared that Cathy Anderson is the Academic Senate President and dialogue at the last Academic Senate meeting, including content related to academic freedom, controversial topics of politics and religion, and advising staff to include ratings for courses, was discussed.
- Sandra noted that minors cannot get services from Health & Wellness without parental permission
- Tim asked for confirmation, that once the FERPA piece was addressed, as well as the sensitive content piece, if that worked for everyone. The committee confirmed.

- c) AP 5055 - Enrollment Priorities (Attachment)

- Change wording – All new students must be matriculated in order to ~~enjoy~~ receive priority registration.
 - Consistency with either using “priority registration” or “registration priority.”
-

- To register in Blocks 1B-Block 4 (insert the word Block before numeral 4)
- Correct spelling of CalWORKs (lower case s)
- Baccalaureate degree cohort added to the Block 2 section. Currently only 6 students in the cohort, and capped at 35.
- Note on student athletes having priority. Given during the semester their playing on a sports team, aims to let them make their schedule work around the sports requirements.

1) Homeless implementation timeline

- Implementation to take place in fall 2017.
- Sharon mentioned that there are some homeless students under 25 and sometimes are sent over from financial aid, but there are also homeless students who are over 25. She raised this point in consideration on whether or not the college would consider similar strategies for those students.
- Sandra mentioned there is an overreaching conversation regarding the boundaries between social services and what the college can provide. There are systems in place where a student can possibly get assistance with gas cards and books, but we don't find housing. The college's role is to provide priority registration and availability to showers.

3. Homeless Students

a) Method for identifying students

- Categories who have legal authority to determine a homeless students include: TRiO Directors, Financial Aid Directors, and Homeless Services Providers.
- Tim suggested Becky as the point person for campus staff for referral of the students.
- Leann will assist with maintenance of the list in A&R.
- Becky suggested information being included in Colleague.
- Both Nadia and Stacey asked about Chancellor's office interest in acquiring data regarding homeless youth, and it was noted that having the ability to run reports through a system like Colleague would have potential benefits.
- Ad hoc group to discuss and line out the criteria for certification. Becky will send out interest to the whole group and reach out the chancellor's Office to see if they have specific goals regarding homeless student data.
- CCC Apply also will be including the homeless student status.

b) Process for list creation / maintenance

- Becky suggested as the point person for campus staff for referral of the students.
- Becky shares certified homeless student information with Leann, who will assist with maintenance of the list.
- A&R provides list to IT when necessary in order to identify students for priority enrollment in the system.

4. Draft Summer / Fall 2017 Registration Dates (Attachments)

Fall

- Office of instruction has to release the course schedule – want it out for a couple of weeks before.
 - Add Certified Homeless students to April 18th.
 - Add Baccalaureate cohort to the April 20th.
-

- Shasta/Northstate Promise students can register from 3:00 – 7:00 pm and that is based on an agreement made, so that students don't skip school to register earlier in the day.
- There is a requirement that they have to go through the core matriculation for priority registration.
- An issue that comes up – those who get some kind of aid at the beginning of the month, but have the payment plan option.
- Sandra would like to attend an IT meeting to discuss when/how times are assigned to students for registration. Tim shared that this last semester all groups were accommodated on the first day.

Summer

- March 21st – Certified Homeless Students, (lowercase s on CalWORKs)
- Add March 23rd – Baccalaureate Cohort

5. SSLO/SAO process (Student Services Learning Objective / Service Area Outcome) (Attachment)

Make sure we're on same page. Student Services division would enjoy joining the instruction colleagues on the two-year SSLO-SAO evaluation cycle, beginning with Reflection. Fall will move into the data collection mode. Attachment.

6. Draft 2017 – 2022 Technology Master Plan – Second Reading (Attachment)

Comments and Suggestions:

- It was suggested at the last meeting to include the topics of Scanning and Regroup. Becky and Leann are going to work together on the language.
- Guiding Principles – 4th bullet – noted that it was not clear that the priorities were included in the plan, but this step states that is the case. Would like to see IT's list of priorities. Also noted that the plan didn't mention staff training. Suggestions to include milestones, how to measure success, matrix...
- Recognition that IT does not always have the capacity to respond to all of the college's needs immediately and that having their thoughts about how institutionally, when everyone is dependent on IT, there can be conversations about needs and IT's ability to meet those needs.
- Offer acknowledgment on what is being achieved by IT, and also address needs that are unmet and how to meet them if there are capacity limitations. Take a global approach, respecting the overall picture, while each department pursues their own needs and desire support for their respective programs.

7. Draft 2017 – 2018 Enrollment Management Plan – Second Reading (Attachment)

Stacey shared handwritten notes with Tim and he asked for members to let him know if there were any other remarks. They will vet through shared governance groups, including the Equity Committee.

8. Adult Learning Focused Institution (ALFI) study (Attachment)

Completed last semester. Great work by Kate, Jenna and Toni. Wanted to make sure they were aware of it. Kate and Jenna will be joining the committee at the next meeting. It is a long document and it was noted to focus on the first 15 pages or so.

- a) Findings
- b) Next steps

9. Area Updates

10. Other/Announcements

- Early Alerts notices will go out to faculty beginning of next week.
- Hobsons Starfish Kickoff Meeting will take place on February 10th. The location of the meeting may change due to a few more people joining. Stacey and Nadia asked to be included at the meeting.
- Sandra request to add to the STU Course meeting to the next agenda.
- Safezone training on Feb 3rd

Comments/Discussion Regarding Fees

- Tim shared that at a recent Dual Enrollment meeting, there was a suggestion to waive the \$39.50 for concurrent students, as it is already waived for dual enrollment students. He would follow up on this topic.
- Also addressing the question of Health Fees and Campus Center fees and who pays and why?
- Sandra stated there are also fees that are applied to classes, but that some are not up front.
- Sharon inquired about parking decals and where the fees go. Sandra responded the fees help to cover parking lots maintenance expenses.

NEXT MEETING

The next meeting is scheduled for Wednesday, February 8, 2017 at 9:00 a.m. in room 2314.

Recorded by:

Michelle Fairchild
Administrative Secretary
Enrollment Services

Admissions and Concurrent Enrollment

BP 5010

Reference: ***Education Code Sections 76000, 76001, 76002 and 76038; Labor Code Section 3077; 34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.C.6***

Open Enrollment

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The District may deny or place conditions on a student's enrollment upon finding that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.

Admission

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special full-time student.

Any student enrolled in K-12 may attend summer session.

The Superintendent/President shall establish procedures regarding ability to benefit and admission of high school and younger students.

Admissions and Concurrent Enrollment

BP 5010

Denial of Requests for Admission

If the Board denies a request for special full time or part time enrollment by a K-12 student who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Superintendent/President shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a student who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the District based on enrollment of high school students shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

See Administrative Procedure 5010

Board Approved 3/12/03

Reviewed by the Board Ad Hoc Committee on Policy 5/13/09

Board Approved Revisions 3/10/10

Board Approved Revisions 1/15/14

Reviewed by the Board Ad Hoc Committee on Policy 9/09/15

Board Approved 10/14/15 [MANDATED CHANGES]

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

Admissions and Concurrent Enrollment

AP 5010

Reference: *Education Code Sections 76000; 34 Code of Federal Regulations 668.16(p) (U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.C.6*

Admission

The Superintendent/President or designee is the designated authority and responsibility for the admission process. The Superintendent / President, or designee, makes final admission determinations. Current admission procedures are published in the most recent version of the college catalog, schedule of classes, and Shasta College website.

- All prospective students are required to complete a Shasta College application for admission either in person or online. Students who are returning to Shasta College after an absence of two or more semesters must reapply to Shasta College. Students who applied to Shasta College, but either never enrolled or withdrew during the first four weeks of the semester must reapply to the college.
- All information provided by the applicant on the admission application must be true and accurate as required by law. A student who knowingly falsifies any information required on the Shasta College application, or other college documents, is subject to disciplinary action.
- Students under the age of 18 without a high school diploma, or equivalent, who are not currently enrolled in a secondary institution, are not eligible for admission to Shasta College. A denied applicant may make an appeal to the Superintendent/President or designee.
- Students 18 years of age or older with a high school diploma, or equivalent, are eligible for admission to Shasta College.
- Students 18 years of age or older without a high school diploma, or equivalent, are eligible for provisional admission to Shasta College.
- Applicants under the age of 18 who are currently enrolled in a public or private school and meet the criteria of E.C. Section 48000, are eligible to apply for admission to attend Shasta College as a "special part-time student".
- Certified "highly gifted" students, whose application for admission has been denied, may appeal the decision. See AP 5011.

Admission of each student includes the determination of California State residency. See AP 5015. Students determined to be California residents are charged the California State Enrollment fee as set by the California Community College Chancellor's office. All other fees apply. Students determined to be non-residents are charged the non-resident tuition in addition to the resident enrollment fee.

Formatted: Indent: Left: 0.5", Space After: 0 pt, No bullets or numbering, Tab stops: Not at 0.81"

Formatted: Space After: 6 pt, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5", Tab stops: 0.5", Left

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Font: 11 pt

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Font: 11 pt

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Font: 11 pt

Formatted: Space After: 6 pt, Tab stops: 0.5", Left

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Admissions and Concurrent Enrollment

AP 5010

Admission to impacted specialized programs (e.g. Baccalaureate degree program, Registered Nursing program) may require the completion of a program admission application and Board-approved admission requirements. Current program admission requirements are published by the respective program and made available on the college website. The Admission criteria, process and application for specialized programs are valid for the current application cycle only.

Formatted: Space After: 6 pt, Tab stops: 0.5", Left

Shasta College is authorized to offer educational opportunity to international students. See AP 5012.

Formatted: Space After: 6 pt, Tab stops: 0.5", Left

The Chief Instructional Officer shall be responsible for evaluating the validity of a student's high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Formatted: List Paragraph

Formatted: Space After: 6 pt, Tab stops: 0.5", Left

Admission procedures for students with a high school diploma:

- Anyone 18 years of age or older or anyone under 18 who has graduated from high school or passed the California High School Proficiency Exam and is a resident of the district may be admitted to Shasta College classes. All prospective students are required to fill out an official Shasta College application either in person or on line. A high school student wishing to enroll in Shasta College classes must have the permission of his/her high school principal and follow instructions detailed on the form. Forms are available at the local high schools. Advanced approvals for all special admit students (K-12th grade) are required by the Dean of Enrollment Services before registration will be allowed. All special admit students must follow the college assessment test requirements.
- The Dean of Enrollment Services shall be responsible for evaluating the validity of a student's high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Formatted: Tab stops: 0.81", Left

Admission criteria and procedures for students without a high school diploma:

- The Shasta-Tehama-Trinity Joint Community College District may admit to any community college under its jurisdiction as a special part-time or full-time student in any session or term any student who is eligible to attend community college pursuant to admission requirement with the written permission of their designated K-12 institution. If an applicant is 18 or older and not currently enrolled in a high school, no special admittance is required.
- If the Shasta-Tehama-Trinity Joint Community College District denies a request for a special part-time or full-time enrollment at a community college for a student who is identified as highly gifted, the Board shall record its findings and the reasons for denial of the

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

Admissions and Concurrent Enrollment

AP 5010

~~request in writing within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled board meeting that falls at least 30 days after the request has been submitted.~~

- ~~• Credit for courses completed shall be at the level determined to be appropriate by the school district and Shasta-Tehama-Trinity Joint Community College District. For purposes of this section, a special part-time student may enroll in up to, and including, 11 units per semester, or the equivalent thereof, at Shasta-Tehama-Trinity Joint Community College District with the written permission of their designated K-12 institution.~~
- ~~• The Shasta-Tehama-Trinity Joint Community College District shall assign a low enrollment priority to special part-time or full-time students described in BP 5010, except for students attending a middle college high school if the student is seeking to enroll in a course that is required for the student's middle college high school program, in order to ensure that these students do not displace regularly admitted students.~~
- ~~• Admission procedures for non-resident students that include a determination of residency status (AP 5015).~~
- ~~• Publication of admission policies and procedures can be found on the website and/or college catalog.~~

Concurrent Enrollment

Admission criteria and procedures of High School and other young students enrolling in the community college:

Special part-time students as defined by BP 5010:

- ~~• To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.~~
- ~~• Admission is subject to seat availability. The student must submit:
 1. A District application for admission;
 2. A written and signed parental or guardian consent;
 3. A written and signed approval of his or her principal (Note: a parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal); and
 4. Demonstration that the student is capable of profiting from instruction. The District has the authority to make the final decision whether a student can benefit from instruction.~~

Special full-time students as defined by BP 5010:

- ~~• To be considered for admission as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.05.~~
- ~~• Admission is subject to seat availability. The student must submit:
 1. A District application for admission;
 2. A written and signed parental or guardian consent;~~

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

Admissions and Concurrent Enrollment

AP 5010

3. A written and signed acknowledgment of his or her principal (Note: a pupil who is not enrolled in a public or private school does not need to provide written acknowledgment from his/her school principal);
 4. A demonstration that the student is capable of profiting from instruction; and
 5. A written approval of the governing board of the school district of attendance
- The District has the authority to make the final decision whether a student can benefit from instruction.

Summer school students:

- To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Section 76001.
- The student must submit:
 1. A written and signed parental or guardian consent;
 2. A written and signed approval of his or her principal that the student has availed himself or herself of all opportunities to enroll in an equivalent course at his or her school of attendance; and
 3. A demonstration that the student has adequate preparation in the disciplines to be studied.
 4. All required documents shall be sent to Admissions and Records.

Procedures for ensuring that claims for state apportionment for K-12 students meet all of the following criteria:

- The class is open to the general public
- The class is advertised as open to the general public in one or more of the following:
 - a. The official college catalog
 - b. The official regular schedule of classes
 - c. An addenda to the catalog or schedule
- If the decision to offer a class is made after publication of the district's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.
- If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.
- If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or full-time students.
- High School Students: For students attending high school, the High School District will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the District shall be final. This determination may be done by one or more of the following options:
 - a. a review of the materials submitted by the student;

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

Admissions and Concurrent Enrollment

AP 5010

- b. ~~meeting with the student and his or her parent or guardian;~~
 - c. ~~consultation with [designate appropriate college staff];~~
 - d. ~~consideration of the welfare and safety of the student and others; and/or~~
 - e. ~~consideration of local, state and/or federal laws.~~
- ~~Middle and Lower School Students: For students attending middle and lower schools, the determination shall be made by the District. The school must provide transcripts and a letter signed by the principal indicating how in his or her opinion the student can benefit from instruction. The District will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others will not be affected. The decision of the District shall be final. Once a decision has been made, the student, his or her parent or guardian and the school principal shall be informed of the decision. This determination may be done by applying one or more of the following criteria:~~
- a. ~~a review of the materials submitted by the student;~~
 - b. ~~meeting with the student and his or her parent or guardian;~~
 - c. ~~consultation with appropriate college staff;~~
 - d. ~~consideration of the welfare and safety of the student and others;~~
 - e. ~~consideration of local, state and/or federal laws;~~
 - f. ~~review of the content of the class in terms of sensitivity and possible effects on the minor;~~
 - g. ~~requirements for supervision of the minor; and/or the~~
 - h. ~~times the class(es) meet and the effect on the safety of the minor.~~
 - i. ~~Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance. Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.~~
 - j. ~~If a request for special part-time or full-time enrollment is denied for a student who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.~~

Board Reviewed 2/24/10
Board Reviewed 4/10/13
Reviewed by the Board Ad Hoc Committee on Policy 9/09/15
Board Reviewed 10/14/15 [MANDATED CHANGES]

BP 5010 Admissions and Concurrent Enrollment

References:

Education Code Sections 76000, 76001, 76002, and 76038;
Labor Code Section 3077;
34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.C.6

NOTE: *This policy is **legally required**.*

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the [**CEO**] or his/her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

NOTE: *This policy language is **legally required** in an effort to show good faith compliance with the applicable federal regulations.*

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The [**CEO**] shall establish procedures for evaluating the validity of a student's high school completion.

NOTE: *Admission of high school and younger students is not mandated by law. However, if the District wishes to do so and there is agreement with the school district(s), this board policy should identify students who may be admitted (generally by age or grade level) and the status (special part-time [Education Code Section 48800], or special full time [Education Code Section 48800.5]).*

Districts may also make a statement regarding summer school attendance. Examples of such policies are listed below.

Boards that admit special part-time or full-time students must comply with the requirements of Education Code Section 76001(b) regarding findings and reasons for denying any such request by pupils who are identified as highly gifted. Language is included below. Apportionment for the concurrent enrollment of high school students can only be claimed if the enrollment meets the criteria of Education Code Section 76002. Language is included below.

Admission – Any student whose age or class level is equal to grades [**insert grade levels**] is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

Any student whose age or class level is equal to grades [**insert grade levels**] is eligible to attend as a special full-time student.

Any student enrolled in [**insert grade level**] may attend summer session.

The [**CEO**] shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission – If the Board denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted, the board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The [**CEO**] shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment – Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The [**CEO**] shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

NOTE: *Nonresident students, including international students, are addressed in BP 5020 titled Nonresident Tuition. The District is not required to admit nonresident students, and thus is not required to admit international students. However, if the District admits nonresident students, it should not exclude international students as a matter of policy based on that status alone, because the district has no authority to discriminate on the basis of national origin.*

Revised 2/04, 7/11, 6/13, 10/13, 4/15

AP 5010 Admissions

References:

- Education Code Section 76000;
- 34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
- ACCJC Accreditation Standard II.C.6

NOTE: *This procedure is **legally required**. Local practice can be inserted here, so long as it does not conflict with the general admissions requirements of Education Code Section 76000. The District should address:*

- Designated authority and responsibility for the admissions process
- Admission procedures for students over 18 with a high school diploma
- Admission criteria and procedures for students over 18 without a high school diploma
- Admission procedures for non-resident students that include a determination of residency status (AP 5015 titled Residence Determination)
- Publication of admissions policies and procedures

The Chief Instructional Officer shall be responsible for evaluating the validity of a student's high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Revised 7/11, 4/15

AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students

References:

Education Code Sections 48800, 48800.5, 76001, 76002, and 76004

NOTE: *This procedure is **legally required** if the District admits high school students or younger students. Local practice may be inserted. For Districts that are non-CCAP track, the procedures should, at a minimum, address or include:*

Admission criteria and procedures for younger students enrolling in the community college:

- Special part-time students (if applicable and as defined in Board Policy)
- Special full-time students (if applicable and as defined in Board Policy)
- Summer school students (if applicable and as defined in Board Policy)
- Agreements between school District(s) and community college District
- Credit granted for courses
- Limits on the number of units for which special part time students may enroll [See *Education Code Section 76001(d)* for specific language]
- Procedures for denial of request for full-time enrollment, including time constraints [See *Education Code Section 76001(b)* for specific language]
- Procedures for recording board findings and reasons for denial of a request for admission by a student identified as highly gifted.
- Procedures for assigning a low enrollment priority to special part-time or full-time students, except for students attending a middle college high school if the student is seeking to enroll in a course that is required for the student's middle college high school program, to ensure they do not displace regularly admitted students.
- Procedures for maintaining records of enrollment of these students for apportionment purposes.
- Procedures for ensuring that claims for state apportionment for K-12 students meet all of the following criteria:
 - The class is open to the general public
 - The class is advertised as open to the general public in one or more of the following:
 - The college catalog
 - The regular schedule of classes
 - An addenda to the catalog or schedule

If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.

If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or full time students.

NOTE: *The following is an illustrative example of procedures. **Legally required and legally advised** clauses are indicated.*

Required To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Legally advised Admission is subject to seat availability. The student must submit:

- district application for admission;
- written and signed parental or guardian consent;
- written and signed approval of his/her principal (**NOTE:** A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.)
- demonstration that the student is capable of profiting from instruction. The **[designate]** has the authority to make the final decision whether a student can benefit from instruction.

Required To be considered for admission as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.

Legally advised Admission is subject to seat availability. The student must submit:

- district application for admission;
- written and signed parental or guardian consent;
- written and signed acknowledgment of his/her principal. (**NOTE:** A pupil who is not enrolled in a public or private school does not need to provide written acknowledgment from his/her school principal.);
- demonstration that the student is capable of profiting from instruction;
- written approval of the governing board of the school district of attendance. The **[designate]** has the authority to make the final decision whether a student can benefit from instruction.

Required To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.

Legally advised The student must submit:

- written and signed parental or guardian consent;

- written and signed approval of his/her principal that the student has availed himself/herself of all opportunities to enroll in an equivalent course at his/her school of attendance; and
- demonstration that the student has adequate preparation in the disciplines to be studied.

All required documents shall be sent to the **[designate]**.

Legally advised

High School Students: For students attending high school, **[designate]** will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the **[designate]** shall be final. This determination may be done by **[one or more of the following options]:**

- a review of the materials submitted by the student;
- meeting with the student and his/her parent or guardian;
- consultation with **[designate appropriate college staff];**
- consideration of the welfare and safety of the student and others; and/or
- consideration of local, state, and/or federal laws.

Middle and Lower School Students: For students attending middle and lower schools, the determination shall be made by **[designate]**. The school must provide transcripts and a letter signed by the principal indicating how in his or her opinion the student can benefit from instruction. The **[designate]** will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others will not be affected. The decision of the **[designate position]** shall be final. Once a decision has been made, the student, his/her parent or guardian and the school principal shall be informed of the decision. This determination may be done by applying the following criteria **[one or more of the following options]:**

- a review of the materials submitted by the student;
- meeting with the student and his/her parent or guardian;
- consultation with **[designate appropriate college staff];**
- consideration of the welfare and safety of the student and others;
- consideration of local, state, and/or federal laws;
- review of the content of the class in terms of sensitivity and possible effects on the minor;
- requirements for supervision of the minor; and/or
- times the class(es) meet and the effect on the safety of the minor.

Required Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

Required If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission,

and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

NOTE: *Districts may also decide to trigger AB 288 benefits through CCAP Partnership Agreements by adopting all the legal requirements of Education Code Section 76004. For Districts that are CCAP track, the policy should contain, at a minimum, the following language:*

College and Career Access Pathways (CCAP)

The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.

The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership, and shall:

- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any controlled substance offense as defined in Education Code Section 87011.

- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- include a certification by the participating community college district of all of the following:
 - A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
 - A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership; and
 - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
 - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
 - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:

- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is

established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:

- The units constitute no more than four community college courses per term;
- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

The governing board of the District exempts special part-time students from the following fee requirements:

- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
- Transcript fees (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121)

The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

For each CCAP partnership agreement entered into pursuant to this section, the district shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance, and the Superintendent all of the following information:

- The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.

Revised 8/03, 2/04, 2/05, 2/06, 2/07, 3/12, 4/16

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

**Admission and Concurrent Enrollment of High School
and Other Young Students**

AP 5011

References: Education Code Sections 48800, 48800.5, 76001, 76002 and 76004; ACCJC Accreditation Standard II.C.6

- 1.0 Special part-time student: To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.
 - 1.1 Admission is subject to seat availability. The student must submit to Admissions & Records:
 - 1.1.1 A completed district application for admission.
 - 1.1.2 A written and signed parental or guardian consent, on the District's Special Admit form.
 - 1.1.3 A written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the College Superintendent / President or designee without the signature of a principal.)
 - 1.1.4 Demonstration that the student is capable of profiting from instruction. The Superintendent / President or designee has the authority to make the final decision whether a student can benefit from instruction.

- 2.0 Special Full-Time Student: To be considered for admittance as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.
 - 2.1 Admission is subject to seat availability. The student must submit to Admissions & Records:
 - 2.1.1 A completed district application for admission.
 - 2.1.2 A written and signed parental or guardian consent on the District's Special Admit form.

- 2.1.3 A written and signed approval of the applicant's school principal ~~releasing the student from the high school district.~~ (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the College Superintendent / President or designee without the signature of a principal.)
- 2.1.4 Demonstration that the student is capable of profiting from instruction. The Superintendent / President or designee has the authority to make the final decision whether a student can benefit from instruction.
- 2.1.5 Written approval of the governing board of the school district of attendance. The College Superintendent / President or designee has the authority to make the final decision whether a student can benefit from instruction.

3.0 Special Summer Session Student: To be considered for admittance as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.

3.1 The student must submit to Admissions & Records:

- 3.1.1 A completed district application for admission.
- 3.1.2 A written and signed parental or guardian consent on the District's Special Admit form.
- 3.1.3 A written and signed approval of the applicant's school principal that the student has availed himself or herself of all opportunities to enroll in an equivalent course at his or her school of attendance.
- 3.1.4 Demonstration that the student has adequate preparation in the disciplines to be studied.

4.0 High School Students: For students attending high school, the Assistant Superintendent/Vice President of Student Services or designee will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the District shall be final.

4.1 This determination may be done by applying one or more of the following criteria:

- 4.1.1 A review of the materials submitted by the student;
- 4.1.2 A meeting with the student and his/her parent or guardian;
- 4.1.3 Consultation with the Assistant Superintendent/Vice President of Student Services or designee;

4.1.4 Consideration of the welfare and safety of the student and others; and/or

4.1.5 Consideration of local, state, and/or federal laws.

5.0 Middle and Lower School Students: For students attending middle and lower schools, the determination shall be made by the Assistant Superintendent/Vice President of Student Services or designee. The school must provide transcripts and a letter signed by the principal indicating how in his or her opinion the student can benefit from instruction. The Assistant Superintendent/Vice President of Student Services or designee will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others will not be affected. The decision of the Assistant Superintendent/Vice President of Student Services or designee shall be final. Once a decision has been made, the student, his/her parent or guardian and the school principal shall be informed of the decision.

5.1 This determination may be done by applying the following criteria:

5.1.1 A review of the materials submitted by the student;

5.1.2 A meeting with the student and his/her parent or guardian;

5.1.3 Consultation with the Assistant Superintendent/Vice President of Student Services or designee;

5.1.4 Consideration of the welfare and safety of the student and others;

5.1.5 Consideration of local, state, and/or federal laws;

5.1.6 Review of the content of the class in terms of sensitivity and possible effects on the minor;

5.1.7 Requirements for supervision of the minor; and/or

5.1.8 Times the class(es) meet and the effect on the safety of the minor.

6.0 Access and Academic Rigor: Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

7.0 Agreements between school District(s) and Shasta College are located in the Office of the Superintendent / President and may be reviewed with reasonable prior notification.

8.0 Credit granted for courses: Students enrolled under the provisions of this procedure shall earn college credit as identified in the college catalog. Credit for courses completed shall be at the level determined to be appropriate by the school district and community college district governing boards.

9.0 Limits on the number of units for which special part time students may enroll.

9.1 A special part-time student may enroll in up to, and including, 11 units per semester (fall or spring), or the equivalent thereof, at Shasta College.

- 9.2 A special part-time student may enroll in up to, and including, 7 units per semester (summer), or the equivalent thereof, at Shasta College

10.0 Denial of request for full-time enrollment, including time constraints.

If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

11.0 Enrollment Priority

The governing board of Shasta College shall assign a low enrollment priority to special part-time or full-time students in order to ensure that these students do not displace regularly admitted students.

12.0 State apportionment

For the purposes of receiving state apportionments:

- 12.1 A community college district may include K-12 pupils who attend a community college within the District pursuant to Sections 48800 and 76001 in the District's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria. Records of enrollment of these students is maintained in the office of Admissions and Records. ÷

12.1.1 The class is open to the general public.

12.1.2 The class is advertised as open to the general public in one or more of the following:

12.1.2.1 The college catalog.

12.1.2.2 The regular schedule of classes.

12.1.2.3 An addenda to the college catalog or regular schedule of classes.

12.2 If a decision to offer a class on a high school campus is made after the publication of the regular schedule of classes, and the class is solely advertised to the general public through electronic media, the class shall be so advertised for a minimum of 30 continuous days prior to the first meeting of the class.

12.3 If the class is offered at a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

12.4 If the class is a physical education class, no more than 10 percent of the maximum enrollment specified for that section of the course may be comprised of special part-time or full-time students. A community college district may

not receive state apportionments for special part-time and full-time students enrolled in physical education courses in excess of 5 percent of the District's total reported full-time equivalent enrollment of special part-time and full-time students.

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

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 first-time-attending any college for the first time.

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).

~~Beginning Fall 2014, All new students must be matriculated to enjoy registration priority. 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. Registration priority, in the order of priority listed below, shall be provided to students as follows:~~

BLOCK 1A:

- Foster youth and former foster youth (Education Code section 66025.9)
- Homeless youth (Education Code section 66025.9)

To register in Blocks 1B-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. ~~Returning students and all new students who began taking classes at Shasta College after Summer 2014 must also have a comprehensive education plan on file by the end of their 3rd semester.~~

BLOCK 1B:

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

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

Enrollment Priorities

AP 5055

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 Shasta-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 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

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 for two consecutive terms; or

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

Enrollment Priorities

AP 5055

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

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. Shasta College may exempt from the 100 unit limit category those students enrolled in high unit majors or programs.

Shasta College may allow 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. All other registration priorities will be reviewed every two years.

Board Reviewed 11/11/09
Board Reviewed 4/10/13
Board Reviewed Revisions 12/11/13
Reviewed by the Board's Ad Hoc Committee on Board Policy 6/11/14
Board Reviewed Revisions 7/09/14
Reviewed Enrollment Services 11/15/2016

Commented [TN1]: The paragraph inserted, although not legally required is directly from CCLC. It is suggested as good practice to have this information in the AP5055. Prior to this insert, information regarding notifying a student about probation was not present.

Registration Dates for Summer 2017

March 1	Course Schedule goes live
March 21	DSPS, EOPS, Homeless, Military Veterans – Members of the Armed Forces, Foster Youth and Former Foster Youth, CalWORKS
March 23	Continuing students, TRiO students and continuing Student Athletes
March 28	New and Returning Students
March 30	Concurrent Enrollment K-12 and Open Enrollment (Spring Break April 10 – 14)
June 12	Summer Session begins

- Continuing Student = Currently enrolled at Shasta College
- Returning Student = Attended Shasta College previously, but not currently enrolled

Fall 2017

REGISTRATION DATES FOR STUDENTS

April 5	Course Schedule goes live
April 18	Foster Youth and Former Foster Youth, Homeless students, DSPS students, EOPS students, Members of the Armed Forces and Military Veterans, CalWORKS students
April 20	Continuing students in good standing with 45 – 99.5 units earned at Shasta College, students with 100 or more degree applicable units earned at Shasta College with a successful petition, TRiO students and continuing Student Athletes
April 25	Continuing students in good standing with 30 – 44.5 units earned at Shasta College
April 27	Continuing students in good standing with 15 – 29.5 units earned at Shasta College
May 2	Continuing students in good standing with up to 14.5 units earned at Shasta College
May 3	Shasta/NorthState Promise students 3 – 7 pm
May 4	Shasta/NorthState Promise students 3 – 7 pm
May 9	Matriculated New, Returning and Transfer students
May 11	Gateway to College students & College Connection students
May 16	Continuing students who have been on probation for two consecutive semesters, continuing students with 100 or more degree applicable units at Shasta College; students without an education plan after completing 15 semester units.
May 24	Special Admit / Concurrent enrolled 11 th & 12 th grade students
July 27	Special Admit / Concurrent enrolled students below 11 th grade
July 31	Non-matriculated students
August 14	Fall semester begins

Overview

The Student Services Division is interested in joining our Instruction colleagues on the two-year SSLO/SAO evaluation cycle – beginning with Reflection. This semester, our plan is to focus on reflection, dig back into our SSLOs/SAOs and assessments, consider any revisions we'd like to make, have discussions about those changes with other faculty/ staff as necessary, and get comfortable with the new version of TracDat.

Spring 2017 Plan

Specifically, we plan to complete the following by May 2017:

1. **Reflect, Discuss, Revise.** Reflect on last year's assessments and make revisions to our SSLOs / SAOs and methods of assessment as necessary. This will ensure that next year, we'll be assessing what we really want/need to assess.
2. **Update TracDat.** Ensure that all SSLOS / SAOs, methods of assessment, and materials needed to complete the assessments are up to date in the new version of TracDat. We will also review prior initiatives and provide updates and assessment data, as necessary.
3. **Enter "Application of Results" and "Follow-up" in TracDat.** We'll work to complete the "Application of Results" and "Follow-up" field in TracDat for all of the departments assessed last year. We will document our reflection, any discussions we had, and our methods of closing the loop on the SSLO/SAO process in the "Follow-up" section, which lives under "Application of Results". This is where we will provide answers to the questions: "What did we do? What changes, if any, have we implemented or made steps toward implementing?" These changes might include revising SSLOs / SAOs or assessments.
4. **Map.** Map all SSLOs / SAOs to ISLOs, as appropriate.

**Shasta-Tehama-Trinity
Joint Community College District**

**TECHNOLOGY PLAN
2017 – 2022**

DRAFT

Technology Master Plan Mission

The Technology Master Plan (TMP) will support the values and goals established by the Educational Master Plan. It will provide a roadmap by which Shasta College Information Services & Technology Support can efficiently and effectively implement and promote technology systems. These systems will enhance instructional delivery, student learning, and support systems to enable the District to perform its mission and achieve strategic objectives.

Introduction

Shasta College has experienced significant technological changes in its instructional and operational environments and these changes have fundamentally enhanced our ability to affect student success. Through technology we are building greater awareness of educational opportunities and providing greater access to educational resources for our students, faculty, staff and community members. Technology is changing the way we reach our students both inside and outside the classroom and has the potential to change the way we communicate, make decisions, and conduct our business as a California Community College.

The Information Systems and Technology Support Department (I.T.) supports the district's mission through its two components. Information Systems manages e-mail services, user accounts, MyShasta and Colleague, phone/voice mail, network/Internet, document storage and web services. Technology Support is responsible for the staff help desk, classroom and lab support, office technology devices, video conferencing/ITV support and AV for public events. The district's online presence via Canvas is supported by the Educational Technology staff within the Library Services and Educational Technology Division and works closely with I.T. to ensure access and availability of the online educational environment.

Shasta College has identified technology and its uses as central to the success of its students and employees. In order to maintain its competitive edge, Shasta College I.T. must support a robust, reliable infrastructure for the effective and efficient delivery of information, instruction, training, and all technology-based services. Technology has become an essential component in the operations of the college from the delivery of a distance education curriculum, to direct classroom support, to the college's business processes. Information itself is a strategic organizational asset and must be carefully managed and protected. Success at using information technology requires not just a one-time investment but constant updating of hardware, software, methods, and support models. Life-cycle replacement funding should be built into planning at every level of investment in information technology (including instructional labs, personal computers, multimedia, departmental and institutional servers, applications, network hardware and software).

Guiding Principles

- All goals and activities contained in the TMP were developed to directly support the educational goals of the College, as articulated in the Strategic Plan, Educational Master Plan, and Facilities Master Plan.
- The TMP is one of the District's key strategic plans and plays a critical role in the success of the Strategic Plan, Educational Master Plan, Facilities Master Plan, and ultimately the College Mission.
- As the detailed design and planning phases are implemented through the TMP, the Shasta College I.T. department will identify technology issues and initiatives to be incorporated into relevant plans.
- A significant number of demands for technology-related support will compete for limited funding. Consequently, the use of resources allocated to technology will be driven by needs, which are identified and prioritized in this plan as the first step of a selection process involving appropriate campus committees and decision-makers.

Technology Planning Goals and Activities

1. Annually develop strategic initiatives in support of the district's planning process.

Strategy: Identify patterns in resource requests and help develop institutional strategies for technology deployment

Activities:

1. Work with students, faculty, staff, departments, and participatory committees to develop initiatives based on the needs of the District.
2. Annually survey students, faculty, and staff to gain an insight as to their satisfaction with current technology and to identify gaps in technology needs.
3. Host focus groups to determine satisfaction with technology and to determine technological needs.
4. Implement the ECAR student and faculty technology survey on a three-year cycle in collaboration with Institutional Effectiveness.

2. Develop and implement college-wide technology procedures and standards in collaboration with stakeholders.

Strategy: Improve efficiency and standardize procedures

Activities:

1. Review, update, and document current established procedures.
2. In conjunction with the Business Office, review, update and publish technology purchasing procedures.
3. Review, update and publish standards for technology infrastructure including data center technologies, cabling infrastructure, wireless infrastructure, classroom technologies, and office technologies.
4. Develop and document security procedures and standards for data, access, and physical infrastructure.

3. Support instruction and student learning through technology.

Strategy: Develop and support a robust device agnostic and comprehensive WiFi network

Activities:

1. Assess needs and expectations through the use of surveys and focus groups
2. Plan wireless coverage area according to needs
3. Evaluate, select, and purchase WiFi solution and hardware to fit institutional need
4. Create a secure environment for use by faculty, staff, students and guests
5. Create WiFi usage policies and procedures
6. Provide training materials for the safe and secure use of the district WiFi solution

Strategy: Work with Instruction to plan classroom technology needs

Activities:

1. Articulate minimum technology standards for classrooms
2. Support the design of classrooms for the 21st Century by developing a classroom technology plan to meet different instructional approaches
 - Direct instruction (didactic)
 - Whole group collaboration, inquiry-based learning.
 - Small group collaboration, cooperative learning
 - Laboratory/kinesthetic learning
 - Computer Labs
3. Develop experimental classrooms (in collaboration with the Office of Instruction) to test new technology for wide scale adoption

Strategy: Evaluate the technology used to provide live, face-to-face lecture to distant locations within the district.

Activities:

1. Work with the Distance Education Committee to assess current technologies, and when possible and prudent, make adjustments to design where needs are unmet.
2. Develop a plan to update extended education classroom facilities.
3. Support institutional initiatives to extend this service into area high schools and to support regions outside of the district.

4. Support student services through technology by collaborating and continuing to enhance service delivery via the best innovative practices.

Strategy: Work with Student Services to improve retention and streamline enrollment processes for students

Activities

1. Implement and support student retention tools (aka Hobson's/ Starfish Early Alert).
2. Support website redesign with a focus on student needs. The new website will be built with a responsive design architecture to support multi-platform/mobile access.
3. Implement a mobile app that supports numerous student information and service needs such as setting appointments, enrolling in courses, accessing degree and program information.
4. Implement CCCAssess Common Assessment when it becomes available.
5. Fully implement Financial Aid automated processing and self-service functionality.

6. Update transcript template to reflect the baccalaureate degree and other initiatives.

Strategy: Improve efficiencies and information systems for students.

Activities:

1. Implement single-sign-on student portal that provides access to all online services for which authentication is required.
2. Develop and implement a Student Technical Assistance /FAQ system
3. Implement automated student education plan builder (aka Hobson's/ Starfish)

5. Improve and increase faculty, staff, and student access to information and related technology throughout the district.

Strategy: Enhance learning opportunities and access to technology for staff and students

Activities:

1. Implement Office365 for students and staff
2. Consider adopting a cloud-based training platform that fits students, training needs, and budget

Strategy: Improve access to information to facilitate informed decision-making for institutional effectiveness

Activities:

1. Expand deployment of Tableau
2. Develop relevant data dashboards
3. Support the establishment of a data warehouse
4. Initiate a MIS data workgroup to make recommendations regarding data pathways.

Strategy: Work with Instruction, Student Services, and Administrative Services to leverage business information systems to improve efficiencies

Activities:

1. Expand functionality in Colleague to automate business processes including automated workflow for document imaging

Strategy: Enhance communication between IT and the rest of the Campus Community

Activities:

1. Provide system outage information via the IT website
2. Implement the ECAR student and faculty technology survey on a three-year cycle in collaboration with Institutional Effectiveness
3. Share ideas about classroom technology deployment with the Faculty Instructional Technology Committee to receive feedback and advice
4. Expand, promote and continue to improve the use of the IT Help Desk system

6. Develop a disaster recovery plan to ensure instructional and business continuity in the event of data and/or services loss due to a catastrophic event.

Activities:

1. Research and implement best practices for disaster recovery and business continuity planning.
2. Evaluate and identify software and hardware necessary to ensure business continuity.
3. Using established planning processes, identify funding mechanisms for purchasing identified hardware and/or software

Integrated Planning

Shasta College I.T. embraced the district's Annual Area Planning Initiative (AAP) process in order to secure support for the hardware and software required for the district to meet its mission, institutional goals and support the educational master plan. The AAP initiative review process steps include Technology department input in order to provide for more informed equipment and software decisions and to reduce project delays and cost overruns at time of implementation. The AAP process has also been embraced by the Technology Planning Committee (TPC) and is one of the components used to develop TPC goals and activities.

Total Cost of Ownership

Shasta College is moving toward integrating the business practice commonly referred to as the Total Cost of Ownership (TCO), which provides an estimate of the total cost to deploy and maintain a given technology over its lifetime. This is considered an essential aspect of financial planning because technology deployments typically incur, over their lifetime, a variety of direct or indirect operational costs that are less apparent than the initial capital expense of deployment.

One specific aspect of TCO planning is the cost to replace the technology as it ages. This is particularly relevant to Shasta College because, while many technology deployments at the college are initiated by special one-time funds (such as grants, special programs, etc.), the replacement costs are typically borne by the District. As one-time funded projects age, the District must allocate funds to replace or maintain obsolete systems. By budgeting for the inevitable replacement costs, the College will be better able to plan instructional and administrative programs confident that the underlying technology will be maintained at the appropriate standard.

Assessment and Review

The Technology Master Plan is a five-year plan, so in order to maintain currency and effectiveness, it will be reviewed and the goals and activities updated annually as needed. The TPC will conduct assessments to ensure alignment with District integrated planning and approved Annual Area Plans. Additionally, the TPC will evaluate the progress the District has made toward each of the goals and activities. Finally, the TPC will review current trends and changes in information technology and education and make any necessary recommendations for modifications or additions to the activities listed under each of the goals.

The TPC will evaluate the Technology Master Plan in its entirety towards the end of the five-year cycle. Using survey data and other qualitative assessments the TPC will evaluate progress and currency of all planning elements and make recommendations for plan revisions if need be.

DRAFT

**Shasta–Tehama-Trinity
Joint Community College District**

**ENROLLMENT MANAGEMENT
PLAN
2017 – 2018**

DRAFT

Mission Statement

Shasta College provides a diverse student population open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, 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 support student learning and personal growth.

Institutional Goals 2012- 2030

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
2. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.
3. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.
4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

Enrollment Management Committee Mission

To develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance access, success, persistence and goal attainment.

Development of the 2017-2018 Enrollment Management Plan

When updating the Enrollment Management Plan, the Committee sought to align the Enrollment Management Plan with:

- Board Of Trustees' Strategic Priorities, the Educational Master plan, the updated Strategic Plan and other planning efforts
- Key Performance Indicators
- Student Support (Re)Defined And Completion By Design Frameworks

The Committee recommends the adoption of a two-year planning cycle to anticipate periods of growth and stability. The Committee noted the significant work that has already taking place throughout the campus and sought to intentionally integrate this plan with other initiatives.

Committee Goals:

"Seek"

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*

Goal #2: "Keep"

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

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".

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.

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 and CTE.

Activities:

- Guided by enrollment and equity targets, create a proactive plan to identify, recruit, convert and enroll a diverse student body reflective of the entire region we serve. (directed, focused, nurtured, engaged, connected, Strategic Plan 2.2.c)

Responsible Administrator: Marketing Director / Assoc. Dean of Access and Equity / Assoc. VP Student Services/Dean of Enrollment Services

Target Completion Date: Spring 2017

- 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

- Create and implement a "student intake" plan to include a review of acceptance messaging and an update of enrollment literature.

Responsible Administrator: Marketing Director / Assoc. VP Student Services/Dean of Enrollment Services

Target Completion Date: Spring 2017

- Complete a communications audit and create and implement a student communication plan that utilizes social media and other means to create a positive connection with students and to engage them to a greater degree during their college experience from the initial point of contact through graduation. (nurtured, engaged, connected)

Responsible Administrator: Marketing Director / Assoc. VP Student Services/Dean of Enrollment Services

Target Completion Date: Spring 2017

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

Activities:

- Develop a “microsite” to serve as the “front end” of the College website to streamline the enrollment process for new and returning students. (directed, focused, nurtured, engaged, connected, Interact, Strategic Plan 2.2.b)

Responsible Administrator: Director of Information Technology

Target Completion Date: Fall 2018

- 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 / Assoc. VP Student Services/Dean of Enrollment Services

Target Completion Date: Spring 2018

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

Activities:

- Fully implement the Common Assessment including competency requisites. (directed, focused, nurtured, engaged)

Responsible Administrator: Assoc. VP Student Services/Dean of Enrollment Services

Target Completion Date: Fall 2017

- Investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program and assess results (directed, focused, Strategic Plan 1.1.b)

Responsible Administrator: Assoc. VP Student Services/Dean of Enrollment Services

Target Completion Date: Spring 2017

- 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

- Implement and evaluate a first year experience program.

Responsible Administrator: Assoc. VP Student Services/Dean of Enrollment Services

Target Completion Date: Fall 2017

Enrollment Management Goal 2: “Keep”

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

Strategy: Develop initiatives to enhance student persistence.

- Develop strategies to ensure a course success rate of 75%; fall to spring persistence rate of 74%; and a math achievement rate of 35%.

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

- Expand mentor program for part-time faculty. (directed, focused, nurtured, engaged, connected)

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

- Implement Hobsons Starfish early alert software. (directed, focused, nurtured, connected)

Responsible Administrator: Director of Information Technology and Assoc. VP Student Services/Dean of Enrollment Services
Target Completion Date: Fall 2017

- Develop and publish scheduling patterns for certificates and degrees. (directed, focused, nurtured, Strategic Plan 1.2.d)

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

- 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

- Implement expanded academic support strategies such as online tutoring for basic skills and general education. (directed, focused, nurtured, Strategic Plan 2.1.c)

Responsible Administrator: Dean of Library Services & Educational Technology
Target Completion Date: Fall 2017

Enrollment Management Goal 3: Complete

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

Strategy: Increase the rate 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:

- Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees 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

- In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment. (directed, focused, Strategic Plan 1.3.b)

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

- Expand ACE and BOLD programs. (directed, focused, connected)

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

- Implement Hobsons Starfish automated student education planning software. (directed, focused)

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

Enrollment Management Goal 4: 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:

- Create a data warehouse.

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

- 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

- Complete a student focus-group inquiry on how to enhance the student experience and the campus environment. (nurtured, engaged, connected)

Responsible Administrator: Dean of Institutional Effectiveness
Target Completion Date: Fall 2017

- Communicate the results of the Community College Survey of Student Engagement, identify areas of growth and implement a plan to address these areas. (nurtured, engaged, connected)

Responsible Administrator: Dean of Institutional Effectiveness / Assoc. VP Student Services/Dean of Enrollment Services
Target Completion Date: Spring 2017



The Adult Learning Focused Institution (ALFI) Assessment Tool Report



Prepared for Shasta College
December 2016



Adult Learning Focused Institution Assessment Results for Shasta College

Table of Contents

Cover Letter

Introduction to the Institutional Self-Assessment Survey and the
Comparative Data

Final Summary

Crosswalk

Shasta College Summary Reports and Responses

Potential Contribution to Each Benchmark

Benchmark scores for Shasta

Appendices:

Appendix A - How Benchmark Scores Were Constructed

Appendix B - Adult Learning Focused Institutional Self-Assessment Survey -
College and University Version

Appendix C - Information on the Developers of the ALFI Assessment Tools

Appendix D - ALI

National Headquarters
55 E. Monroe St., Suite 2710
Chicago, IL 60603

Telephone 312.499.2600
Facsimile 312.499.2601

Website www.cael.org



CAEL

December 28, 2016

Kate Mahar
Dean of Foundational Skills and Institutional Effectiveness
Shasta College
11555 Old Oregon Trail
Redding, CA 96003

Dear Dean Mahar,

We are pleased to present the results from the ALFI Assessments. Congratulations on all the work you and your institution have done to get to this stage. I hope that these results will help you and the college as you move forward with your plans to increase adult student recruitment, retention and graduation at Shasta College.

Enclosed are the results from your Institutional Self-Assessment Survey and comparison reports for both the Adult Learner Inventory and the Institutional Self-Assessment Survey. We have also included a copy of the Adult Learner Inventory report that Ruffalo Noel-Levitz sent you as a point of comparison.

We hope you find this information valuable as you make plans for continuing your work with adult students. Please do not hesitate to contact me if you have questions; my assistant Laurie will be in touch to set up a time and date to discuss the reports and any next steps with you and your team. I can be reached at (312) 499-2399 or scampbell@cael.org; Laurie can be reached at lshoulterkarall@cael.org.

Sincerely,

Scott A. Campbell Ph.D.
Vice President for Higher Education

SHASTA COLLEGE

Internal Comparisons: ALFI Data

December 2016

Executive Summary:

During the 2016-17 academic year, 520 adult learners at Shasta College (Shasta) completed the *Adult Learning Inventory (ALI)*, which measures their perceptions of the College's adult-oriented services. Shasta faculty, staff and administration completed the *Institutional Self-Assessment Survey (ISAS)*, which provides a snapshot of what services the College provides to adult learners as well as quantifying the Shasta's activities and practices which are important to adult learners. The combination of these two constitutes the *Adult Learning Focused Institution (ALFI) Toolkit*.

The surveys are based on the Nine Essential Principles for Serving Adult Learners that the Council for Adult and Experiential Learning (CAEL) has identified. These Principles, defined in Attachment A, are:

1. Outreach
2. Life and Career Planning
3. Financing
4. Assessment of Learning Outcomes
5. Teaching-Learning Process
6. Student Support Systems
7. Technology
8. Transitions
9. Strategic Partnerships (ISAS only)

Shasta staff's response to the *ISAS* has been paired with students' ranking of importance and satisfaction of those services with the *ALI*. Following the administration of the surveys, Shasta received a summary of the data as well as basic reports from Ruffalo Noel-Levitz, the *ALI* survey provider.

This addendum takes the data from both surveys and pairs them to identify strengths, challenges, and disconnects between the College and its adult students. This report offers recommendations for next steps for strategic planning purposes.

Overall, Shasta's *ISAS* results reflect a better than average ranking on three Principles, those of **Technology**, **Student Support Systems** and the **Teaching-Learning Process**, when compared to the mean performance of similar institutions. A review of the *ALI* results reveals that Shasta students ranked most of the Principles higher than average with the most room for improvement reflected in **Assessment of Learning Outcomes**.

According to recent IPEDS data, about 37 percent of students enrolled at Shasta are at least the age of 25. About 43 percent of students are enrolled in at least some online education. Shasta demonstrates a commitment to the adult learner through community education, flexible financing, evening scheduling of courses, and somewhat accessible transfer requirements to four-year institutions. Providing alternative methods of assessing prior learning is an area of opportunity for the College.

In an effort to prioritize the results, CAEL suggests a sequence of specific activities that are related to the most significant strengths and challenges identified by the surveys:

- 1) Market the institution's strength in **Technology**. This Principle ranks first on the *ISAS* and second on the *ALI*.
- 2) Continue to provide benchmark services related to the **Student Support Services** and **Strategic Partnerships** Principles.
- 3) Take specific steps to improve performance in **Transitions** and **Life & Career Planning**.
- 4) Take specific steps to improve performance in **Assessment of Learning Outcomes**.
- 5) Research and discuss the differing perceptions between the internal institutional team and adult students with regards to the **Teaching-Learning Process** Principle.

Internal Comparisons

The two surveys' datasets provide valuable information about how adult learners' perceptions as indicated on the *ALI* compare to Shasta's response to the *ISAS*; these are consistent with the underlying concept of the *ALFI* Toolkit: perceptions = reality. In addition to ranking the Principles on the two surveys, we include data and statistics that measure Shasta's performance relative to over 100 other two-year institutions who completed the two surveys in the *ALFI* toolkit. It is important to remember that no campus is "the best performer" on every Principle and that, in most of the summaries, *ISAS* data are compared to *ISAS* data, while *ALI* data are compared to *ALI* data. The bulk of this analysis examines the data from an internal perspective.

By comparing the Shasta staff's viewpoint with the viewpoint of the students, CAEL identifies points of agreement and divergence and, in turn, helps Shasta identify and implement specific strategies to capitalize on strengths and to address challenges.

The ranking of the Principles detailed in the table below is derived from a combination of students' importance and satisfaction scores on items within each Principle (*ALI*) and a more quantitative survey completed by faculty, staff and administration (*ISAS*).

Ranking	<i>ISAS</i> Rank (Faculty, Staff, Admin)	<i>ALI</i> Rank (Students)
1	Technology	Outreach
2	Student Support Systems	Technology
3	Transitions	Teaching-Learning Process
4	Financing	Financing
5	Teaching-Learning Process	Student Support Systems
6	Strategic Partnerships*	Transitions
7	Outreach	Life & Career Planning
8	Life & Career Planning	Assessment of Learning Outcomes
9	Assessment of Learning Outcomes	

*Note: The *ISAS* has one additional Principle that is not included in the *ALI*


Strengths

ISAS and *ALI* respondents agree that **Technology** is a strength at Shasta. Both the internal team and the student respondents rank this Principle highly, which means that Shasta satisfactorily “uses technology to provide relevant and timely information and to enhance the learning experience.” Adult learners are especially satisfied with the College’s online communication (*ALI* Q18) and that they are able to access some of the services they need online (*ALI* Q32). The internal team noted that many student support services are available online but nearly all in-person services are limited to standard business hours, which can create barriers for adult learners (*ISAS* Q46). Adult students are somewhat satisfied with technological support but would like improved availability of the supports (*ALI* Q12). The College’s internal survey notes that half of full or part-time staff participate in technology-based workshops (*ISAS* Q41g, Q41o). Shasta’s *ALI* score is close to the 50th percentile as compared to other two-year institutions; however, the *ISAS* score for **Technology** ranks near the top.

The **Student Support Systems** Principle is ranked second by the institutional team who took the *ISAS* while students rank this Principle fifth out of eight. Although the Principle is ranked lower than others, students at Shasta have expressed overall satisfaction with this Principle. This means that Shasta effectively “assists adult learners using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed, lifelong learners.” Students do express a desire for centralization of key services (*ALI* 34) but otherwise feel adequately supported by Shasta.

Provided that all students have access to those support systems they need, Shasta provides satisfactory academic support to those who are addressing barriers. To improve upon this Principle, Shasta should expand the hours at which key services are offered to allow adult learners opportunities for face-to-face contact outside of standard business hours. Even one Saturday per month or one evening per week could be sufficient to allow students with specific or personal concerns an opportunity to enjoy the same human contact as students who have time during the standard workday.

Although the institutional team at Shasta ranked **Strategic Partnerships** sixth out of nine Principles, the overall score on the Principle was higher than average as compared against other two-year institutions. Shasta satisfactorily “engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.” Shasta reviews its own processes and the satisfaction with its programs on a regular basis (*ISAS* 52) and involves employers in the design of




programs and recruiting students (*ISAS* 53). To improve upon this Principle, Shasta should look to any major employers in the local economy to determine key areas for economic growth, identify in-demand or soon to be in-demand jobs, and ensure the competencies taught in related majors align with those occupational skills and abilities. Given the rural nature of Shasta’s geographic region, this may look very different from other institutions.

Both students and the institutional team rank the **Financing** Principle roughly in the middle. Overall students are satisfied with how Shasta “promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.” Students would like to receive more information about sources of financial aid available to them (*ALI* 9). Shasta College does an exemplary job of providing alternative and innovative methods for students. Shasta can improve **Financing** by integrating financial aid information into one-stop shopping (*ALI* 34) and offering in-person payment opportunities outside of traditional business hours (*ISAS* 46d).

Challenges

Agreement between the internal rankings on the *ISAS* and the *ALI* can also help identify specific challenges for the institution. One challenging area is the Principle of **Assessment of Learning Outcomes**. This Principle defines how well Shasta “defines and assesses the knowledge, skills and competencies acquired by adult learners—both from the curriculum and from life and work experience—in order to assign credit and confer degrees with rigor.” The institutional team ranked this Principle very low (ninth out of nine), and the students ranked it second-to-last.

Students report that they are satisfied with how they demonstrate class-related learning as well as the assessment process for reading, writing and mathematics skills upon enrollment (*ALI* 37, 42). However, students are concerned about whether their learning outcomes relate to career and life goals (*ALI* 25). One area of opportunity for the College is to incorporate more universal one-to-one planning with students for their life, career, and academic pathways post-Shasta (*ISAS* Q19f) in order to facilitate those conversations which help to relate coursework to life/career, especially elective (restricted or unrestricted) courses. Students do not feel that they are evaluated on those things they need to know in life and in their careers and report low rates of satisfaction with how frequently they are evaluated (*ALI* Q20, Q25, Q37). Students would also benefit from more individualized assessment beyond the initial matriculation activities (*ISAS* Q28a, Q28c).




Students are also interested in being evaluated from time to time by someone who is not their direct instructor (*ALI Q20*). This extends all the way to enrollment where adult learners could benefit from alternate methods of prior learning assessment beyond just examinations (*ISAS Q19i*) all the way through their academic career where students can demonstrate what they know to an objective faculty or staff person. Providing more prompt feedback to students would certainly boost their confidence in Shasta's assessment practices as well (*ISAS Q27n*). Adult learners are looking for ways to demonstrate how they use the information they receive in the classroom (*ALI Q37*) because they have a strong need to contextualize their learning to their life and career—they would rather understand the practical application of a theory than memorize it.

Students ranked **Life & Career Planning** as the second most important of all of the Principles; however, of all eight Principles, they are least satisfied with **Life & Career Planning**. This Principle details how well Shasta “addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.” The low levels of student satisfaction with the Principle suggest that action taken here is not only necessary in the short term, but will drive student satisfaction in the future. The internal team at Shasta ranked this Principle eighth out of nine.

Because about 80% of Shasta's adult students are enrolled to improve occupational skills or to prepare for a new/different career (*ALI demographics*), Shasta should look most closely to **Life & Career Planning** as a critical driver of adult student satisfaction.

Students place high importance upon, but are dissatisfied with, credit for learning derived from previous life and work experiences (*ALI Q44*), although the internal team indicated that some students do receive credit for this, just not many (*ISAS Q19i*). The low score attributed to both the Principle and this item indicate substantial interest in alternative credit in the adult learner population at Shasta. Alternative means to earning academic credit should look beyond CLEP, military transcription and challenge exams. According to CAEL's *Fueling the Race, A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*, two-year students are significantly more likely to complete their degree if they earn some credit through prior learning assessment (PLA).

CAEL encourages Shasta to look into portfolio assessment and tools to accelerate the analysis of a student's life and work experience which can translate to earned academic credit. Adult students need a clearly defined path to degree/ certificate completion with a plan that specifies the requirements for




enrollment, the necessary classes, and a timeline for accomplishing the various milestones. From an institutional perspective, PLA services should include trainings for enrollment and academic advisors as well as support from faculty and deans. Credit from PLA places adult learners closer to their goals and can increase persistence and graduation rates.

Another challenge in the **Life & Career Planning** Principle is a notable gap in *ALI Q15*, where students place a high importance but low satisfaction score on academic advisors' knowledge about the requirements for their programs. While there is not enough information in the survey to suggest what students are not receiving with regards to academic advising, this should be looked at in tandem with the low satisfaction reported regarding the scheduling of courses (*ALI Q2*). CAEL recommends soliciting feedback from adult learners and academic advisors to understand exactly where this disconnect lies. Sometimes, the issue occurs when a required course is not offered frequently enough, and when it is offered, it is not scheduled at times that work for nontraditional students.

The **Transitions** Principle looks at how well an institution “supports guided pathways that lead into and from the institution’s programs and services in order to ensure that students’ learning will apply usefully to achieving their educational and career goals.” Students rank the **Transitions** Principle sixth out of eight; the Principle fares better on the institution’s survey at third of out nine. Many of the challenges in other Principles also tie to concepts related to student **Transitions**.

Shasta’s students are generally satisfied with the relevance of their studies to their career and life goals (*ALI Q21*). They report that they receive adequate academic advising in terms of completing their degree or certificate at Shasta (*ALI Q14, Q27, Q33*). Students have pinpointed two major benchmark **Transitions**-related challenges for Shasta: transferring to four-year universities and proactive intervention from faculty and staff (*ALI Q6, Q47*).

From the beginning of their academic careers at Shasta, only some students receive proactive assistance with the evaluation of their transfer credits and transcripts (*ISAS Q19j*). Shasta only sometimes monitors how their credits transfer to four-year degrees, not including general education (*ISAS Q31a*). Further, it is difficult for students to find transfer requirements and analyze their progress toward the requirements at other institutions (*ISAS 33*), although the credits themselves tend to transfer readily (*ISAS 26f*). Shasta should examine how they can communicate information about the robust articulation agreements that exist with other institutions to adult learners. Since many adult learners



commute to campus or study online (or both), students should be encouraged to pursue degrees at those receiving institutions and advisors should be prepared with timely information on transferring to programs there. Ensuring that students who wish to transfer to four-year institutions receive transfer counseling within their academic advising sessions each term could greatly improve the **Transitions** ranking.

Students at Shasta would also strongly benefit from more frequent contact with their advisors with advisors proactively reaching out when early warning systems identify that a student is in danger of failing (*ISAS* 26g, 26h).


External Comparison

Shasta's scores on the student survey fall generally within the average range of percentiles as compared to other two-year institutions. The **Teaching-Learning Process** Principle is the exception on this metric, ranking at the 32nd percentile. Scores on the *ISAS* have a much broader range. The principles of **Technology** and **Student Support Systems** are significantly higher than the means of other two-year institutions, with **Technology** ranking at the 94th percentile among similar institutions. The principles of **Outreach, Life & Career Planning** and **Assessment of Learning Outcomes** fall below the average percentile ranking with a minimum of the 7th percentile for **Assessment of Learning Outcomes**.

Additional Examination

Two disconnects were identified by the *ALFI*. A disconnect or discrepancy is indicated when one set of respondents ranks a Principle much higher or lower than the other set of respondents. One disconnect occurs with the Principle of the **Teaching-Learning Process**. Students on the *ALI* ranked the **Teaching-Learning Process** Principle third, while faculty and staff ranked the Principle fifth on the *ISAS* survey results. This Principle measures how well Shasta's "faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills."

Students at Shasta College report that they find their coursework to be appropriately challenging, they understand their expected learning outcomes and that diverse ideas are respected in the classroom (*ALI* Q10, Q29, Q46). On the other hand, students would like more timely feedback about their progress in class and more frequent communication with instructors (*ALI* Q17, Q43). Students report low satisfaction with how assigned homework relates to their careers and life experiences (*ALI* Q45).



The institution's team states that only about half of courses incorporate life and work experiences into the classroom (*ISAS 27e*) and that only about half of faculty provide prompt feedback on student performance (*ISAS 27n*). Adult learners have different needs from traditional students and look for swift feedback as well as how concepts in the classroom build upon what they already know. Shasta's administrative team should look at those faculty members who do incorporate real-life, real-world examples into their lessons and assignments challenge other faculty to emulate them in order to improve upon this Principle.

The second disconnect occurs with the **Outreach** Principle. This Principle looks at how Shasta “conducts its outreach to adult learners by overcoming barriers in time, place and tradition in order to create lifelong access to educational opportunities.” The administrative team at Shasta has ranked this Principle seventh out of nine; students ranked this Principle first out of eight.

Students are especially satisfied with the processes and procedures for enrolling at Shasta (*ALI Q13*). They report ease in accessing information through the Internet and by phone; they are also highly satisfied with the options available for course delivery, including both the method and schedule (*ALI Q1, Q26, Q30*).

Shasta's low institution score on the *ISAS* stems from less flexibility with course and personnel scheduling as compared to similar institutions (*ISAS Q25*). Some areas where Shasta excels at course scheduling include the availability of online courses and modular course formats (*ISAS Q26*). Shasta does not offer courses in the early morning hours or on weekends; however, students do express satisfaction with the available course offerings as it is. Because the student scores on the **Outreach** Principle are so high, a more flexible academic year, course times, and competency-based offerings may not be seen as a priority. However, Shasta should look closely at how similar institutions are incorporating competency-based curriculum design as part of their **Teaching-Learning Process**.

Shasta should consider looking at the hours its support services are available to its students. Shasta does not currently offer face-to-face hours outside of the standard workday. This can be a barrier for adult learners who benefit from one-on-one, personal interaction to work on issues related to student life at Shasta—especially those who are not yet comfortable with solely online communication.

Summary

This *ALFI* has yielded important information for Shasta and its services to adult learners. Oftentimes, improving one item in the *ALFI* toolkit will improve student satisfaction with several Principles. Shasta would be well-served to engage the participants in carefully considering the responses on the *ALI* and *ISAS* in order to continue to attract, retain and graduate adult students. We hope that Shasta will use these results in identifying points of agreement and divergence to then create specific strategies to capitalize on its strengths and address the challenges in working with adult students.

Based upon the results, CAEL offers the following information as a basis for reflection, discussion and consideration at Shasta College:

1. CAEL encourages Shasta College to continue its efforts relative to the Principle of **Technology** including:
 - a. Continuing to use technology as the primary means of communicating with students
 - b. Continuing to provide important, accessible information online that helps students to understand and map out their pathway through their program of study
 - c. Reviewing whether technological services are accessible to adult learners, especially within the context of typical work hours, and adopting a plan to increase flexibility of times to include adult learners
 - d. Providing personnel development activities that focus on emerging and current technologies to ensure that adult learners are trained with technology that makes them competitive job seekers and candidates for advancement
2. CAEL encourages Shasta College to continue its work relative to the Principle of **Student Support Systems** while taking steps to ensure that key services are accessible to students when they are needed.
3. CAEL encourages Shasta College to investigate the underlying reasons for the discrepant perspectives by *ALI* and *ISAS* respondents associated with the institution's practices relative to the Principles of **Teaching-Learning Process** and **Outreach**. This is critical work for driving student satisfaction with the College. Adult students need to relate their classroom experience to work and life in order to learn. To break down barriers in time and

place, Shasta should expand office hours (such as one day per week or one Saturday per month) and centralize services for its adult learners.

4. CAEL encourages Shasta College to investigate the underlying reasons for the discrepant perspectives by *ALI* and *ISAS* respondents regarding the **Transitions** Principle. This further ties into the theme of applying classroom learning to work and life, especially since a majority of adult learners at Shasta are looking to advance their careers as a result of studying at the College.
5. CAEL encourages Shasta College to improve its practices in the area of **Life & Career Planning** by exploring activities such as:
 - a. Expanding opportunities for credit for prior learning in order to retain and graduate adult learners more effectively and on a reasonable, or even accelerated, timeframe
 - b. Considering whether a flexible academic calendar, with continuous offerings, could be implemented in select adult-oriented programs such as nursing and business administration
 - c. Ensuring that students can take the classes they need, when they need them, and that academic advisors are aware of this scheduling (such as which courses are offered only in the fall semester) and place students in the appropriate prerequisites in advance of their being offered
6. CAEL encourages Shasta College to improve its practices in the area of **Assessment of Learning Outcomes** such as:
 - a. Relating assessments (examinations, presentations, projects, etc.) more closely to the work and life goals of learners—broadly in early/general courses and specifically in their majors
 - b. Implementing universal advising, especially for adult students, and ensuring advisors have the information needed to evaluate student progress