



# Shasta College

Student Services Council Meeting  
February 22, 2017 • 9:00 AM  
Room 2314

## MINUTES

Committee Members Present					
	Stacey Bartlett	X	Tim Johnston	X	Jenna Barry Highfield - Guest
	Sharon Brisolara	X	Becky McCall	X	Kelsey Devish - Guest
X	Tina Duenas		Kevin O'Rorke	X	Peter Griggs - Guest
X	Nadia Elwood		Sheree Whaley		
X	Sandra Hamilton Slane	X	Leann Williams		

### CALL TO ORDER

The meeting was called to order by Tim at 9:00 a.m.

#### 1. Approval of Minutes

It was moved by Becky and seconded by Leann to approve the Student Services Council February 8, 2017 minutes with a minor change. The motion passed unanimously. Nadia abstained.

#### 2. Technology Plan (Attachment)

General feedback regarding the Technology Plan was compiled. Confirmed agreement on first two general suggestions. Reviewed more specific edits. Change in language Goal 1 – Activity 2 (see handwritten notes) Leann and Becky are pulling together document imaging suggestions.

#### 3. Website Discussion – Kelsey Devish

Discussion about purpose and needs, but have come to a conclusion that the purpose needs to be Student Focus, even though staff works with the website regularly as well. Preliminary discussion in Enrollment Services Coordinator Committee meeting.

Part of Student Services Council retreat on March 10th will include a discovery process with the marketing company Interact. They will present a focus group, which includes cluster analysis and design. They are flying out to be present for retreat on 10th and also Counseling retreat on March 15th. Interact would also love to connect with other campus groups. Interact will lead focus groups from 10 am – 12 pm on March 10th for SSC and on March 15th for Counseling retreat. Both days they will walk through their process on the retreat days. Other goal is to arrange for them to meet with other groups the afternoon of Friday March 10th and/or March 15th or that following week. Interact would like to meet with as many focus groups as possible, with a particular emphasis on students and faculty. Tim would like to pull from other staff as well, including the Student Success Center, A&R, and Financial Aid. Suggestion of using a classroom on Friday, March 10th. Come up with a list of 60 people.

Focus on staff input on Friday, March 10th, 2 pm – 4 pm window, half hour increments for staff to sign up. Classroom – 2165. Tim will plan to send out an email for sign-ups for staff.

It was suggested that the afternoon of Wednesday, March 15th would be a better day for students to participate and suggested to do it on Student Center Stage from 2 pm – 4 pm. Tina will reach out to students for sign ups and can also accept drop-ins coming by. Suggestion to include a food incentive.

Another desired focus group includes high school students. Pre-collegiate programs, counselors traveling out to high schools, could we coordinate?

Process includes a card sort – 100 cards, and they are asked to put them in order. Following process could be a follow up micro focus group. Demographics and data form structure will be result of focus groups. Data will provide gender breakdowns, age, staff, students and so forth.

Peter foresees hiring a third party web design company.

Website examples presented by Kelsey Devish

- Lane Community College is a favorite. Previewed the website by navigating and pointing out various areas of the site. Information organized in easily accessible way. Includes a great deal of visual pleasing images
- Pasadena City College is the second example. Previewed and navigated through some of the pages highlighting positive aspects of the site. More pages with just words, as compared to the visual pop of Lane's web site.
- UC and CSU sites have "I've applied, now what?" links/pages.

#### 4. Student Concerns – draft process (Attachment)

Will – Accreditation process includes review of the student comment/complaint forms. This was noted as something that needed immediate attention.

- Institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years, (since the last comprehensive evaluation are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis for the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

May not have a standardized campus wide process, but Deans may/probably have files containing student comments/complaints, and the process is to compile, and analyze the data.

Tina took form to Student Senate and feedback was provided. Tina submitted draft with suggested changes." Suggestion --- Student Feedback ~~Comment~~ Form. Students had questions regarding where to send the form. How do students know where to send the form?

Ideas suggested:

- Suggestion to send to HR dept for routing.
- Provide a list of departments.
- Office of the appropriate Vice President

Students were also adamant about having an option to be anonymous. Suggestion to add in Student Information section – a statement that they are made aware who will review the form. Option exists to be anonymous, but need to let them know the process if the feedback is anonymous, and that there would be limitations to what actions could occur. Suggestion to add "The college is unable to provide a written response to anonymous feedback." Also suggestion to delete address section on form.

Student Tracking form

Change - Student's/~~Plaintiff~~ Name. Inquiry regarding who will see it. Comment that there could be a once a semester all call when all the dean's offices would submit their tracking logs.

5. CCCApply – paper application (Attachment)

Lagging behind the online version. Paper version exists. Campus preference is that all students to apply electronically, but the paper version will be available if there is a special student situation that requires it. Encouraging students to apply online. Comment that the CCC apply process is difficult if you don't remember your login information or don't have access to the email address it was set up under, and that it requires a phone call.

6. DACA

Hold over for next meeting.

7. Other / Announcements

- a. Budget - Glitches in the budget logins/entries. Goal to wrap up at end of week. Submit justifications. Next step to compile together and look at macro level.
- b. Nadia - Poverty simulation is on 9<sup>th</sup>. Simulation is two hours long
- c. Keynote speaker Kathy Buckley is a comedian, 8:45 – 9:45 am presentation, then break out with faculty.
- d. Innovation Mini Grants due next week.
- e. College Council – service animals. Sandra will touch base with Ramon.
- f. Climate Survey coming - Jenna

**NEXT MEETING**

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

Recorded by:

Michelle Fairchild  
Administrative Secretary  
Enrollment Services

## Student Services Council Feedback Technology Plan

### General Feedback:

#### SSC would like to see:

- A global list of projects with timelines set for the activities (or a notation if they are ongoing or annual) with transparent and routine progress reports.
- Include a more explicit mention of personnel / staffing considerations / needs.

#### Specifically:

##### Introduction

- Paragraph 2 says 2 components but talks about 3. Information Systems, Technology Support and Education Technology

##### Guiding Principles

- Bullet 2: Adjust "order" – eg. College Mission, Education Master Plan, then Strategic Plan, etc.
- Bullet 3: Plan should include more "detailed design and planning phases..." More details should be included in the plan.
- Bullet 4: Plan should include more detail regarding needs analysis.

**Goal 1** – should read... "in support of the Mission of the District"

Activity 2 – Annual appears to be too frequent. Agree with IC, perhaps this should refer to the Climate Survey. That way we don't add another survey. In terms of assessment, Technology would still have 3 methods : Climate survey, focus groups, and ECAR.

##### **Goal 5**

- Include training / technical assistance for Office365 and other technology initiatives.
- Re. Expanding deployment of Tableau – for whom and for what purpose?

**Shasta-Tehama-Trinity**

**Joint Community College District**

**TECHNOLOGY PLAN**

**2017 – 2022**

**DRAFT**

## **Technology Master Plan Mission**

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

## **Introduction**

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

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

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

## **Guiding Principles**

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

## **Technology Planning Goals and Activities**

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

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

Activities:

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

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

*Strategy: Improve efficiency and standardize procedures*

Activities:

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

### **3. Support instruction and student learning through technology.**

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

Activities:

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

*Strategy: Work with Instruction to plan classroom technology needs*

Activities:

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

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

Activities:

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

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

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

Activities

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



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

*Strategy: Improve efficiencies and information systems for students.*

Activities:

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

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

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

Activities:

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

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

Activities:

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

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

Activities:

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

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

Activities:

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

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

Activities:

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

## **Integrated Planning**

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

## **Total Cost of Ownership**

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

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

## **Assessment and Review**

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

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

DRAFT


**Shasta College**  
**Student Comment Form**

**Instructions:**—Students who have a ~~comment~~ concern/complain or compliment about their Shasta College experience should complete this form and submit it to the respective administrative Office. Students should allow 10 business days to receive a written response to their comment through the email or telephone number provided.

Check one:       Concern/Complaint\*       Compliment  
*\*Concerns or complaints using this form should be submitted only after you have made an attempt to complete the "First Level" of the Student Grievance Procedure pursuant to the Shasta College catalog wherein it states that "any student with a grievance should first attempt to resolve the matter by means of an informal meeting with the person(s) against whom the student has the grievance".*

Student Information	
Student Name:	Student ID#
Address:	City/State/Zip:
Email Address:	Best phone number to be reached at:
Semester/Year:	Current student:    Yes    No

Comments
Name of individual(s) and/or department(s) about whom the comment is filed regarding:
<p><del>Students are encouraged to discuss their comment through informal conferences with the appropriate instructor or other College employee.</del></p> <p><u>If this is in regards to a concern/complaint, have you made an attempt to resolve the situation with the individual and/or department involved?    Yes    No</u></p> <p><u>If yes, describe the outcome: (Attach any additional comments, if necessary.)</u></p>
<p><u>Describe your <del>comment</del> concern/complaint or compliment in detail.</u></p> <p><i><u>If this is in regards to a concern/complaint, please include date(s) of occurrence(s) (be as specific as possible). Attach additional comments, if necessary, along with any or documentation that will help describe and substantiate the statements.</u></i></p>
<u>What would you like to see happen as a result of bringing this concern/complaint or compliment forward? Attach additional sheets, if necessary.</u>
<u>What outcome do you hope to achieve after talking to the appropriate college official(s)? Attach additional sheets, if necessary.</u>

I understand that information contained on this form will be held confidential to the extent possible. Comment information may be shared

**Formatted:** Line spacing: single

**Commented [DT1]:** Students agree that this is vague and they would have no idea where to take the filled out form. They want a specific office with room number OR email (preferred).

**Commented [DT2]:** If they should expect a "written" response then we should eliminate that we will respond to the "telephone number provided"

**Formatted:** Font: 8 pt

**Formatted:** Right: -0.01", Line spacing: single

**Formatted:** Font: 8 pt, Italic

**Commented [DT3]:** Students were adamant about having an option to be anonymous.

**Commented [DT4]:** Filed seems as though this is in regards to a concern/complaint not a compliment. Also, students were concerned "where it's being filed". They felt that this meant it was going to be on tied to their student records in some way.

**Formatted:** Tab stops: 0.31", Left + Not at 1.96"

**Formatted:** Font: 8 pt, Italic

**Formatted:** Line spacing: single

**Formatted:** Font: 8 pt, Italic

with college officials in order to conduct a thorough investigation, however, acts or attempts to retaliate or seek retribution against the complainant or any individual or group involved in the complaint, investigation and/or resolution of an allegation is strictly prohibited. Students experiencing any form of retaliation should report it immediately. I hereby declare that the information on this form is true, correct, and complete to the best of my knowledge. I understand that any misrepresentation of information may result in disciplinary actions in accordance with college disciplinary policies.

Signature: \_\_\_\_\_  
Student

Date: \_\_\_\_\_

**Commented [DTS]:** Students are concerned about retaliation (grades, mistreatment, bias, etc.) as a result of reporting. This is why they want an anonymous reporting option; however, they also indicated that a clause stating our retaliation policy would help ease this concern.







# The California Community Colleges Application for Admission

## Section A: Enrollment / Account Information

1. **Term** (Check one term only and enter the Year) **College:** \_\_\_\_\_  
 Spring \_\_\_\_\_  Summer \_\_\_\_\_ (California Community College)  
 Fall \_\_\_\_\_  Winter / Intersession \_\_\_\_\_

**California Statewide Student ID (SSID):**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

 If you know your ten digit SSID, enter here.

*See Page 9 for information on where to find your SSID.*

2. **Legal Name** Use only your legal name as it appears on official legal or educational documents. **College Student ID:** \_\_\_\_\_

Legal Last Name Suffix

No Legal First Name   No Legal Middle Name  
Legal First Name Middle Name

3. **Previous Name** If you might have educational records under a different name, please enter full previous First, Middle and Last names here.

Previous Last Name Previous First Name Previous Middle Name

4. **Preferred Name** Do you have a preferred name that is different than your legal and/or previous name? *Note: Not all colleges allow preferred names for official academic uses due to legal or technical restrictions.*

Preferred Last Name Preferred First Name Preferred Middle Name

5. **Permanent Address** If you are under 19 years of age, enter the address of your parent or guardian.  I have no permanent address; I am currently homeless.

Street Number Street Name Apt. or Suite State / Non-U.S. Province

City (U.S. or Non-U.S.) ZIP Code / Postal Code Country

6. **Current Mailing Address** If under 19 years of age, enter the address of your parent or guardian.  I have no current mailing address; I am homeless.

Street Number Street Name Apt. or Suite State / Non-U.S. Province

City (U.S. or Non-U.S.) ZIP Code / Postal Code Country

7. **Mobile Phone**

--	--	--	--	--	--	--	--	--	--	--

**8. Second Phone**

--	--	--	--	--	--	--	--	--	--	--

Area Code Number Area Code Number

I authorize text messages to be sent to the mobile phone number above, and accept responsibility for any charges that result.  I authorize text messages to be sent to the second phone number above, and accept responsibility for any charges that result.

*NOTE: Text messaging may be used by the college in situations such as class cancellations, emergency notifications, and other campus alerts.*

9. **Email Address**

An email address is required for important messages, including information about college admission and registration. Please enter an email address that you check regularly.



## Section B: Personal Information

10. **Birthdate**       Birthdate information is used to differentiate between persons having the same name. It is also used to comply with state and federal laws pertaining to residency, guardianship, and admission of minors to college. This information will not be used in making admissions decisions except as permitted by law.  
 Month Day Year

11. **Social Security Number / Taxpayer Identification Number**

         

Type:  Social Security Number  Taxpayer ID Number

By providing my Social Security Number (SSN) / Taxpayer ID Number (TIN) above, or by indicating that I do not have an SSN / TIN, or decline to provide one at this time, I confirm that I have read and understand the federal laws stated below, and the state privacy laws and regulations provided in the Privacy Policy available to me at any time at <https://www.openccc.net>.

I do not have a Social Security Number or Taxpayer ID Number, or **decline to provide one at this time**.

I am an international student, nonresident alien, or other exception, and I **do not have** a Social Security Number or Taxpayer ID Number.

The Social Security Number is required to claim tax credits for higher education costs known as the American Opportunity Tax Credit in accordance with the Taxpayer Relief Act of 1997. Federal law requires the California Community Colleges to provide specific information to the Internal Revenue Service (IRS) for the purpose of filing an information return (IRS Form 1098T "Tuition Statement") for each student in attendance, with a few exceptions. The information required by the IRS includes the student's name, address, Social Security Number (SSN) or Taxpayer Identification Number (TIN/TIN), and enrollment status, as well as the amount of tuition paid or billed, and scholarships received. (26 C.F.R. 1-60505-1(b)(2)(ii).) Failure to provide a correct Social Security Number or TIN while claiming tax credits for specified education expenses may result in a penalty levied against the student by the IRS in the amount of \$100, per year, until the missing or incorrect information is provided (26 C.F.R. 160505-1(e)(4))

12. **Dependency Status Determination** Required only for applicants *under 19 years of age*.

By California law, qualification for resident tuition is based on the residency of your parent(s) or guardian(s) **until you are 19 years of age**, except in certain special circumstances. The following questions will be used to determine whether or not you need to provide **parent or guardian** information for the purposes of determining residency. Your response will not affect your admission to college. The campus may request additional information prior to making a final residency determination.

**If you are currently under 19 years of age, you must select the statement that applies to you:**

- I am under 19 years old and *at least one of the statements below* is true about me:
- I am or have been married.
  - I am legally emancipated.
  - I do not have a living parent or guardian.
  - As of the day before the first day of the term I am applying for, I am or will be on active duty in the armed services.
  - As of the day before the first day of the term I am applying for, I have been self-supporting for at least one year.

I am under 19 years old and *none of the statements above* are true about me.

IMPORTANT: If you answered "None of the statements above are true about me", you must provide information about your parent/guardian below and on all questions in **Section E: California Residency**, p.5. For information on how to answer the residency questions in this application, see *Appendix i: Information Section*, on p.10.

13. **Parent /Guardian Name & Relationship**

First Name:  Relationship:  Mother  Father  Guardian

Last Name:

14. **Parent /Guardian Education Level**

Regardless of your age, please indicate the highest level of education attained by the parents and/or guardians who raised you.

Enter the corresponding number or letter into each box: Parent / Guardian 1:  Parent / Guardian 2:

- |  |  |
|--|--|
| 1 = Grade 9 or Less                                    | 6 = Bachelor's degree (Ex: BA, BS)                                 |
| 2 = Some high school, did not graduate                 | 7 = Graduate degree (Master's, Ph.D., or degree beyond Bachelor's) |
| 3 = High school graduate (diploma, GED, or equivalent) | X = Unknown  |
| 4 = Some college credit, no degree                     | Y = No parent or guardian raised me                                |
| 5 = Associate degree (ex: AA, AS)                      |  |

**Section B: Personal Information (Continued)****15. Gender**

Gender information is used for state and federal reporting purposes. It is optional and voluntary and will not be used for discriminatory purposes. "Gender" in this context, means a person's sex, or a person's gender identity and gender expression.

- Female
- Male
- Decline to state

**Race & Ethnicity**

The U.S. Department of Education requires colleges to collect racial and ethnic data but are prohibited from discriminating on the basis of race, color, or national origin, in all programs or activities that receive federal financial assistance. Ethnicity is sensitive information, protected by federal law and the Office of Civil Rights. It is used primarily by agencies affiliated with state reporting and evaluation of educational programs.

**16. Are you Hispanic or Latino?** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. **If yes, you must check one or more:**

- Mexican, Mexican-American, Chicano
- Central American
- South American
- Hispanic: Other

**17. What is your race? Check one or more:**

- Asian: Indian
- Asian: Chinese
- Asian: Japanese
- Asian: Korean
- Asian: Laotian
- Asian: Cambodian
- Asian: Vietnamese
- Asian: Hmong
- Asian: Other - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- American Indian/Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachments.
- American Indian
- Pacific Islander: Guamanian
- Pacific Islander: Hawaiian
- Pacific Islander: Samoan
- Pacific Islander: Other - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North America.

### Section C: Citizenship

18. **Citizenship Status**

- U.S. Citizen
- Permanent Resident
- Temporary Resident
- Refugee / Asylee
- Student Visa (F1 - M1)
- Other

If you are not a U.S. Citizen, please enter the following:

**Alien Registration Number** Enter your 7-9 digit Alien Registration Number

--	--	--	--	--	--	--	--	--

**Alien Registration Issue Date**

M	M	D	D	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Month Day Year

**Alien Registration Expiration Date**

M	M	D	D	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Month Day Year

Check here if no expiration date

No Documents

19. **Visa Type** Enter your Visa Type below:

Type: \_\_\_\_\_

If you have a student Visa, please circle the type below:

**Student Visa:**    F1            M1

If you don't know your Visa type, please refer to the Admissions Office at the college you are applying to.

**Visa Issue Date**

M	M	D	D	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Month Day Year

**Visa Expiration Date**

M	M	D	D	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Month Day Year

No Expiration Date

### Section D: U.S. Military / Dependents of Military

20. **Military Status** Please select your U.S. military status:

- None apply to me
- I am currently serving on active duty
- My parent/guardian/spouse is currently serving on active duty
- I served in the U.S. military (veteran)
- My parent/guardian/spouse served in the U.S. military (veteran)
- I am a member of the Active Reserve
- My parent/guardian/spouse is a member of the Active Reserve
- I am a member of the National Guard
- My parent/guardian/spouse is a member of the National Guard

If you, or your parent/guardian/spouse, served in the U.S. Military, please enter the following information:

21. **Date of Discharge:**

M	M	D	D	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Month Day Year

22. **Type of Discharge:**

- Honorable
- Bad Conduct (BCD)
- Entry Level Separation (ELS)
- General
- Other than Honorable
- Clemency
- Dishonorable

23. **State of Legal Residence:** Please enter the military member's State of Legal Residence \_\_\_\_\_

24. **Home of Record:** Please enter the military member's Home of Record \_\_\_\_\_

If the Home of Record is in a foreign country, enter the Country of Record \_\_\_\_\_

25. **Stationed in California?** Is the military member currently stationed in California?  Yes  No

Is the military member's assignment in California for educational purposes for 30 days or more?  Yes  No

## Section E: California Residency

Your responses to the following questions are required to make a preliminary assessment of your California residency status for admission and tuition fee purposes. The college may request additional information prior to making a final residency determination. NOTE: If you answered "Yes" to "Dependency Status Determination" (Question #12 on page 2), you must answer the following questions based on your parent or guardian's information. For more information about how to answer the questions below, see **Appendix i: Information Section** on p. 10.

26. Have you or your parent or guardian lived in California continuously for the last two years?  Yes  No
- When did your or your parent's or guardian's CURRENT stay in California begin? 

M	M	D	D	Y	Y	Y	Y
Month		Day		Year			
- Check this box if you or your parent or guardian have not yet arrived in California, or do not plan to relocate to California.
27. Are you or your parent or guardian a full-time employee of any of the following colleges/universities?  Yes  No
- California Community College
  - California State University or College
  - University of California
  - Maritime Academy
28. Are you or your parent or guardian a full-time credentialed employee of a California public school enrolling in college for purposes of fulfilling credential-related requirements?  Yes  No
29. Have you or your parent or guardian been employed as a seasonal agricultural worker for at least a total of two months of each of the past two years?  Yes  No
30. Have you ever been in **court-ordered** foster care?  Yes  No
- If yes, when did you **exit** foster care?
- I am currently in foster care (including extended foster care after age 18).
  - I aged out/emancipated from foster care or exited voluntarily on or after my 18th birthday.
  - I exited the foster care system before my 18th birthday.
  - I am not sure at what age I exited foster care.
31. At any time in the last 24 months, have you been determined to be homeless by one or more of the following?  Yes  No
- High school or school district homeless liaison
  - Emergency shelter or transitional housing program
  - Director of a runaway or homeless youth basic center or transitional living program
32. In the last two years, have you or your parent/guardian declared residency in another state for state income tax purposes?  Yes  No
- If Yes, what was the most recent year? 

Y	Y	Y	Y
---	---	---	---
33. In the last two years, have you or your parent/guardian registered to vote in another state?  Yes  No
- If Yes, what was the most recent year? 

Y	Y	Y	Y
---	---	---	---
34. In the last two years, have you or your parent/guardian declared residency at an out-of-state college or university?  Yes  No
- If Yes, what was the most recent year? 

Y	Y	Y	Y
---	---	---	---
35. In the last two years, have you or your parent/guardian petitioned for a lawsuit or a divorce as a resident in another state?  Yes  No
- If Yes, what was the most recent year? 

Y	Y	Y	Y
---	---	---	---

## Section F: High School Education

36. **College Enrollment Status:** On the *day before the first day* of the Term you are applying for, what will your enrollment status be?
- First-time student in college (after leaving high school)
  - First time at this college; have attended another college
  - Returning student to this college after absent for a main term
  - Enrolling in high school (or lower grade) and college at the same time
37. **Education Goal:** Please enter the corresponding letter of your education goal in the box:
- |   |   |
|---|---|
| A = Obtain an associate degree and transfer to a 4-year institution | I = Maintain certificate or license   |
| B = Transfer to a 4-year institution without an associate degree    | J = Educational development   |
| C = Obtain a 2-year associate degree without transfer               | K = Improve basic skills  |
| D = Obtain a 2-year technical degree without transfer               | L = Complete credits for high school diploma or GED                           |
| E = Earn a career technical certificate without transfer            | M = Undecided on goal   |
| F = Discover/Formulate career interests, plans, goals               | N = To move from noncredit coursework to credit coursework                    |
| G = Prepare for a new career (acquire job skills)                   | O = 4-year college student taking courses to meet 4-year college requirements |
| H = Advance in current job/career (update job skills)               |   |
38. **Intended Major:** \_\_\_\_\_
39. **High School Education Level:** On the *day before the first day* of the term you are applying for, what will your high school education level be?
- Received a high school diploma from a U.S. school
  - Passed a high school equivalency test and received a certificate of equivalency
  - Received a Certificate of California High School Proficiency
  - Received a diploma/certificate of graduation from a foreign secondary school
  - Currently enrolled in an adult school
  - Enrolled in high school (or lower grade) and college at the same time
  - Not a graduate of, and no longer enrolled in high school
40. **High School Completion Date:** Provide your high school completion date, or the date you plan to complete high school. *If unsure of the date, please estimate.*
- Date of Completion:**

M	M	D	D	Y	Y	Y	Y
Month		Day		Year			
41. Did you receive your diploma, GED, or certificate in California?  Yes  No
42. **Last High School Attended:**
- I attended high school.
  - I was homeschooled in a registered homeschool organization.
  - I was independently homeschooled.
  - I did not attend high school and was not homeschooled.
  - Other: \_\_\_\_\_
43. Have you attended high school in California for three or more years?  Yes  No
44. **Last High School / Secondary School Information:**
- School Name:
- City:  U.S. State:  ZIP Code/Postal Code:  -
- Country:  Non U.S. State Province

## Section G: High School Transcript Information

College staff use this information to provide guidance. Your responses will not affect your admission to college.

45. **Completed 11th Grade?** If you are in high school (or lower grade), please indicate if you have completed 11th grade,  Yes  No otherwise skip to Grade Point Average.
46. **Grade Point Average:** What was your high school GPA (grade point average)? Please enter a value between 0.00 and 4.00 in the adjacent box. If you are still in high school, enter your cumulative GPA as of the end of 11th grade. *If unsure, please estimate.*

Description	Title of Highest Courses Taken and Passed Place an "X" in the box to the right to make your selection.	Place X in box	What grade did you receive? Please CIRCLE your selection
<b>Highest English Course Taken</b> Please indicate the highest English course you took in high school?  <i>If you are currently enrolled in high school, this would typically be in 11th grade or earlier.</i>	12th grade Advanced Placement (AP) English Composition or Literature 12th grade Honors English Composition or Literature 12th grade English Composition or Literature 11th grade Advanced Placement (AP) English Composition or Literature 11th grade Honors English Composition or Literature 11th grade English Composition or Literature 10th grade (or lower) English Composition or Literature None of the Above / Don't Know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	A    A-    B+ B    B-    C+ C    C-    Pass D    F    No Pass Other Non-Passing Grade None of Above Don't Know
<b>Highest Math Course Taken</b> Please indicate the highest Math course you took in high school?  <i>If you are currently enrolled in high school, this would typically be in 11th grade or earlier.</i>	Pre-algebra or lower Algebra 1 Integrated Math 1 Integrated Math 2 Geometry Algebra 2 Integrated Math 3 Statistics Integrated Math 4 Trigonometry Pre-calculus Calculus or higher None of the Above / Don't Know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	A    A-    B+ B    B-    C+ C    C-    Pass D    F    No Pass Other Non-Passing Grade None of Above Don't Know
<b>Highest Math Course Passed</b> Please indicate the highest Math course you passed with a Pass, C-, or better grade, in high school  <i>If you are currently enrolled in high school, this would typically be in 11th grade or earlier.</i>	Pre-algebra or lower Algebra 1 Integrated Math 1 Integrated Math 2 Geometry Algebra 2 Integrated Math 3 Statistics Integrated Math 4 Trigonometry Pre-calculus Calculus or higher None of the Above / Don't Know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	A    A-    B+ B    B-    C+ C    C-    Pass None of Above Don't Know

## Section H: Colleges Attended

### 47. College Education Level

As of the **day before the first day** of instruction of the term you are applying for, please indicate the highest college education level you attained:

- No Degree    
  Associate Degree    
  Bachelor's Degree

**College Degree Date**

Date you obtained your highest degree.

--	--	--	--	--	--	--	--

Month    Day    Year

### 48. Colleges Attended

Print the names and locations of every college and university previously attended. Begin with the most recently attended institution. Attach a separate sheet if more space is needed. Please complete each column as appropriate.

College/University Name	State	City	Attendance From		Attendance To		Were you Expelled? Y or N	Degree Obtained? Y or N	Degree Date	
			Month	Year	Month	Year			Month	Year

## Section I: Needs & Interests

### 49. Primary Language

Are you comfortable reading and writing English?     Yes     No

### 50. Financial Assistance

Are you interested in receiving information about money for college?     Yes     No

Are you receiving TANF/CalWORKs, SSI, or General Assistance?     Yes     No

### 51. Athletic Interest

Are you interested in participating in a sport while attending college?

(Your response does not obligate you in any way. To be eligible to participate on an intercollegiate team, you must be enrolled in at least 12 units.)

- Yes, I am interested in one or more sports, including the possibility of playing on an intercollegiate team.  
 Yes, I am interested in intramural or club sports, but not in playing on an intercollegiate team.  
 No, I am not interested in participating in a sport (beyond taking P.E. classes).

### 52. Programs & Services: Select one or more programs and/or services you would like more information about.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Academic counseling/advising          | <input type="checkbox"/> EOPS Extended Opportunity Prgms & Svcs | <input type="checkbox"/> Scholarship information          |
| <input type="checkbox"/> Basic skills (reading, writing, math) | <input type="checkbox"/> ESL - English as a Second Language     | <input type="checkbox"/> Student government               |
| <input type="checkbox"/> CalWORKs                              | <input type="checkbox"/> Health services                        | <input type="checkbox"/> Testing, assessment, orientation |
| <input type="checkbox"/> Career planning                       | <input type="checkbox"/> Housing information                    | <input type="checkbox"/> Transfer information             |
| <input type="checkbox"/> Child care                            | <input type="checkbox"/> Employment assistance                  | <input type="checkbox"/> Tutoring services                |
| <input type="checkbox"/> Counseling - personal                 | <input type="checkbox"/> Online classes                         | <input type="checkbox"/> Veterans services                |
| <input type="checkbox"/> DSPS Disabled Student Prgms & Svcs    | <input type="checkbox"/> Re-entry program (after 5 years out)   |   |

## Section J: Financial Aid Acknowledgment

When submitting an application for admission to a California Community College, the college must obtain acknowledgment that the applicant understands the financial aid opportunities that exist for CCC students. For more information about financial aid, see *Appendix i* (page 10).

53.  By Checking here, I acknowledge understanding that:

- Federal and state financial aid programs are available and may include aid in the form of grants, work study, and/or available student loans.
- I am aware that I may apply for assistance for up to the total cost of my education including enrollment fees, books & supplies, transportation, and room and board expense.
- I may apply for financial assistance if I am enrolled in an eligible program of study (certificate, associate degree, or transfer), and may receive aid if qualified, regardless of whether I am enrolled full-time or part-time.

## Section K: Consent & Submit

### Consent to Release Information

The community colleges you attend and the Chancellor's Office of the California Community Colleges request your help. We ask that you agree to allow us to release necessary personal information about you to various agencies and organizations so we can do research, plan programs and offer special services to you (such as transfer opportunity information or state financial aid). If you do agree to give your consent, your information will not be sold, used for commercial purposes, released to the public, or given to other government agencies for purposes of determining benefits (other than financial aid), except where specifically required by law. In addition, if you do consent to release of your information, those organizations and agencies to which your information is given are prohibited by law from using it for any unauthorized purpose or releasing it to anyone else. If you do not give your consent, personal information about you will not be shared with other organizations or agencies except where allowed by law. You should also know that answering "no" to this question will not prevent release of certain "directory information" about you.

**I authorize the Chancellor's Office, California Community Colleges, and the community colleges I am attending, to release necessary personal information contained in my education records, including my Social Security Number, for the purposes described in the Full Statement of Consent.**

I consent       I do not consent

### Submission of Application

By checking here, I declare under penalty of perjury that:

- All of the information in this application pertains to me.
- All of the statements and information submitted in this admission application are true and correct.
- I understand that falsification, withholding pertinent data, or failure to report changes in residency may result in District action.
- The materials and information submitted by me for purposes of admission become the property of the College I am apply to.

Signature: \_\_\_\_\_

Applicant's Legal Name

Date

## Appendix i: Information Section

### Section A: Enrollment & Account Information (Page 1)

**California Statewide Student Identifier (SSID)** - Providing the ten digit Statewide Student Identifier or SSID is optional. The SSID allows individual student data to be uniquely distinguishable from that of other students. The SSID may be indicated on your high school transcripts or other school documentation. If you don't know your SSID and would like to include it in this application, contact your last public school or district office.

**Previous & Preferred Names** -These fields are optional. Please provide any Previous name that may have been used on legal documentation or academic records in the past. If you choose to provide a preferred name, note that not all colleges allow the use of preferred names for official academic uses due to legal or technical restrictions.

**Permanent & Current Address for Homeless Youth** - State regulation (AB 801) allows for homeless youth to receive special residency consideration and eligibility for priority registration. If you are currently homeless and have no permanent or current mailing address, check the box(es) in Section A, p. 1, questions #5 and #6, and see the information pertaining to homeless youth in Section E of *Appendix i: Information Section*, page 10, and submit verification to support your homeless status to the Admissions Office at the college to which you are applying.



# Appendix i: Information Section

## Section B: Personal Information (Pages 2-3)

California Community Colleges are prohibited from using personal demographic information for discriminatory purposes as part of the admission process to their college. Many of the questions in the Personal Information section are mandated by federal and state laws; furthermore, colleges are subject to policies and regulations regarding how they can collect, store, and use the data.

- **Social Security Number (SSN)** - (Required to receive Financial Aid) If you do not have a Social Security Number or Taxpayer ID at the time you file this application, you may leave the field blank; however, you should obtain a Social Security number, unless you are prohibited by law from doing so, and submit it to the college by the time you begin enrollment. Failure to provide your correct Social Security number may result in penalties levied against you by the IRS.
- **Gender, Transgender & Sexual Orientation** - (Optional) Per state law (AB620) colleges are required to request voluntary demographic information regarding the sexual orientation, gender identity, and gender expression of students. (California Education Code section 66027). "Transgender" is the state of one's gender identity (self-identification as woman, man, neither or both) not matching one's assigned sex (identification by others as male, female or intersex based on physical/genetic sex). "Sexual orientation" describes an enduring pattern of attraction-emotional, romantic, sexual, or some combination of these to persons of the opposite sex, the same sex, or to both sexes, as well as the genders that accompany them. "Gender Identity" means one's private sense of being male or female. "Gender Expression" means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth.
- **Race/Ethnicity** - (Optional) Per U.S. Department of Education guidelines, colleges are required to collect racial and ethnic data but are prohibited from discriminating against applicants on the basis of race, color, or national origin in all programs or activities that receive Federal financial assistance. Ethnicity is sensitive information, protected by federal law and the Office of Civil Rights. It is used primarily by agencies affiliated with state reporting and evaluation of educational programs.

**Dependency Status Determination (Minors)** - For the purposes of determining residency, unlike in general law, a minor is defined as someone under 19 years of age. If you are a minor you must answer this question (Section B, page 2, question #8) to determine if you are subject to care and control of a guardian. If you answer "Yes" to this question, you must provide information about your Parent/Guardian in Section E: California Residency (on page 5) and where indicated throughout this application.

- **Parent:** For the purposes of this college application, your parent is a natural or adoptive mother or father with whom you live and/or who provides your support, care, and control. If you have two parents, you can enter the name of either one.
- **Guardian:** For the purposes of this college application, your guardian is a person other than a parent who has been legally appointed to provide your support, care, and control. If you have two guardians, you can enter the name of either one.

## Section C: Citizenship / DACA (Page 4)

**Deferred Action for Childhood Arrivals (DACA)** - If you have qualified for Deferred Action for Childhood Arrivals (DACA) from the United States Citizenship and Immigration Services and subsequently been issued a Social Security Number, please enter the number on page 2.

**AB 540 and California Dream Act** - Under California law AB 540, students who attended high school in California for three or more years and who graduated from a California high school (or attained the equivalent) are exempt from paying nonresident supplemental tuition until they take steps to make California their permanent residence. See Admissions Office for more information.

## Section D: U.S Military Members & Dependents (Page 4)

Current and former U.S. military members, and their dependents (parent/guardian, spouse, or child), stationed in California, that declare California as their **State of Legal Residence** and/or **Home of Record**, are eligible for California residency and other benefits. Your "State of legal residence" (also called "domicile") is the place you consider as your true, fixed, and permanent home. It is the state to which you officially intend to return after your military service. "Home of record" is almost always the state where you first joined the military. "Home of record" and "State of legal residence" are usually the same, because most people joining the military do so in the state that is their legal residence. However, "Home of record" and "State of legal residence" need not be the same.

**Discharge Type & Date** - Members who served in the U.S. military, and their dependents, who were Not dishonorably discharged within three years of the day before the first day of instruction for the term in which you are applying are eligible for residency consideration and should contact the Admissions Office for information on the required documentation of discharge.

## Section E: California Residency (Page 5)

For the purposes of determining tuition, all students are classified for California residency at the time of application for admission. When determining the length of time lived continuously in California, disregard absences from California for education, business, or vacation that did not affect your intent to maintain residency in California and did not involve activities as a resident of another state.

**Homeless Youth** - State regulation (AB 801) allows for homeless youth to receive special residency consideration and eligibility for priority registration. If you are under age 25 and, at any time within the last 24 months, have been determined to be homeless by a high school or school district counselor, emergency shelter or transitional housing program, or director of a runaway or homeless youth basic center or transitional living program, you must submit verification of homeless status to the Admissions Office at the college to which you are applying.

**Court-Ordered Foster Care** - Current and former foster youth are eligible for residency consideration, as well as priority registration at all California Community Colleges (AB 12). You have been in foster care if you were removed from your biological family through an order by a court, which can include placement with foster parents, in a group home, or with relatives/extended family members. If you were living with relatives you must have been placed through the foster care system by an order of the court. Foster Care includes, but is not limited to, placement in out-of-home care under the supervision of the Juvenile Probation Department. As long as you were placed within the foster care system by order of a court, you were in foster care. Having a legal guardian does not necessarily mean that you have been in foster care. If you need assistance with determining whether you were in foster care, or when you exited from foster care, you can contact the California Foster Care Ombudsman's office at (877) 846-1602 or [fosteryouthhelp@dss.ca.gov](mailto:fosteryouthhelp@dss.ca.gov).

## Section F: High School Education (Page 6)

Information about your last high school, secondary school, or registered homeschool, is required for the purpose of determining residency and tuition fees. If you plan to enroll in high school and college at the same time, you may be required to submit permission from your high school Principal granting approval for concurrent enrollment. Please contact the college Admissions Office for more information. Providing information in **Section G: High School Transcript Information** (page 7) is optional.

## Section J: Financial Aid Acknowledgement (Page 9)

When submitting an application for admission to a California Community College, the college must obtain acknowledgment from the applicant that the applicant understands the financial aid opportunities that exist for CCC students. This acknowledgement will be obtained using a checkbox field on the Submission page (page 9).

## Section K: Consent to Release (Page 9)

California Community Colleges and the CCC Chancellor's Office must obtain the consent of the applicant before using any data from an application for admission for other purposes such as research and planning. In the CCCApply online application, consent is confirmed through electronic signature technology.