



Shasta College

Student Services Council Meeting
February 21, 2018 • 9:00 AM
Room 2314

MINUTES

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

CALL TO ORDER

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

Approval of Minutes

It was moved by Nadia Elwood and seconded by Stacey Bartlett to approve the Student Services Council February 7, 2017 minutes. All in favor to approve the minutes.

Information Items

a) Technology priority list

b) Instructional Council Agenda

- 1) Spent considerable amount of time talking about the initiative ranking process. Creating a taskforce regarding TracDat process.
- 2) Shasta Connect Guidelines was discussed.
- 3) Discussed the budget and ambiguities.
- 4) Frank spent time on curriculum. Curriculum review comes up every five years. Major and minor mods. It is also a time consuming process to enter information in the CurricUNET database.

Comments

- Sue Loring and Carolyn Borg from counseling are on the committee.
- Courses that haven't been taught, there is encouragement to get those off the record.
 - a. There is a goal to deactivate courses that haven't been taught in 5 years.
 - b. Program review and curriculum review process and assessment committee are working on encouraging and improving
 - c. The only classes that were discontinued were those that were voluntarily discontinued. Looking to change that process.
- Advanced planning is necessary due to scheduling and timing for catalog postings.
- New courses, even stand-alone, still have to go to the Chancellor's office for approval.
- Alignment and driving through local certificates

c) Integrated Plan

d) Enrollment Management Plan – Spring 2018

e) BP/AP Update

- | | |
|---------------|--------------------------------------|
| 1) BP/AP 4240 | Academic Renewal |
| 2) BP/AP 4250 | Probation, Dismissal and Readmission |
| 3) AP 4250 | Probation |
| 4) AP 4255 | Dismissal and Readmission |

1. Student Services Council Bylaws Review

Previous membership was at 12, but consolidation efforts has decreased the number to 9 voting members. Added to Bylaws non-voting members:

- Representative from Institutional Research
- Representative from Information Technology (IT)
- I. Scope and Function
- II. Student Services Council Working Principles
 - a. Change - "We create synergy..." to "We nurture synergy..."
- III. Meetings
- IV. Member Responsibilities
 - a. Change - Should a member be unable to attend a meeting, the member shall notify the Chair and send an alternate as appropriate.
 - b. Add – In the event that the chair is unable to attend, an alternate will be appointed by the Chair, as appropriate.
 - c. Sue Huizinga will not be present for the March 7th meeting.
 - d. Including appropriate alternates could provide opportunities to other staff to experience roles on councils and committees.
- V. How Student Services Council Arrives at Recommendations
 - a. Change - "...the committee will attempt to reach general agreement" to "the committee will attempt to reach consensus..."
 - b. Change – "The motion will need a simple majority of the quorum to pass." to "The motion will need two-thirds majority of the quorum to pass."
- VI. Student Services Council Bylaws
 - a. Change – "A two-thirds majority of the voting members present may suspend a bylaw for the purpose of a single meeting." to "A two-thirds majority of the quorum may suspend a bylaw for the purpose of a single meeting."
 - Moved to approve the Bylaws as amended. Approved and all in favor.
 - Amended motion to remove the Annual Review of membership. Second movement to approve and all in favor.
 - Third motion to amend the bylaws to include the Chair appointing an alternate in the event unable to attend. Sandra Hamilton Slane moved to approve. Seconded by Stacey Bartlett and Nadia Elwood. Third movement to approve and all in favor.

2. BP/AP Updates – Second Reading

1) AP 5020 Non-Resident Tuition

- Move to consider by Sandra Hamilton Slane and seconded by Tina Duenas
- Move to approve by Stacey Bartlett. All in favor.

2) AP 5055 Enrollment Priorities

- Motion to consider by Tina Duenas.
- Most popular AP
- Reason considering again is due to the legislature making some additions.
- Opportunity to include some additional language
- Change – ~~DS~~PS PACE student (students with disabilities, Title IV section 56026)
- Block 6 - Review and discussion of "New or transfer students who first enrolled – during or after Fall 2014 and who do not have an education plan on file by the end of their 3rd semester."
 - a. Questions regarding if this has been implemented due to programming challenges.
 - b. Proposal to remove.
- Question regarding ACE and BOLD students.
 - Proposal to add ACE and BOLD cohorts to Block 2.

Motion to move to approve by Sandra and seconded by Tina. All those in favor.

3) BP/AP 4230 Grading Symbols

- Move to consider by Sandra Hamilton Slane.
- Change – The grading system shall include the "FW" grade for unofficial withdrawal.
- Question regarding use of FW.
 - a. Definition of an FW. From BP 4230 - A student who has both ceased participating in a course sometime after the last day to withdraw from the course without having achieved a final passing

grade, and who has to received district authorization to withdraw from the course due to extenuating circumstances may be assigned to "FW. Students who receive an "FW" may be subject to a return to Title IV calculation. Faculty shall verify the last date of participation in the class.

- b. In the Syllabus Guidelines faculty instructors are encouraged to leave the responsibility of withdrawing up to the students.
- c. If a faculty gives an FW, without a date this can impact financial aid for students.
 - i. Suggestion to require the a date entry
- d. This will go to Academic Senate.
 - i. If one provides the background information
- e. Noted that on the BP 4230 the W – Withdrawal is listed as 0 grade points per unit.

Decision to hold over for more research.

4) AP 4225 Course Repetition

- Move to consider by Tina Duenas
- All in favor

3. Gathering Students Comments / Feedback

Majority of emails in response were that each area preferred to have their own form. Tina will resend the form and one can select the duplicate option and edit with appropriate contact information. Verbiage was kept the same, but the form is designed for easier and friendlier use by students. At least once a year will send out an all call to all the areas gathering feedback to share as a whole and consolidate, with care given to removing identifying or sensitive information. Suggestion to review each semester. Will also bring topic to Instructional Council.

4. Next Time...

- a) Student Success Workshops
 - 1) A number of opportunities for students available.
 - 2) Looking at how we promote and promote the workshops.
- b) Student Services – Program Presentations
 - 1) Consider what might be a good process and venues for sharing.
 - 2) Stacey shared they would love to have guest speakers at division meetings.
 - A list of topics and time frames would be helpful for planning in advance.
 - Flex day idea for Student Services to have 10 minute table talks that faculty can visit to learn more about services available.
- c) Cutting Sections and Guided Pathways – Student Services perspective
Task force meeting in regards to decisions about cutting sections.

Meeting Adjourned: 11:00 am

Parking Lot:

1. PRCA24 (Willingness To Communicate) Assessment
2. IFS Reports
3. AB 19 – College Promise
4. AB 705 – Assessment
5. Guided Pathways:
<https://www.caguidedpathways.org/resources/>
6. Categorical Program Integration
7. First Year Experience
8. Student Senate and food support
9. Integrated Planning

NEXT MEETING

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

Technology Project Priority Matrix
Draft_12.12.17

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

Technology Project Priority Matrix
Draft_12.12.17

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

Technology Project Priority Matrix
Draft_12.12.17

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



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

1. **Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:**
 - **Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.**
 - **Closing achievement gaps for disproportionately impacted groups.**
 - **Improving success rates in degree attainment, certificate attainment, and transfer.**
 - **Improved identification of and support for students at-risk for academic or progress probation.**
 - **Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness**
 - **Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)**

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal: Integrate planning from key student service programs (Student Success and Support Program, Access and Equity and Basic Skills Initiative) to:

- Maximize resources for student success
- Create sustainable change in policy and practice
- Improve coordination of research, assessment, and professional development
- Leverage internal and external funding and partnerships
- Reduce duplication of services
- Align with Shasta College's mission and integrated planning process (Educational Master Plan, Strategic Plan and area plans)
- Integrate with the Chancellor's *Vision for Success* goals and *Guided Pathways* initiative.

Goal 1 *First-Year Persistence*

Increase by two percent the number of Fall first-time (full- and part-time) students returning the following Fall semester. The measure combines the most recent three years and is separately measured each Fall. Those who complete a certificate or degree within the first year are also counted as "persisting". If a student skips the Spring term, we would still count them toward persistence if they register the following Fall.

1.1 Student Success and Support Program

- 1.1.1 Update a "student intake" plan that includes a review of the messages associated with the various points of contact in the admissions cycle and an update of enrollment literature to reflect different messaging needs of diverse potential student audiences. (Enrollment Management Plan 1.1.3, Chancellor's *Vision for Success* Goal 5, Guided Pathways-Structured Onboarding Process)
- 1.1.2 Develop a "microsite" to serve as the "front end" of the College website to streamline the enrollment process for new and returning students. (Enrollment Management Plan 1.2.1, Strategic Plan 2.2.b, Guided Pathways-Structured Onboarding Process)
- 1.1.3 Continue the implementation of technology-enabled student support services including a *Common Assessment* (when available), a mobile "app", an automated student education planning solution, and an enhanced document imaging/automated workflow process solution. (Enrollment Management Plan 1.2.2, Strategic Plan 2.1.a, Guided Pathways-Structured Onboarding Process, Academic Maps)
- 1.1.4 Continue to evaluate the effectiveness of the implementation of the Multiple Measure Assessment Project (MMAP). (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6)
- 1.1.5 Pilot Hobsons Starfish early alert software. (Enrollment Management Plan 2.1.3, Strategic Plan 2.2, Chancellor's *Vision for Success* goals 5 and 6, Guided Pathways-Early Alert Systems)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 1.1.6 Develop and publish scheduling patterns for certificates and degrees that designate courses that are only offered in the Fall, those only offered in the Spring, and those that are offered during both Fall and Spring. (Enrollment Management Plan 2.1.4, Strategic Plan 1.2.d, Chancellor's *Vision for Success* Goal 3, Guided Pathways-Academic Maps)

1.2 Access and Equity

- 1.2.1 Increase professional learning opportunities and training on equity mindedness and cultural responsiveness. (EQ B 1 &2, B 2.1)
- 1.2.2 Support a part-time Outreach Counselor for students and prospective students with disabilities and other outreach populations. (EQ A 4, Chancellor's *Vision for Success* Goal 1)
- 1.2.3 Support the *Edge* learning assistance program for athletes. (EQ D.4, Chancellor's *Vision for Success* Goal 1, 2)
- 1.2.4 Create a data warehouse and support access. (Enrollment Management Plan 4.1.1, Chancellor's *Vision for Success* Goal 5, 6)
- 1.2.5 Conduct research and evaluation on campus climate and students' sense of belonging including a readministration of the *Community College Survey of Student Engagement* (CCSSE). (EQ A 2, Chancellor's *Vision for Success* Goal 5, 6)
- 1.2.6 Develop an Enrollment Management real-time "data dashboard" to promote routine discussion and use of granular data to detect bottlenecks and inform improvements. (Enrollment Management Plan, 4.1.2, Chancellor's *Vision for Success* Goal 1, 3)
- 1.2.7 Enhance student success through involvement in civic and community engagement opportunities as measured by the number of students involved, faculty adding civic and community engagement opportunities to their courses, higher student persistence and raised scores on the student engagement survey. (Strategic Plan, 3.1.d, Chancellor's *Vision for Success* Goal 1, 5, 6)
- 1.2.8 Support the development of an expanded Veterans Center. (EQ B 2.4.1, Chancellor's *Vision for Success* Goal 1)
- 1.2.9 Expand opportunities to connect equity populations to a developing First Year Experience (FYE) program through student ambassadors who will also support students and connect them with resources. (EQ B.2.3, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Structured Onboarding Process)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 1.2.10 Expand Math Camp summer bridge activities. (EQ C.4, Guided Pathways-Academic Maps)

1.3 Basic Skills Initiative

- 1.3.1 Increase participation in collaborative efforts (North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Structured Onboarding Process)
- 1.3.2 Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, Guided Pathways-Academic Maps)
- 1.3.3 Fully implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 1, 3, 5, 6)
- 1.3.4 Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured Onboarding Process)
- 1.3.5 Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support and co-curricular activities)

Goal 2: Three-Year Completion Rate

Increase by two percent the number of Fall first-time, full-time students earning a certificate, diploma, or are transfer-prepared within three years. "Transfer Prepared" is defined as a student who has successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0 and/or transferred to a four-year institution. The institution-set standard for degrees is 600. The institution-set standard for certificates is 125. The cohort consists of first-time students at Shasta College with a minimum of 6 units earned who attempted any math or English course in the first three years.

2.1 Student Success and Support Program



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 2.1.1 Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan, 3.1.3, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)
- 2.1.2 In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)
- 2.1.3 Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Academic Maps; Proactive Academic Counseling)
- 2.1.4 Implement best practices such as first-year experience learning communities to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured onboarding processes)
- 2.1.5 Increase the number of students who annually attain Associate Degree for Transfer (ADT) degrees through promotional efforts. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)
- 2.1.6 Implement innovative technology-enabled services to improve access to existing on-line student support. (Strategic Plan, 2.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

2.2 Access and Equity

- 2.2.1 Promote and connect students to campus and community resources, especially those needed by equity populations, to college staff and faculty, Student Senate and clubs, and Student Success Facilitators/Ambassadors, community liaisons, and high school counselors. (EQ B 2.5, D.5, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)
- 2.2.2 Identify and promote Associate Degrees for Transfer. (EQ E 1, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Academic Maps)
- 2.2.3 Expand transfer activities and promote transfer offerings of particular interest to equity populations and disproportionately impacted populations. (EQ E 2, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Proactive Academic Counseling)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 2.2.4 Contact students close to completion, especially from targeted populations, to assess need for additional information or support. (EQ E 4, Chancellor's *Vision for Success* Goal 1, Guided Pathways-Proactive Academic Counseling)
- 2.2.5 Expand identification and connection of equity populations to resources and support programs, especially those focused on transfer including Puente, TRiO and UMOJA. (EQ B 2.5, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Instructional Support)
- 2.2.6 Provide and increase access to cultural, training, and other events that promote student engagement and sense of belonging. (EQ B 2.2, Chancellor's *Vision for Success* Goal 5, 6, Guided Pathways-Co-curricular activities)
- 2.2.7 Increase student access to textbooks through greater coordination/consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor's *Vision for Success* Goal 1)

2.3 Basic Skills Initiative

- 2.3.1 Streamline and strengthen pathways to degrees and certificates and report to College Council. (Strategic Plan, 1.2, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Academic Maps)
- 2.3.2 Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor's *Vision for Success* Goal 1, 4, Guided Pathways-Proactive academic and career advising)
- 2.3.3 Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)
- 2.3.4 Expand activities that support and expand access to supplemental instruction, additional screenings, *Math My Way*, *Path2Stats*, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal 3: Undergraduate Credentials Awarded per 100 FTE Undergraduate Students

Increase by one percent the number of undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent students. Calculation: (undergraduate credentials awarded annually / credit hour generated annual undergraduate enrollment)*100. Credit hour generated annual undergraduate enrollment is equivalent to credit FTES.

3.1 Student Success and Support Program

- 3.1.1 Increase the number of students in the ACE and BOLD programs by 5% per year. (Enrollment Management Plan 3.1.3, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)
- 3.1.2 In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded concurrent enrollment. (Enrollment Management Plan 3.1.2, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)
- 3.1.3 Implement Hobsons Starfish automated student education planning software. (Enrollment Management Plan 3.1.4, Strategic Plan 2.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Academic Maps, Proactive Academic Counseling)
- 3.1.4 Increase the number of students who annually attain an Associate Degree for Transfer (ADT) degrees. (Enrollment Management Plan 3.1.1, Strategic Plan 1.3.a, Chancellor's *Vision for Success* Goal 2, Guided Pathways-Academic Maps)
- 3.1.5 Implement innovative technology-enabled services to improve access to existing on-line student support. (Strategic Plan, 2.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)
- 3.1.6 Implement technology innovations such as an enhanced mobile "app" and a redesigned website to improve access. (Strategic Plan, 2.2.b, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Structured Onboarding Process)

3.2 Access and Equity

- 3.2.1 Continue to support the First Year Experience program through outreach to equity populations. Continue to support *MathMyWay* pathways and the *Edge* student-athlete support program. Promote and connect students to campus and community resources and increase knowledge about campus support services. (EQ B 2.5, D.5, B 8, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 3.2.2 Develop and expand supportive programs for students of color including UMOJA and other transfer oriented programs such as Puente. (EQ D 7, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)
- 3.2.3 Expand student success and academic planning workshops in extended education sites online and on-site; promote the integration of Student Success Workshops into classes that have traditionally had high "D", "F" and "W" rates. (EQ D 4, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Instructional Support)
- 3.2.4 Provide Supplemental Instructional (SI) assistance and support, particularly targeting gateway classes key to program and certificate completion, ensuring that SI leaders are trained in equity-minded practices, pedagogy and cultural responsiveness. (EQ D 3, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)

3.3 Basic Skills Initiative

- 3.3.1 Streamline and strengthen pathways to degrees and certificates and report to College Council. (Strategic Plan, 1.2.d, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Academic Maps)
- 3.3.2 In cooperation with K-12 partners, implement transfer pathways such as a college honors program and expanded dual and concurrent enrollment. (Enrollment Management Plan 3.1.2, BSSOT, Strategic Plan 1.3.b, Chancellor's *Vision for Success* Goal 1, 5, 6, Guided Pathways-Academic Maps)
- 3.3.3 Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information. (Strategic Plan, 3.1.a, Chancellor's *Vision for Success* Goal 1, 4, 5, 6, Guided Pathways-Proactive Academic and Career Advising; Academic Maps)
- 3.3.4 Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general education. (BSSOT, Strategic Plan, 2.1.c, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways – Instructional Support)
- 3.3.5 Enhance activities that support and expand access to supplemental instruction, additional screenings, *MathMyWay*, *Path2Stats*, a pilot English acceleration model, and Math Camp. (BSSOT, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways-Instructional Support)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 3.3.6 Continue to monitor progress through the use of the Basic Skills Tracker. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Early Alert; Instructional Support)

Goal 4: Course Success

Increase by one percent the number of students who complete credit enrollments with a grade (SX04) of A, B, C, or P. The institution set standard for successful student course completion is 70%. This is calculated independently each semester.

4.1 Student Success and Support Program

- 4.1.1 Continue to support the *First Year Experience* program to connect new students with student success resources. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Structured Onboarding Process; Instructional Support)
- 4.1.2 Evaluate follow-up services to students on academic and/or progress probation. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Instructional Support; Proactive Academic Counseling)
- 4.1.3 Evaluate multiple measures placement criteria and math self-placement protocols to better ensure proper course placement. (Chancellor's *Vision for Success* Goal 3, 5, 6)
- 4.1.4 Implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)
- 4.1.5 Promote the use of the Hobsons Starfish early alert system. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6 Guided Pathways – Early Alert Systems)

4.2 Access and Equity

- 4.2.1 Provide professional development training through and complimentary to the college's current Professional Development offerings on evidenced based pedagogical practices, equity mindedness and equity shaped practices for faculty, classified staff, administrators and community representatives. (EQ B.2, Chancellor's *Vision for Success* Goal 3, 5, 6)
- 4.2.2 Expand and diversify Student Development course offerings and methods of delivery, engaging counselors and Student Development instructors in developing guidelines for successful placement in particular Student Development courses and the role of such courses; training Student Development instructors in equity-minded pedagogical practices; offering a basic Introduction to College course (e.g. STU 101) for high-need, basic skills students. (EQ B.4,



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

(Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways-Structured Onboarding Process)

- 4.2.3 Increase student access to textbooks through greater coordination, consolidation and promotion of campus lending libraries, increased adoption of quality Open Educational Resource textbooks by providing curriculum development support to instructors interested in switching to OER; targeted textbook grants; expanding textbooks available to extended education sites. (EQ B.5, Chancellor's *Vision for Success* Goal 3, 5, 6)
- 4.2.4 Support Hobson Starfish through Student Ambassadors and others and promote use of early alert systems including calling students on probation, close to completion, and in need of support. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Early Alert Systems)
- 4.2.5 Increase access to campus and community financial and support resources by connecting students with CalFresh and community food resources, MediCal enrollment, subsidizing childcare options, implementing a Food Pantry, starting a Meal Voucher program and initiating the Housing and Food Insecurity Task Force. (D.5, Chancellor's *Vision for Success* Goal 3, 5, 6)

4.3 Basic Skills Initiative

- 4.3.1 Increase participation in collaborative efforts (e.g. North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.b, Chancellor's *Vision for Success* Goal 6, Guided Pathways – Structured Onboarding Process)
- 4.3.2 Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)
- 4.3.3 Fully implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)
- 4.3.4 Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways – Structured Onboarding Process; Instructional Support)
- 4.3.5 Implement expanded academic support strategies such as directed learning activities, embedded tutoring and online tutoring for basic skills and general



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 3, 5, 6)

- 4.3.6 Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

Goal 5: Improved throughput

Progressively increase the percentage of full-time students who successfully complete a college-level English or mathematics course, or both, with a sequence of three or fewer courses after enrollment.

5.1 Student Success and Support Program

- 5.1.1 Continue to support the First Year Experience program to connect new students with student success resources. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)
- 5.1.2 Evaluate follow-up services to students on academic and/or progress probation. (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support)
- 5.1.3 Evaluate multiple measures placement criteria and math self-placement protocols to better ensure proper course placement. (Chancellor's *Vision for Success* Goal 3, 5, 6)
- 5.1.4 Implement the *Common Assessment* when it becomes available. (Enrollment Management Plan 1.3.1, Chancellor's *Vision for Success* Goal 3, 5, 6)
- 5.1.5 Promote the use of the Hobsons Starfish early alert system. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Early Alert)
- 5.1.6 Support the implementation of the Hobsons Starfish automated student education planning software. (EQ B.7, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps; Proactive Academic Counseling)

5.2 Access and Equity

- 5.2.1 Expand *MathMyWay* and *Path2Stats* program offerings. (EQ C.1, Chancellor's *Vision for Success* Goal 3, 5, 6)
- 5.2.2 In conjunction with the Basic Skills Initiative and the Vice-President of Instruction, create a Shasta College specific model of English acceleration that



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

addresses our specific pattern of disproportionate impact. (EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)

- 5.2.3 Expand Supplemental Instruction for use in Basic Algebra (Math 101), Intermediate Algebra (Math 102), and additional math and English; provide training to faculty, staff, student tutors and Student Success Facilitators in equity-mindedness and the needs of equity populations experiencing disproportionate impact. (EQ C.3, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)
- 5.2.4 Expand Summer Math Camp to include Math 101 (2 levels below transfer) and Math 102 level students (1 level below), increase the number of students served, strengthening training and understanding of the needs of our target equity populations, and enriching materials available. (EQ C.4, (Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)
- 5.2.5 Institute follow-up calls to students after receiving intervention services or academic probation notification. (EQ C.5, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support; Early Alert)
- 5.2.6 Pilot making PACE screenings available in Basic Skills and College Success classes. (EQ C.6, Chancellor's *Vision for Success* Goal 3, 5, 6)

5.3 Basic Skill Initiative

- 5.3.1 Increase participation in collaborative efforts (e.g. North State Together, etc.) to improve college readiness. (Enrollment Management Plan 1.1.2, Strategic Plan 3.1.1.b, Chancellor's *Vision for Success* Goal 6)
- 5.3.2 Continue to implement and evaluate best practices in developmental education such as accelerated and flexible course options and English and math success academies. (Enrollment Management Plan 1.3.3, BSSOT, Strategic Plan 1.1.a, EQ C.2, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Academic Maps)
- 5.3.3 Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment. (Enrollment Management Plan 2.1.5, BSSOT, Strategic Plan 1.2.a, Chancellor's *Vision for Success* Goal 1, 3, 5, 6, Guided Pathways – Structured Onboarding Processes; Instructional Support)
- 5.3.4 Implement expanded academic support strategies such as directed learning activities, embedded tutoring, online tutoring for basic skills and general education. (Enrollment Management Plan 2.1.6, BSSOT, Strategic Plan 2.1.c, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways - Instructional Support)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 5.3.5 Continue to investigate the feasibility of providing diagnostic assessments of college readiness to high school students and, if feasible, implement a pilot program with diverse student populations and assess results. (Enrollment Management Plan 1.3.2, Strategic Plan 1.1.b, Chancellor's *Vision for Success* Goal 3, 5, 6, Guided Pathways – Structured Onboarding Processes)

**Enrollment Management Plan
Spring 2018 Initiatives**

Enrollment Management Goal 1: “Seek”

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

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

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

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

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

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

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

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

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

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

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

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

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

Enrollment Management Goal 2: “Keep”

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

Strategy: Develop initiatives to enhance student persistence.

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

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

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

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

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

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

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

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

Enrollment Management Goal 3: Complete

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

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

Activities:

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

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

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

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

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

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

Enrollment Management Goal 4: Culture of Inquiry

Goal 4: "Promote a Culture of Inquiry"

The Shasta-Tehama-Trinity Joint Community College District will continue to develop a culture of inquiry which will inform improvement efforts.

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

Activities:

4.1.1 Create a data warehouse and support access.

Responsible Administrator: Assistant Superintendent / V.P. of Administrative Services

Target Completion Date: ~~Fall 2017~~ Spring 2018

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

Responsible Administrator: Assistant Superintendent / V.P. of Administrative Services

Target Completion Date: ~~Fall 2017~~ Spring 2018

Student Services Council
Bylaws – 2018

DRAFT

Student Services Council Membership

Nine (9) Voting Members:

- Chair – Assoc. VP of Student Services /Dean of Enrollment Services
- Dean of Student Services
- Associate Dean of Student Services
- Associate Dean of Access and Equity
- Director of TRIO
- Director of Student Life and Title IX Investigator
- Program Coordinator – CalWORKs
- Representative from Instruction
- Representative from Extended Education

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

I. Scope and Function of Student Services Council:

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

II. Student Services Council Working Principles:

- We focus on student success.
- We stay on track.
- No one person dominates the conversation.
- Everyone has a voice.
- All opinions are respected and valued.
- We recognize that we may not agree with all committee decisions.
- We ensure that all actions taken are clearly understood by all members.
- We presume positive intent.
- We create synergy between Student Services and Instruction and Administrative Services.

III. Meetings:

- Meeting times will be scheduled for two Wednesdays of each month.
- Meetings will be scheduled by the Chair, with additional meetings scheduled as necessary.
- Agendas and minutes will be published and made widely available on the Student Services website.

IV. Member Responsibilities:

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

V. How Student Services Council Arrives at Recommendations:

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

VI. Student Services Council Bylaws:

- Bylaws will be evaluated as determined necessary by Student Services Council.
- A two-thirds majority of the voting membership may amend a bylaw.
- A two-thirds majority of the voting members present may suspend a bylaw for the purpose of a single meeting.

08-27-2012/11-10-2015 / 8-1-2016

Updated: February 2018

Grading Symbols, Extenuating Circumstances, Changes

BP 4230

Reference: ***Title 5, Sections 55020-55025***

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

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

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

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

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

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

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

Grading Symbols, Extenuating Circumstances, Changes

BP 4230

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

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

Extenuating Circumstances

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

Grade Changes

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

See Administrative Procedure 4230

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

Board Approved 12/12/07

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

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

Grading Symbols

BP 4230

Reference: Title 5, Section 55020-55025

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

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

AP 4240 Academic Renewal

Reference:

Title 5 Section 55046

Note: *This procedure is **legally required**. Local practice may be inserted but should comply with the following:*

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

- Students must have achieved a grade point average of **[set a minimum of at least 2.0]** in **[set minimum number of units]**, and
- At least **[set time limit]** must have elapsed from the time the course work to be removed was completed.

Up to **[set unit limit]** units of course work may be eliminated from consideration in the cumulative grade point average.

Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

Note: *Additional local procedures should be inserted, which **must** include:*

The procedures to be followed by the student in requesting academic renewal.
Designated authorities.

Revised 8/06, 2/08, 9/08, 4/09

BP 4240 Academic Renewal

Reference:

Title 5 Section 55046

Note: *This policy is legally required.*

Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The [CEO] shall establish procedures that provide for academic renewal.

Revised 2/08

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

Academic Renewal ***Revised, Legally Required***

BP 4240

Reference: Title 5 Section 55046 ~~Title 5, Section 55044~~

Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The Superintendent/President, relying primarily upon the advice of the Academic Senate, shall establish procedures for academic renewal to be followed by students in filing petitions applied to this regulation and those procedures shall stipulate the officers and/or personnel responsible for implementing the procedures or regulations.

The District shall not adopt any regulation or procedure which conflicts with Education Code Section 76224 or Chapter 2.5 of Division 10 of Title 5.

~~In accordance with Title 5, Section 55044 the following policy regarding Academic renewal permits removing "D" and "F" grades from grade point calculation when the student's previous academic performance is not reflective of the student's recent performance. This action is subject to the following conditions:~~

- ~~1. The maximum amount of course work that may be academically renewed is 30 semester units of D and F grades, within two consecutive academic years.~~
- ~~2. A minimum of two years must have elapsed since the course work to be renewed was completed.~~
- ~~3. To apply for academic renewal, the student must have completed either 15 semester units with at least a 3.0 grade point average (G.P.A.) or 24 semester units with a G.P.A. of at least 2.5 since the course(s) to be renewed.~~
- ~~4. Courses which have been excluded by Academic Renewal may not be used in the fulfillment of requirements for a degree or certificate at Shasta College. Courses, which were used in the past to fulfill the requirements of a degree or certificate already granted by any institution, may not be excluded by Academic Renewal.~~
- ~~5. Units that have been excluded by Academic Renewal cannot be reinstated.~~
- ~~6. Courses, which have been excluded by Academic Renewal, may not be used to fulfill prerequisites.~~
- ~~7. The student's permanent record will be annotated in such a way that all work remains legible, ensuring a true and complete academic history. However, the grades will no longer be included in the computation of the student's G.P.A.~~

~~The above policy is adopted for students who need a means of tempering their previous academic record so they may successfully accomplish an academic goal.~~

~~The administration, relying primarily upon the advice of the Academic Senate, shall develop procedures to be followed by students in filing petitions applied to this regulation and those procedures shall stipulate the officers and/or personnel responsible for implementing the procedures or regulations.~~

~~The District shall rely primarily upon the advice of the Academic Senate in making any changes to this regulation, but shall not adopt any regulation or procedure which conflicts with Education Code Section 76224 or Chapter 2.5 of Division 10 of Title 5.~~

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

Academic Renewal ***Revised, Legally Required***

BP 4240

See Administrative Procedure 4240

Board Approved 4/09/03

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

Board Approved Revisions 1/16/08

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

Submitted by Enrollment Services 11/29/17

Cabinet 1st Reading 12/04/17

Cabinet 2nd Reading 12/19/17

Academic Senate 1st Reading 02/12/18

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

Academic Renewal

*****New, Legally Required*****

AP 4240

Reference: Title 5 Section 55046

In accordance with Title 5, Section 55046 the following policy regarding Academic renewal permits removing "D" and "F" grades from grade point calculation when the student's previous academic performance is not reflective of the student's recent performance. Students may petition the Scholastic Standards Committee to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions. Petition forms are available in the Admissions and Records office.

1. The maximum amount of course work that may be academically renewed is 30 semester units of D and F grades, within two consecutive academic years.
2. A minimum of two years must have elapsed since the coursework to be renewed was completed.
3. To apply for academic renewal, the student must have completed either 15 semester units with at least a 3.0 grade point average (G.P.A.) or 24 semester units with a G.P.A. of at least 2.5 since the course(s) to be renewed.
4. Courses which have been excluded by Academic Renewal may not be used in the fulfillment of requirements for a degree or certificate at Shasta College. Courses which were used in the past to fulfill the requirements of a degree or certificate already granted by any institution may not be excluded by Academic Renewal.
5. Units that have been excluded by Academic Renewal cannot be reinstated.
6. Courses which have been excluded by Academic Renewal may not be used to fulfill prerequisites.
7. The student's permanent record will be annotated in such a way that all work remains legible, ensuring a true and complete academic history. However, the grades will no longer be included in the computation of the student's G.P.A.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade. Academic renewal actions are irreversible.

The above policy is adopted for students who need a means of tempering their previous academic record so they may successfully accomplish an academic goal.

Submitted by Enrollment Services 11/29/17

Cabinet 1st Reading 12/04/17

Cabinet 2nd Reading 12/19/17

Academic Senate 1st Reading 02/12/18

AP 4250 Probation

References:

Title 5 Sections 55030, 55031, 55032, 55033, and 55034

NOTE: *This procedure is **legally required**. Local practice may be inserted, but should address the minimum requirements in the following examples.*

Notification of Probation – Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following: At the end of the semester in which the student's grade point average falls below 2.0 in all units attempted, a notice that the student is on probation shall be sent to the student informing him/her that he/she is on academic probation. "All units attempted" is defined as all units of credit for which the student is enrolled in at the community college that they attend.

If the percentage of a student's recorded entries of "W," "I," "NC" and "NP" reaches or exceeds 50% of all units in which a student has enrolled, the student shall be placed on progress probation.

At the end of the third semester on which the student is on academic or progress probation, a notice that the student is subject to dismissal will be sent to the student informing him/her that he/she is subject to dismissal.

Probationary Letter – The letter notifying the student of probation will cover, at a minimum, the significance of being on probation and description of the services available.

A student who is on academic probation and earns a semester grade point average of 1.75 or better shall not be dismissed as long as this minimum semester grade point average is maintained.

Revised 8/06, 8/07, 3/12

BP 4250 Probation, Dismissal, and Readmission

References:

Education Code Section 70902(b)(3);
Title 5 Sections 55030-55034

Note: *This policy is legally required. The following standards are the minimum standards defined in Title 5. Boards may adopt more stringent standards as specified in 55030-55034, and if they have done so, board policy must reflect those standards.*

Probation

A student shall be placed on academic probation if he or she has attempted a minimum of 12 semester units of work and has a grade point average of less than a "C" (2.0).

A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded reaches or exceeds 50 percent.

A student who is placed on probation may submit an appeal in accordance with procedures to be established by the [CEO].

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 in all units attempted in each of three consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student [*state the District's established criteria, such as evidence of extenuating circumstances or shows significant improvement in academic achievement.*]

Readmission

A student who has been dismissed may request reinstatement *[conditions of reinstatement are up to the District; suggest passage of time (e.g., one semester) or appeal that indicates extenuating circumstances have changed]*.

Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

The *[CEO]* shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Revised 8/07, 10/13

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

Probation, Dismissal and Readmission*Revised, Legally Required*** BP 4250**

Reference: ***Education Code Section 70902(b)(3); Title 5, Sections 55030-5503555034***

~~For the purposes of Board Policy, the phrases "units attempted," "all units," or "all units attempted" mean all units of credit for which the student was enrolled at Shasta College regardless of whether the student completed the course or received any credit or grade. This specifically includes all "Pass," "No Pass," "I," and "W" grades. The word "semester" shall refer to the Fall and Spring terms. The condensed summer session is not considered a "semester."~~

1. Standards for Probation

- (a) Academic Probation. A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on academic probation if the student has earned a cumulative grade point average below 2.0 in all units which were graded on the basis of the grading scale described in Board Policy, Section 4230 – Grading and Academic Record Symbols.
- (b) Progress Probation. A student who has attempted at least 12 units as shown by the official academic record shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W", "I", and "NP," are recorded reaches or exceeds fifty percent (50%).
- (c) ~~For record purposes, any changes made in the student's class schedule as a result of a counselor recommendation shall be treated as occurring within the first four weeks of the semester or 30% of the term for classes less than a semester in length.~~

A student who is placed on probation may submit an appeal in accordance with procedures to be established by the Superintendent/President.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student provides evidence of extenuating circumstances or shows significant improvement in academic achievement.

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

Probation, Dismissal and Readmission*Revised, Legally Required*** BP 4250**

Readmission

A student who has been dismissed may request reinstatement according to criteria contained in administrative procedures.

Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

The Superintendent/President shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

2. Notification of Probation

~~Students shall be notified by the Admissions and Records Office that they are on probation no later than 20 working days after the start of the next successive semester. The notification will include an explanation of the conditions that the student must satisfy as a result of their probation.~~

3. Removal from Probation

- ~~(a) A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.~~
- ~~(b) A student on progress probation because of an excess of units for which entries of "W", "I", and "NP," are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).~~

4. Extension of Probation

- ~~(a) A student on academic probation who earns a grade point average of 2.0 or better for the semester, but whose cumulative grade point average still results in academic probation, shall have his/her probation extended an additional semester prior to dismissal.~~
- ~~(b) A student on progress probation who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress probation, shall have his/her probation extended an additional semester prior to dismissal.~~

5. Standards for Dismissal

- ~~(a) For purposes of this section, semesters shall be considered consecutive on the basis of the student's enrollment so long as the break in the student's enrollment does not exceed one full primary term.~~
- ~~(b) A student who is on academic probation shall be dismissed if the student earned a cumulative grade point average of less than 2.0 in all units attempted and graded in each of three consecutive semesters, including the semester that placed the student on probation (which were graded on the basis of the grading scale described in Board Policy, 4230).~~
- ~~(c) A student who has been placed on progress probation shall be dismissed if the percentage of units in which the student has been enrolled for which entries of "W", "I", and "NP," (as defined in Board Policy, 4230) are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%) in accordance with Board Policy, 4230).~~

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

Probation, Dismissal and Readmission*Revised, Legally Required*** BP 4250**

~~6. Notification of Dismissal~~

~~The Admissions and Records Office shall make every reasonable effort to notify a student of dismissal from Shasta College due to academic disqualification as soon as that information is available following the completion of the semester. If a dismissed student has already enrolled in classes for a fall or spring semester, the Admissions and Records Office will disenroll the student retroactively as of the first day of the new term. The Admissions and Records Office will notify the student in writing of this action. Dismissal does not apply to summer school.~~

~~**7. Reinstatement.** A student who has been dismissed from Shasta College because of academic or progress disqualification must meet with a counselor and then file a request for reinstatement with the Admissions and Records Office. A dismissed student may be reinstated after an absence of one or more fall or spring semesters. Readmission may be granted, denied, or postponed based on documented extenuating circumstances (considered during appeal); Marked improvement between the semesters on which disqualification was based; Semesters on which disqualification was based were atypical of past academic performance; Formal or informal educational experiences since completion of semesters on which disqualification was based; Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.~~

~~(a) Academic Dismissal. A student who was dismissed because of academic probation must earn satisfactory grades (a grade point average of 2.0 or better) during the semester of reinstatement. A student who does not earn the required grade point average will be dismissed.~~

~~(b) Progress Dismissal. A student who was dismissed because of progress probation must satisfactorily complete more than 50% of all units attempted during the semester of reinstatement. A student who does not complete the required percentage of units will be dismissed.~~

~~8. Loss of Priority Registration~~

~~Students will lose priority registration if they earn a GPA below 2.0 for two or more semesters or if they complete less than 50% of the classes attempted for two or more semesters.~~

~~9. Appeal~~

~~Any student may appeal probation or dismissal procedures by filing a written petition within thirty (30) days after the probation or dismissal letter was mailed. All appeals shall be sent to the Scholastic Standards Committee, accompanied by a report from the student's counselor.~~

~~Dismissal may be postponed and the student continued on probation if the student provides verified evidence of extenuating circumstances or shows significant improvement in academic achievement.~~

~~If the student fails to file a written petition within the thirty day time limit, the student waives all future rights to appeal the adverse action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide verifiable evidence. The student will be continued on sanction until the Scholastic Standards Committee renders a decision.~~

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

Probation, Dismissal and Readmission*Revised, Legally Required***** **BP 4250**

~~The decision of the Scholastic Standards Committee will be communicated to the student in writing within thirty days of receipt of the student's appeal. The student may appeal this decision in writing to the Superintendent/President or designee within ten (10) working days of the date the notification was mailed. The decision of the Superintendent/President or designee is final.~~

~~If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.~~

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

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

See Administrative Procedure 4250

Board Approved 03/12/03
Academic Senate Approved 11/08/04
Board Approved Revisions 02/09/05
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 01/16/08
Reviewed by the Board Ad Hoc Committee on Policy 11/12/08
Board Approved Revisions 04/09/14
Submitted by Enrollment Services 11/29/17
Cabinet 1st Reading 12/04/17
Cabinet 2nd Reading 12/19/17
Academic Senate 1st Reading 02/12/18

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

Probation

*****New, Legally Required*****

AP 4250

Reference: Title 5 Sections 55030, 55031, 55032, 55033, 55034, and 58108

Notification of Probation

Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed. Notification will consist, at a minimum, of the following:

- At the end of the semester in which the student's cumulative grade point average falls below 2.0 in all units attempted after attempting at least a cumulative of 12 units as shown by the official academic record, a notice shall be sent to the student informing him/her that he/she is on academic probation. "All units attempted" is defined as all units of credit for which the student is enrolled at Shasta College.

- A student who has a cumulative of 12 units attempted or more as shown by the official academic record shall be placed on progress probation when the percentage of a student's recorded entries of "W," "I," "NC," and/or "NP" grades reaches or exceeds 50 percent of all units in which a student has enrolled. Students placed on either academic or progress probation may be subject to a block from registration.

- At the end of the third semester on which the student is on academic and/or progress probation, a notice shall be sent to the student informing him/her that he/she is subject to dismissal.

Probationary Letter

Students shall be notified by the Admissions and Records office that they are on probation no later than 20 working days after the start of the next successive semester. The letter notifying the student of probation will cover, at a minimum, the significance of being on probation and description of the services available.

A student who is on academic probation and earns a semester grade point average of 2.0 or better shall not be dismissed as long as this minimum semester grade point average is maintained.

Loss of Priority Registration

Students will lose priority registration if they earn a GPA below 2.0 for two or more consecutive semesters or if they complete less than 50% of the classes attempted for two or more consecutive semesters.

Appeal

Any student may appeal probation procedures by filing a written petition within thirty (30) days

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

Probation

*****New, Legally Required*****

AP 4250

after the probation or dismissal letter was mailed. All appeals shall be sent to the Scholastic Standards Committee, accompanied by a report from the student's counselor.

Dismissal may be postponed and the student continued on probation if the student provides verified evidence of extenuating circumstances or shows significant improvement in academic achievement.

If the student fails to file a written petition within the thirty day time limit, the student waives all future rights to appeal the adverse action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide verifiable evidence. The student will be continued on sanction until the Scholastic Standards Committee renders a decision.

The decision of the Scholastic Standards Committee will be communicated to the student in writing within thirty days of receipt of the student's appeal. The student may appeal this decision in writing to the Superintendent/President or designee within ten (10) working days of the date the notification was mailed. The decision of the Superintendent/President or designee is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

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

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

Submitted by Enrollment Services 11/29/17

Cabinet 1st Reading 12/04/17

Cabinet 2nd Reading 12/19/17

Academic Senate 1st Reading 02/12/18

AP 4255 Dismissal and Readmission

References:

Title 5 Sections 55033 and 55034

Note: This procedure is **legally required**. Local practice may be inserted, but should address the minimum requirements in the following examples.

Standards for Dismissal: A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 [Section 55033(c)(1) permits the District to establish a minimum cumulative grade point average higher than 1.75] in all units attempted in each of three consecutive semesters [Section 55033(c)(3) permits the District to establish a minimum of fewer than three consecutive semesters]. A student who has been placed on probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters (five consecutive quarters) reaches or exceeds fifty percent (50%). [Section 55033(c)(2) permits the District to establish a minimum percentage of units of less than fifty percent.]

Dismissal Letter: The letter notifying the student that he/she is subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.

Appeal of Dismissal

The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written petition of appeal **[[identify where petition is filed]** within **[time limit]** after the dismissal letter was mailed. If the student fails to file a written petition within the **[time limit]**, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by **[identify who reviews petitions]**.

The student will be continued on probation until the **[designate authority]** decides on the student's appeal.

The decision of the **[designate authority]** will be communicated to the student in writing by the **[designate authority]**. The **[designate authority]** will notify the student of its action within **[time limit]** of receipt of the student's appeal. The student may appeal the decision of the **[designate authority]** in writing to the **[CEO or designee]**, within **[time limit]** working days of the date of notification of the decision of the **[Appeals Committee]**. The decision of the **[CEO or designee]** is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

Note: *The following standards are not legally required, but are **suggested as good practice**.*

Fall Dismissals: Special circumstances exist for dismissals after the Fall semester due to the fact that students traditionally enroll before Fall grades are available. Subject to dismissal letters will be sent no later than **[month]** informing students that:

- If they are enrolled in the Spring semester, they will be permitted to continue on probation. Dismissal status will be reevaluated at the end of the Spring semester.
- If they are not enrolled in the Spring semester, they have the right to appeal dismissal in accordance with the appeal process.

Procedure for Fall Dismissal Appeals: Appeals for students subject to dismissal as a result of the fall grades must be filed following notification during the spring semester. The following conditions apply:

-
- Students who are enrolled in the spring semester will not be required to file an appeal but will be allowed to continue on probation and have their dismissal status reevaluated at the end of the spring semester.
- Students who have not enrolled in the spring semester will be dismissed unless an appeal is granted in accordance with procedures set above.

Standards for Evaluating Appeals: Dismissal appeals may be granted under the following circumstances:

-
- If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.
- The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling, and/or limiting course load.
- When there is evidence of significant improvement in academic achievement.

Re-Admission after Dismissal: In considering whether or not students may be re-admitted after a dismissal and two semesters absence, the following criteria should be considered:

- Documented extenuating circumstances (considered during appeal).
- Marked improvement between the semesters on which disqualification was based.

- Semesters on which disqualification was based were atypical of past academic performance.
- Formal or informal educational experiences since completion of semesters on which disqualification was based.
- Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

Revised 8/06, **2/08**, **10/13**

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

Dismissal and Readmission*New, Legally Required*****

AP 4255

Reference: *Title 5 Sections 55033 and 55034*

Standards for Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters. A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student on academic probation who earns a grade point average of 2.0 or better for the semester, but whose cumulative grade point average still results in academic probation, shall have his/her probation extended an additional semester prior to dismissal.

A student on progress probation who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress probation, shall have his/her probation extended an additional semester prior to dismissal.

Dismissal Letter

The Admissions and Records Office shall make every reasonable effort to notify a student of dismissal from Shasta College due to academic disqualification as soon as that information is available following the completion of the semester. If a dismissed student has already enrolled in classes for a fall or spring semester, the Admissions and Records Office will disenroll the student retroactively as of the first day of the new term. The Admissions and Records Office will notify the student in writing of this action. Dismissal does not apply to summer school.

The letter notifying the student that he/she is subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.

Appeal of Dismissal

The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written petition of appeal to the Scholastic Standards Committee within thirty (30) days after the notification. If the student fails to file a written petition with 30 days, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

Petitions will be reviewed by the Scholastic Standards Committee. The student will be continued on probation or dismissal until the Scholastic Standards Committee decides on the student's appeal.

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

Dismissal and Readmission*New, Legally Required*****

AP 4255

The decision of the Scholastic Standards Committee will be communicated to the student in writing by Dean of Enrollment Services or designee. Dean of Enrollment Services or designee will notify the student of the Committee's action within 30 days of receipt of the committee's decision. The student may appeal the decision of the Scholastic Standards Committee in writing to the Superintendent/President or designee within 10 working days of the date of notification of the decision by the Scholastic Standards Committee. The decision of the Superintendent/President or designee is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

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

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

Standards for Evaluating Appeals

Dismissal appeals may be granted under the following circumstances:

- If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.
- The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling and/or limiting course load.
- When there is evidence of significant improvement in academic achievement.

Readmission after Dismissal

In considering whether or not students may be readmitted after a dismissal and a one or more semester absence, the following criteria should be considered:

- Documented extenuating circumstances.

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

Dismissal and Readmission*New, Legally Required*****

AP 4255

- Marked improvement between the semesters on which disqualification was based.
- Semesters on which disqualification was based were atypical of past academic performance.
- Formal or informal educational experiences since completion of semesters on which disqualification was based.
- Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

Submitted by Enrollment Services 11/29/17

Cabinet 1st Reading 12/04/17

Cabinet 2nd Reading 12/19/17

Academic Senate 1st Reading 02/12/18

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

Course Repetition ***Revised, Legally Required*** **AP 4225**

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

Students may repeat credit courses only under the following circumstances:

Alleviation of Substandard Work

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

Legally Mandated Courses

Students are allowed to repeat a course when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or paid employment. Students can repeat such courses any number of times even if they receive a grade of C or better. The grade received by the student each time the course is taken will be included in the calculation of the student's grade point average. Prior to enrollment, the student must submit, to the ~~District's Director of Admissions and Records~~ the Assistant Superintendent/Vice President of Student Services or designee, verifiable documentation that course repetition is necessary to complete legally mandated training required for volunteer or paid employment.

Designated Repeatable Courses

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

- (1) Courses for which repetition is necessary to meet the major requirements of a CSU or UC for completion of a bachelor's degree. ~~The Office of the Vice President of Academic Affairs—Instruction~~ will retain supporting documentation verifying that repetition is necessary.
- (2) Intercollegiate athletics courses.
- (3) Intercollegiate academic or vocational competition courses. Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than four semesters. This limit applies even if the

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

Course Repetition ***Revised, Legally Required*** **AP 4225**

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

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

Courses for Students with Disabilities

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

Cooperative Work Experience Courses

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

Variable Unit Courses

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

Significant Lapse of Time

A student may repeat a course once, in which an A, B, C or P grade was earned, after a significant lapse of time, of no less than 36 months, as defined by the District and described in the most recent edition of the College Catalog. Such repetitions are permissible only when a recency pre-requisite for a course or program has been established by the District or other institution of higher learning to which the student seeks to transfer. Course repetition may be

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

Course Repetition ***Revised, Legally Required*** **AP 4225**

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

Extenuating Circumstances

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

Significant Change in Industry or Licensure Standards

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

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

Academic Senate Adopted 11/28/11
Board Reviewed 12/14/11
Board Reviewed 07/10/13 [MANDATED CHANGES]
Board Reviewed Revisions 06/11/14
Submitted by the Office of Instruction 01/11/18
Cabinet 1st Reading 01/12/18\
Cabinet 2nd Reading 01/23/18
Academic Senate 1st Reading 02/12/18



POLICY & PROCEDURE SERVICE.

AP 4225 Course Repetition

References:

Education Code Section 76224;
Title 5 Sections 55040, 55041, 55042, 55043, 55253, 56029, and 58161

NOTE: *This procedure is **legally required**. Local practice may be inserted here, which must include the following:*

Students may petition for approval to repeat up to a total of [**insert number**] courses in the following courses:

- Courses for which repetition is necessary to meet the major requirements of California Student University (CSU) or University of California (UC) for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

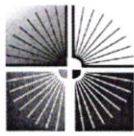
Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than [**four semesters or six quarters**]. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

[**Insert local processes for petitioning for approval**]

When a student repeats a course designated as repeatable to alleviate substandard academic work (a "D," "F," "FW," "NP," or "NC"), the previous grade and credit shall be disregarded in the computation of grade point averages. No more than two substandard grades may be alleviated.

When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.



POLICY & PROCEDURE SERVICE.

Annotating the permanent academic record shall be done in a manner that all work remains legible, insuring a true and complete academic history.

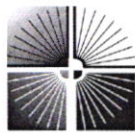
Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or District procedures relating to retention and destruction of records.

NOTE: *Inclusion of the following depends on District practice. The elements are suggested as good practice/optional.*

If the District is claiming apportionment under Title 5 Section 58161, students may petition for approval to repeat up to a total of **[insert number that is not more than four times for semester courses or six times for quarter courses]** courses designated as repeatable, including courses in which substandard grades (less than "C," and including "FW," "NP," or "NC") were awarded in one or more enrollments. If the student is repeating the course to alleviate substandard academic work, the District may disregard the first two substandard grades if the student repeats the class two or more times. Students may also petition for approval to repeat up to a total of [insert number that is not more than four times for semester courses or six times for quarter courses] active participatory credit courses that are related in content, in physical education, visual arts, or performing acts, including courses in which substandard grades (less than "C," and including "FW," "NP," or "NC") were awarded in one or more enrollments.

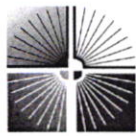
[Insert local processes for petitioning for approval, which may include]

- A list of the specific courses or categories of courses, if any, which are exempt from course repetition.
- Requirements to repeat courses after a significant amount of time **[include a definition of significant lapse of time, no less than 36 months]** or the District has established a recency prerequisite.
- An institute of higher learning established a recency requirement, which the student will not be able to satisfy without repeating the course. A student may petition for repetition if less than **[set period of time, such as 36 months]** have elapsed and the student provides documentation that the repetition is necessary for transfer.



POLICY & PROCEDURE SERVICE.

- Provisions for repeating a course taken at another accredited college or university for which substandard academic performance is recorded.
- Circumstances under which students may repeat courses in which a C or better grade was earned. Such course repetition requires a finding that extenuating or extraordinary circumstances exist which justify such repetition. Extraordinary circumstances are those which would justify the District providing the student a refund. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Grades awarded for courses repeated under these provisions [**NOTE: When a course is repeated pursuant to this section, the District may allow the previous grade and credit to be disregarded in computing the student's GPA -- select shall or may**] be included when calculating a student's grade point average.
- Limits on the number of times students may repeat a course.
- Students may not enroll in a course more than three times, except in limited circumstances, described below. Enrollments include any combination of withdrawals and repetitions.
- Students may repeat an cooperative work experience course pursuant to District policy any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 Section 55253(a).
- Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029. [**NOTE: The District may allow the previous grade to be disregarded when computing the GPA each time the course is repeated. If the District determines to do so, include: The District will disregard previous grades in computing the student's GPA each time the course is repeated.**]
- Students may repeat a course any number of times where it is required for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, regardless of whether the student recorded substandard work. [**Insert local procedure for students to certify the course is legally mandated.**]

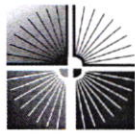


POLICY & PROCEDURE SERVICE.

- Students may petition to repeat a course needed for employment or licensing because of a significant change in the industry or licensure standards. Students may take these courses any number of times. [***Insert policy to require students to certify the course is needed because of a significant change in the industry or licensure standards.***]

Revised 7/02, 8/03, 8/06, 8/07, 2/08, 4/09, 9/12, 10/13, 10/15, 10/16, 4/17, 10/17

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*



POLICY & PROCEDURE SERVICE.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*

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

Non-Resident Tuition

AP 5020

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

- The non-resident tuition fee shall be set not later than February 1 of each year.
- The non-resident tuition calculation will reflect the current expense of education calculated according to the California Community College Budget and Accounting Manual.
- Exemptions to non-resident tuition include:
 - Any students, other than nonimmigrant aliens under 8 U.S.C. Section 1101(a)(15), who meet the following requirements:
 - Either high school attendance in California for three or more years OR attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or combination of those schools;
 - graduation from a California high school or attainment of the equivalent thereof;
 - registration or enrollment in a course offered for any term commencing on or after January 1, 2002;
 - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption; and
 - in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he or she is eligible to do so.
 - Nonresident special part-time students are exempted from the requirement to pay nonresident tuition for ~~community college~~ credit courses. The term "special part-time student" refers to students who have been recommended by the principal of the ~~pu-
pil's~~ student's school and have parental permission to attend ~~a community college~~ the college during any session or term and who enroll in ~~11-99~~ or fewer units per semester, ~~or the quarter equivalent~~, in accordance with Education Code section 76001. The exemption does not apply to special full-time students. This exemption is not intended to apply to categories of students who would be precluded from qualifying for the AB 540 nonresident tuition exemption; i.e., a) students who actually reside outside of California and enroll via Distance Education and b) students on most nonimmigrant visas.
 - Districts will exempt from nonresident tuition a nonresident student who is a U.S. citizen and who resides in a foreign country, if that student meets all of the following requirements:
 - i. Demonstrates a financial need for the exemption;
 - ii. Has a parent or guardian who has been deported or was permitted to depart voluntarily under the federal Immigration and Nationality Act;
 - iii. Moved abroad as a result of the deportation or voluntary departure;
 - iv. Lived in California immediately before moving abroad;
 - v. Attended a public or private secondary school in California for three or more

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

Non-Resident Tuition

AP 5020

- years; and
- vi. Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible. Documentation shall be provided by the student as required by statute as specified in Education Code section 76140(a)(5).
- Veterans:
 - Except as noted ~~below~~, a student who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for the length of time he or she lives in this state after being discharged up to the minimum time necessary to become a resident.
 - Except as provided, a student enrolled, or intending to enroll, at this campus who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for up to one year if he or she files an affidavit with this college in which he or she is enrolled, or intends to enroll, stating that he or she intends to establish residency in California as soon as possible.
 - Any students who meet the following requirements:
 - demonstrates financial need;
 - has a parent who has been deported or was permitted to depart voluntarily;
 - moved abroad as a result of that deportation or voluntary departure;
 - lived in California immediately before moving abroad;
 - attended a public or private secondary school in the state for three or more years; and
 - upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.
 - Any nonimmigrant students ~~alien~~ granted "T" or "U" visa status under title 8 U.S. Code Section 1101(a)(15)(T)(i) or (ii), or section 1101(a)(15)(U)(i) or (ii), respectively, who meet the following requirements:
 - high school attendance in California for three or more years;
 - graduation from a California high school or attainment of the equivalent thereof;
 - registration or enrollment in a course offered for any term or commencing on or after January 1, 2002; and
 - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption.
 - A special part-time student, other than a nonimmigrant alien under 8 U.S. Code Section 1101(15)(a), participating in a College and Career Access

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

Non-Resident Tuition

AP 5020

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

- Exemptions to nonresident tuition are given due to reciprocity with Southern Oregon University and Oregon Institute of Technology. See Admissions and Records Office for current fee structure for these agreements.
- Per statute, a non-refundable ~~\$100~~ processing tuition fee is charged for international students as approved by the Board of Trustees. This fee is applied to the student's tuition upon registration.
- The non-resident tuition calculation will include the expense of education in the preceding fiscal year.
- The non-resident tuition calculation will reflect fees in contiguous Districts.
- The non-resident tuition calculation will provide for students enrolled in more or less than 15 units per term.

Board Reviewed 1/20/10

Board Reviewed 11/14/12 [MANDATED CHANGES]

Board Reviewed 9/10/14 [MANDATED CHANGES]

Board Reviewed 1/21/15

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

Board Reviewed 10/14/15 [MANDATED CHANGES]

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~~ Title 5, Sections 58106 and 58108;

Definitions

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

Continuing students are students currently enrolled at Shasta College.

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

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

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

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

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

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

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

BLOCK 1A:

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

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

BLOCK 1B:

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

Enrollment Priorities

AP 5055

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

BLOCK 2:

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

BLOCK 3:

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

BLOCK 4:

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

BLOCK 5:

- Gateway to College students
- College Connection students

BLOCK 6:

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

BLOCK 7:

- Concurrently enrolled 11-12 grade students

BLOCK 8:

- Concurrently enrolled students below 11th grade
- Non-matriculated new students

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

Enrollment Priorities

AP 5055

Petition Process

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

- 1) Is placed on academic or progress probation or any combination thereof as defined in BP 4250 titled Probation, Dismissal and Readmission and AP 4250 titled Probation for two consecutive terms; or
- 2) Has earned one hundred (100) or more degree-applicable units at Shasta College ~~except in designated high unit majors.~~

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

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

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

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

Procedures for Review of Registration Priorities

Legislatively mandated registration priorities will automatically be added to this Administrative Procedure. The district will ensure that these procedures are reflected in the course catalog and

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

Enrollment Priorities

AP 5055

that all students have appropriate and timely notice of the requirements of this procedure. All other registration priorities will be reviewed every two years.

Board Reviewed 11/11/09

Board Reviewed 04/10/13

Board Reviewed [Revisions] 12/11/13

Board's Ad Hoc Committee on Board Policy Reviewed 06/11/14

Board Reviewed [Revisions] 07/09/14

Board Reviewed [Revisions] 04/19/17

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



What Are the Statutory and Regulatory Resources for Priority Registration?

California Education Code (EDC):

- **78211.5**

(a) The purpose of the Seymour-Campbell Student Success Act of 2012 is to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions. The focus of the Seymour-Campbell Student Success Act of 2012 is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement. The Seymour-Campbell Student Success Act of 2012 targets state resources on core matriculation services that research has shown to be critical in increasing the ability of students to reach their academic and career goals. By focusing funding in these core areas and leveraging the use of technology to more efficiently and effectively serve a greater number of students, the goal of the Seymour-Campbell Student Success Act of 2012 is to provide students with a solid foundation and opportunity for success in the California Community Colleges.
- **66025.8**

(a) The California State University and each community college district shall, and the University of California is requested to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to any member or former member of the Armed Forces of the United States, and who is a resident of California, who has received an honorable discharge, a general discharge, or an other than honorable discharge, and to any member or former member of the State Military Reserve, for any academic term attended at one of these institutions for four academic years after he or she has left state or federal active duty, which he or she shall use within 15 years of leaving state or federal active duty.
- **66025.9**

(a) The California State University and each community college district shall, and the University of California is requested to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority in that system for registration for enrollment to a foster youth or former foster youth or, until January 1, 2020, homeless youth.
- **66025.91**

Each community college district, with respect to each campus in its jurisdiction that administers a priority enrollment system, shall grant priority registration for enrollment to students in the Community College Extended Opportunity Programs and Services program,

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



pursuant to Article 8 (commencing with Section 69640) of Chapter 2 of Part 42, and disabled students, within the meaning of the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), who are determined to be eligible for disabled student programs and services pursuant to Chapter 14 (commencing with Section 67300) and Section 84850.

- **66025.92**

(a) The Legislature finds and declares that the priority enrollment for registration required by this section is necessary to ensure that the flexibility related to educational opportunities that was adopted as part of the broader changes to the California Work Opportunity and Responsibility to Kids (CalWORKs) program in Chapter 47 of the Statutes of 2012 is not undermined by students who are CalWORKs recipients being unable to access necessary classes.

(b) Each community college district that administers a priority enrollment system shall grant priority in that system for registration for enrollment to any student who is a CalWORKs or Tribal TANF recipient.

California Code of Regulations, Title 5 (T5):

§ 58108. Registration and Enrollment Procedures.

(a) Districts shall adopt policies and procedures for registration and standards for enrollment in any course that are consistent with these and other sections of title 5 and uniformly administered by appropriately authorized employees of the district.

(b) It is the intent of the Board of Governors of the California Community Colleges to 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.

(c) Districts adopting policies and procedures that include the administration of a registration system that grants priority enrollment to certain students, shall grant registration priority in that system, for each term the registration priority system is administered, to students who:

(1) are first time students within the meaning of section 55530(c) and have completed orientation, assessment, and developed student education plans; or

(2) are not first time students within the meaning of section 55530(c) and have not lost registration priority pursuant to subdivision (h).

(3) who are continuing students not on academic or progress probation for two consecutive terms as defined in section 55031 and first time students who have completed orientation, assessment, and developed student education plans.

(d) Districts shall provide highest and equal priority to students eligible for registration priority pursuant to subdivision (c) who are:

(1) a member of the armed forces or a veteran pursuant to Education Code section 66025.8,

(2) a foster youth or former foster youth pursuant to Education Code section 66025.9,

(3) determined to be eligible for Disabled Student Program and Services as set forth in Education Code section 66025.91,

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



-
- (4) receiving services through the Extended Opportunity Programs and Services as set forth in Education Code section 66025.91, or
 - (5) receiving aid from the California Work Opportunity and Responsibility to Kids Program as set forth in Education Code section 66025.92.
 - (e) To the extent districts have the capacity and resources to require orientation, assessment, and education plans for continuing students, districts may establish orientation, assessment and education plans or any combination thereof as a condition for registration priority.
 - (f) Districts are permitted to adopt registration priorities for subcategories of students eligible for registration priority pursuant to subdivisions (c) and (d) provided that highest and equal registration priority is granted to students meeting the requirements of subdivision (d)(1) through (d)(5). Districts may not prioritize students in one statutory group, as set forth in (d)(1) through (d)(5), over another.
 - (g) Districts may establish additional registration priorities for students with priority lower than student groups covered by subdivision (c) of this section.
 - (h) Registration priority specified in subdivision (c) of this section shall be lost at the first registration opportunity after a student:
 - (1) is placed on academic or progress probation or any combination thereof as defined in section 55031 for two consecutive terms; or
 - (2) has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district.
 - (A) For purposes of this section a unit is earned when a student receives a grade of A, B, C, D or P as defined in section 55023.
 - (B) The 100-unit limit does not include units for non-degree applicable English as a Second Language or basic skills courses as defined in section 55000(j) or special classes as defined in section 55000.
 - (C) Districts may set the unit limit lower than 100 units and may consider units from other higher education institutions.
 - (D) Districts may adopt policies to exempt from the 100-unit limit categories of students, including but not limited to, those enrolled in high unit majors or programs.
 - (E) Districts may exempt from the 100-unit limit units earned through credit by examination, advanced placement, International Baccalaureate, or other similar programs.
 - (3) This subdivision shall not apply to students granted registration priority pursuant to subdivision (d)(2).
 - (i) Beginning in the spring 2013 term, districts shall notify students who are placed on academic or progress probation, or who have earned 75 percent or more of the unit limit, 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 until the student is no longer on probation or that enrollment priority will be lost when the student reaches the unit limit.

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



-
- (j) Except as otherwise provided by state law, no student shall be required to confer or consult with or be required to receive permission to enroll in any class from any person other than those employed by the college in the district.
 - (k) Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic requisites that are not expressly authorized in this chapter or in state law as barriers to enrollment in or the successful completion of a class.
 - (l) With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.
 - (m) Each community college district shall establish written procedures 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. Districts may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms.
 - (n) Districts shall ensure that the requirements of this section are adopted in local board policies and fully operational for registration for fall 2014 courses. Districts shall ensure that all policies and course catalogs reflect the requirements of this section and that appropriate and timely notice is provided to students.

How Did Priority Registration Come Into Existence?

The Seymour-Campbell Student Success Act of 2012 and the development of CCR §58108 provided guidance on priority registration. The key elements of the revised Title 5 section 58108 Regulations are that Districts shall adopt policies and procedures for registration and standards for enrollment in any course(s) that are consistent with these and other sections of Title 5 and uniformly administered by appropriately authorized employees of the district. The intent being to provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



How Does Priority Registration Work?

The priority registration shall be provided to students in the following order:

Level One - students who have completed orientation, assessment, and developed student education plans and are eligible as a member of the armed forces or a veteran pursuant to Education Code section 66025.8 or as a foster youth or former foster youth, or homeless youth pursuant to Education Code section 66025.9, receiving services through Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), California Work Opportunity and Responsibility to Kids program (CalWORKs), or Tribal TANF; and

Level Two - students who are continuing students not on academic or progress probation for two consecutive terms as defined in California Code of Regulations, Title 5, section 55031 and first time students who have completed orientation, assessment, and developed student education plans.

- Districts are not required to apply the registration priorities identified in subdivisions 2 and 3 for courses offered during summer or intersessions.
- Districts may establish additional registration priorities for students with priority lower than levels 1 and 2.

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

- is placed on academic or progress probation or any combination thereof as defined in section 55031 for two consecutive terms; or
- has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district. For purposes of this section a unit is earned when a student receives a grade of A, B, C, D or P as defined in section 55023.

The 100-unit limit does not include units for non-degree applicable English as a Second Language or **basic skills courses as defined in section 55000(j) or special classes** as defined in section 55000. Districts shall notify students who are placed on academic or progress probation, or who have earned 75 percent or more of the unit limit, 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 until the student is no longer on probation or that enrollment priority will be lost when the student reaches the unit limit. All units a student has enrolled shall be used in the determination of progress probation (5 CCR § 55031 Standards for Probation).

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



The following registration procedures are permissible: **special registration assistance to the handicapped or disadvantaged student** as defined by statute, for the purpose of providing equalization of educational opportunity and enrollment of students in accordance with a priority system established pursuant to legal authority by the local board of trustees.

Each community college district shall establish written procedures by which a student may appeal the loss of priority enrollment status due to extenuating circumstances (refer to your administrative policies for specifics: accident, illness, etc.), or where a student with a disability applied for, but did not receive, reasonable accommodations in a timely manner.

Districts shall ensure that the requirements of this section are adopted in local board policies and operational. Districts shall ensure that all policies and course catalogs reflect the requirements of this section and that appropriate and timely notice is provided to students.

How Does Priority Registration Work With Categorical Programs?

Veterans

Veterans are part of the statutory group (EDC 66025.8 and T5 § 58108 (d)(1)) having the highest level of priority registration. A Veteran can lose their priority registration status for the following reasons:

- is placed on academic or progress probation or any combination thereof as defined in Title 5, section 55031 for two consecutive terms; or
- has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district.

DSPS

Many colleges and universities utilize priority registration as a method of providing program accessibility, which is required by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and California Government Code section 11135 et. seq. , specifically, the Rehabilitation Act of 1973 Section 504, the ADA and California Government Code section 11135 et. seq. are non-discrimination laws for persons with disabilities and apply to public programs and activities or, in the case of Section 504, any entity that receives federal financial assistance. These provisions affect virtually every institution of higher education, including the California Community College system. In order to ensure non-discrimination, these laws require that a postsecondary institution make program accommodations in order to provide students with disabilities an equal opportunity to participate in the institution's courses, programs and activities. The ADA states that students with disabilities may not be excluded from participation in, or be denied the benefits of, or be subjected to discrimination in an institution's programs, services, or activities. In order to meet these requirements, priority registration can be an appropriate method

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



to provide a disability related accommodation for students with disabilities, based on their functional limitations in the educational setting.

It is important to note that when provided as part of a disability accommodation, priority registration should not be limited to continuing students, but be available to new students, as well, if they have a disability related limitation in the educational setting where priority registration is used to enable the timely provision of an accommodation. For example, high school students with disabilities who need priority registration to ensure an accommodation based on their functional limitation(s) should be allowed to register in the spring priority registration period for the fall, rather than having to wait until registration opens up to other high school students.

If priority registration is not provided to a DSPS student, what are the consequences of not providing the service?

Many students with disabilities who are receiving services from DSPS have functional limitations that require some accommodation in scheduling their classes. If a college chooses not to offer priority registration to students with disabilities, it would still be responsible for providing, in a timely manner, the program access that students with disabilities need. Such access would need to be provided, even if it was more difficult or costly. It is important to note that priority registration assists the colleges to provide required accommodations in a timely and more cost effective manner since it provides for additional lead-time to locate and secure accommodations and service providers. Without such lead-time, services requested on short notice are often more costly and difficult to secure.

Students served by DSPS often need priority registration as an accommodation for one or more of the following reasons specified below:

- *Mobility Disability*: Ensuring classes are in accessible locations and not spread too far apart for students to get from one class to another;
- *Visually impaired or LD Students who need alternate text*: Allowance of lead-time to secure the accommodation of the alternate text in a timely manner. Additionally, students with learning disabilities, depending upon the nature of their disability, may need to select classes that meet multiple times a week instead of once a week, due to processing deficit issues. Priority registration can also aid in selecting professors who teach in a style that best meets the student's learning modality strengths (i.e., more hands-on or usage of visual aids).
- *Deaf/Hard of Hearing Students*: Priority registration provides the DSPS program the ability to see where students are enrolled to be able to have lead time to secure the accommodations of interpreters or real time captioning and to ensure class materials (such as audio visual materials) are captioned. In addition, colleges utilize priority registration for deaf students to try to voluntarily group students into the same sections for the most cost effective use of interpreters and/or real time captioning services. It is important to note that the college must provide the

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



-
- interpreters for deaf students, even if the cost was significantly higher because students are enrolled in different sections.
 - *Students with Other/Health Impairments:* Stamina or health issues may prescribe that classes be grouped for part of the day or certain parts of the day when the student feels most alert and productive;
 - *Students with Psychological Disabilities:* Same as above due to possible effects of medication.

Please note this is not a complete list. There may be other situations based on the individual disability related limitations of the student in the educational setting.

The DSPS priority registration as an accommodation is to be used when there is a legitimate educational limitation that can be mitigated by registering sooner. This would be determined during an interactive process with the student. A good example is someone who needs materials in an alternate format. A DSPS priority registration accommodation is not across the board and is not related to how many units a student has completed.

EOPS

EOPS students are part of the statutory group (EDC 66025.91 and T5 § 58108 (d)(4)) having the highest level of priority registration. An EOPS student can lose their priority registration status for the following reasons:

- is placed on academic or progress probation or any combination thereof as defined in Title 5, section 55031 for two consecutive terms;
- has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district; or
- for violation of the EOPS program's policy for students on probation in the EOPS Mutual Responsibility Contract.

Foster Youth/Former Foster Youth

Foster youth are part of the statutory group (EDC 66025.9 and T5 § 58108 (d)(3)) having the highest level of priority registration. Per T5 § 58108 (h)(3), foster youth are not subject to losing their priority registration status.

Homeless Youth

Homeless youth are part of the statutory group (EDC 66025.9 and T5 § 58108 (d)(3)) having the highest level of priority registration.

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018



CalWORKs/Tribal TANF

CalWORKs and Tribal TANF eligible students are part of the statutory group (EDC 66025.92 and T5 § 58108 (d)(5)) having the highest level of priority registration. A CalWORKs/Tribal TANF eligible student can lose their priority registration status for the following reasons:

- is placed on academic or progress probation or any combination thereof as defined in Title 5, section 55031 for two consecutive terms; or
- has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district.

General

High Unit Majors

Per Title 5, §58108 (h)(D):

Districts may adopt policies to exempt from the 100-unit limit categories of students, including but not limited to, those enrolled in high unit majors or programs.

The student will need to check the college's registration priority policies.

Previous Bachelor Degree

A student with a previous baccalaureate is not be eligible for Levels 1 and 2, but may be prioritized by the individual college after Levels 1 and 2. It is up to the local college on how they determine registration priority after Levels 1 and 2.

Priority Registration FAQ (Frequently Asked Questions)

Updated January 2018

