



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

MINUTES

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

CALL TO ORDER

The meeting was called to order by Tim at 9:05 am

1. Approval of Minutes

It was moved by Tina Duenas and seconded by Sue Huizinga to approve the Student Services Council February 21, 2017 minutes. All in favor to approve the minutes. Sharon Brisolaro abstained.

2. Information Items

- a) Technology priority list - Handout
 - 1) James will provided an updated list
- b) Instructional Council Update – Agenda Handout
 - 1) First year free and application process covered
 - 2) Covered update of the Application Progress pilot program
 - 3) Normal evaluations process has been underway
 - 4) Annual Area Plans – Announcement that if there was a “maybe” that those became a “no.”
- c) Integrated Plan / Template
- d) Enrollment Management Plan – Spring 2018
- e) MIS Workgroup / Colleague Users Group
 - 1) David Rothrock reached out to create MIS workgroups and identify staff to clean up data, so that reports are as clean as possible. Note that they are meeting Thursday.
 - 2) Colleague User Group is working on documenting practices

3. Action Agenda

- a) BP/AP Updates – Second Reading
 - a. BP/AP 4230 Grading Symbols
 - BP 4230
 - i. The grading system shall include the “FW” grade for unofficial withdrawal.
 - o Question of use of the word “unofficial”
 - o Moved to strike the whole line. Sandra moved to discuss the APBP and Tina seconded.
 - o Also change in the first sentence from “...published in each college’s catalog” to “...published in the college’s catalog.”
 - o All in favor as amended.
 - AP 4230
 - i. Defining areas that are beyond the A-F grades for clarity. Council was fine with not defining the standard grades.
 - ii. Suggestion to move the F description to where F appears in the list of Evaluative Symbols
 - iii. All in favor

Update to heading on both BP/AP forms. The correct BP needs to have heading changed from Administrative Procedures Manual to Board Policy Manual. The correct AP needs to have the heading changed from Board Policy Manual to Administrative Procedures Manual, plus the code needs to change from BP 4230 to AP 4230.

b) Discussion Agenda

a) Promoting Student Success Workshops / Student Support Services

- a. Enewsletter - monthly enewsletter using MyEmma so we can have it graphically consistent and engaging
 - i. Proposal for a student focused graphically rich newsletter sent out once a month.
 - ii. Students can opt in or out
 - iii. Asking for feedback on it being a valuable source for students.
 1. Would like to promote attendance at events
 - a. Just-in-time reminders would be preferred, so a weekly format preferred
 - b. Would like info on what gets rural students to attend events
 - c. What motivates students to attend – free food and extra credit
 - d. Even though there are dorms, this is a largely commuter campus
 2. Podcasts for those who prefer to listen, not read. Audio format, multi-sensory
- b. Student Services – Program Presentations
 - i.

b) DubLabs – Shasta College app test environment for chat / bot functionality

- a. Developed app because students live on their phones
- b. Map and basic information available
- c. Designed to integrates well with other programs
- d. Future integration with financial aid
- e. Newsfeed – can be used for notices
- f. Students can opt in and out
- g. App is a 2-way communication channel
- h. Chat functionality is available
 - i. Built in AI technology. BOT will identify key parts of that question and respond.
 - ii. ACSS, EOPS, Student Life volunteered to test the BOT functionality

Additional discussion - What is percolating up is how to evaluate all of the different programs and software tools and manage them. Also the redesign of the website is being handled by a contracted agency and who is overseeing the coordination and vision? Also noted that the Marketing Dept. is working on a style guide and a marketing plan.

c) April 4 Student Services Council Meeting

- a. Question regarding cancellation of meeting during Spring Break. Agreement to cancel

d) Shasta College Promise Grant

- a. Form name was changed from Appeal to Application
- b. Incoming high school students will be flagged already
- c. Forms is meant for students who may have already sat out
- d. Suggestion to make it more prominent and accessible on the website
- e. What if a student didn't get the FAFSA completed by March 2nd? Grace period. Suggestion to complete FAFSA and they can get picked up that way, but if after April 15th complete Application in addition to FAFSA. Trying to pick up those who didn't get it completed and invite them to orientations over the summer.

e) Access/accommodations for people with disabilities for all district-sponsored campus and community events

- a. Handout – Preparing for Inclusion of Individuals with Disabilities in Campus Events
 - i. Physical access
 - ii. Consider sign language interpreters or braille printing
 - iii. Include disability access information in all event announcements and publicity
 - iv. Event sponsors should take into account the financial responsibility for access and accommodations

- v. If showing film/video material, be sure it is captioned, and that the operators know how to turn on the captioning
 - b. Example of Events – sports, films, public speakers, festivals, theater and arts performances, graduation, flex day and professional development
 - c. Update to CRF form with addition regarding accessibility
 - d. Update to Application for Student Field Trip form
 - e. Highlighting needs for film and video captioning
- f) Guests
 - a. Buffy Tanner inquired about attending the council as a regular guest
 - i. Suggestion that Instructional Council would be of particular benefit to Buffy. Stacey Bartlett indicated she would address this with Frank Nigro.
 - ii. Suggestion to invite Buffy to a meeting and learn more about her goals and needs
 - iii. Suggestion to provide agendas for review in advance and she could determine which topics are of interest to her.
 - g) Technology: Training Needs - SIS, other software, onboarding, etc. – Hold Over
 - h) Cutting Sections and Guided Pathways – Student Services perspective – Hold Over
 - i) Draft Retreat Agenda
 - a. Briefly reviewed for retreat meeting scheduled next Tuesday, March 27th
- c) Area Updates

CalWORKs – Hosting a large regional CalWORKs conference here in Redding in about a month. Big plans include a videographer filming first two days and then presenting finished product on last day of conference. Three excursions are planned, including one to Shasta Caverns and another to the Sundial Bridge and the Arboretum and Botanical Gardens. There will be also be opportunities for students and attendees to record podcasts and share their stories. Several hundred Boomwhackers, (Tuned Percussion Tubes that are lightweight, hollow, color-coded, plastic tubes, tuned to musical pitches by length) were purchased for an activity.

Marketing – National Marketing Summit for colleges was held in Las Vegas.

Peter presented on how to increase enrollment. Increased application 167%. Now being able to look at the Applicant Progress report provides us with data on applicants and where they are at in the process, have they completed steps, have they registered? Other industries were present, such as big name companies like Nike, as well as ad agencies and social media experts. Attended a number of sessions on use of video in marketing and use of video in social media. Statistics and Research was favorite session due to dynamic speaker, if had to pick top one.

ACSS – Lots of staff changes, some of whom have accepted positions at other universities and colleges.

Parking Lot:

- PRCA-24 / WTC Assessment
- IFS Reports
- AB 19 – College Promise
- AB 705 – Assessment
- Guided Pathways: <https://www.caguidedpathways.org/resources/>
- Categorical Program Integration
- First Year Experience
- Student Senate and food support
- Integrated Planning

NEXT MEETING

Retreat meeting is scheduled for Tuesday, March 28th from 8:30 am – 4:00 pm at SCOE Professional Development Center, 2895 Innsbruck Drive, Redding

The next meeting is scheduled for Wednesday, April 4, 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



Shasta College

Instructional Council

Thursday, March 15, 2018

9:00A – 11:00A

Board Room

AGENDA

1. Approval of Minutes – 02/15/18 (Attachment)
2. Shasta College Promise Grant - Tim (Attachment)
3. Student Request for Change of Grade Form/Process Tim (Attachment)
4. Classified Evaluations
5. Conference Travel
6. Faculty Coordinators
7. Fall 2017 Program Reviews
8. Other



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 ≥ 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.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

Shasta College

APPEAL FOR "FIRST-TIME STUDENT" STATUS

Shasta College Promise Program

Return completed petition to

ENROLLMENT SERVICES OFFICE

Room 124 • 11555 Old Oregon Trail • P.O. Box 496006

Redding, CA 96049-6006

Attn: Dean of Enrollment Services

Student Name – Last, First, M.I.	Student ID #
Address – Street, City, State, Zip	
Email	Phone

Please complete this form if you were not automatically identified as a first-year student and if you meet the program qualifications.

Program Qualifications: First-time, full-time students who have completed the FAFSA (Free Application for Federal Student Aid), an orientation and an education plan qualify for the Shasta College Promise Program for their first two semesters. Students who have not attended Shasta College are considered first-time. Dual enrollment, concurrent enrollment and summer courses taken immediately after high school graduation does not affect a student's determination as a first-time student for purposes of this program. Students enrolled in twelve (12) or more units each semester are considered full-time.

I request to participate in the Shasta College Promise Program. I certify that I meet the program requirements outlined above.

Student Signature: _____ Date: _____

OFFICE USE ONLY	
Enrollment Services Verification: _____	
Student Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No	Date: _____
Staff Signature: _____	Date: _____



CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

AB 19 (Santiago) - California College Promise Chapter 735, Statutes of 2017

AB 19 establishes the California College Promise, administered by the California Community College Chancellor's Office (CCCCO). Upon appropriation by the Legislature, the Chancellor will distribute funding to community college districts that satisfy program participation requirements. Colleges are directed to use funding to advance the outlined program goals.

The text of this bill can be read in full [here](#).

What is the intent of AB 19?

AB 19 supports the California Community Colleges (CCCs) in accomplishing all of the following goals:

- Increasing the number and percentage of high school students who are prepared for and attend college directly from high school and increasing the percentage of high school graduates who are placed directly into transfer-level mathematics and English courses at a community college.
- Increasing the percentage of students who earn associate degrees or career technical education certificates that prepare them for in-demand jobs and increasing the percentage of students who report being employed in their field of study.
- Increasing the percentage of students who successfully transfer from a community college to the California State University or the University of California and increasing the percentage of students who graduate from college with a baccalaureate degree.
- Reducing and eliminating regional achievement gaps and achievement gaps for students from groups that are underrepresented at the California Community Colleges, including, but not limited to, underrepresented students, low-income students, students who are current or former foster youth, students with disabilities, formerly incarcerated students, undocumented and AB 540 students, and students who are veterans.

How does AB 19 assist colleges in accomplishing these goals?

AB 19 establishes a framework for the California College Promise and incentivizes colleges to adopt best practices in support of student enrollment and completion through providing an avenue for the college to receive additional funding. While AB 19 does not provide funding to support the California College Promise, the California Community Colleges Chancellor's Office (CCCCO) is working to ensure funding is provided in the 2018-19 Budget Act to support this program. In order for a college to be eligible to receive future program funding, a college must meet various program participation requirements.

What are the requirements for a college to participate in the California College Promise?

AB 19 requires that the California College Promise advance the goals outlined in the legislation and establishes participation requirements that include all of the following:

- Partnering with one or more K-12 schools to establish an Early Commitment to College Program, to provide K–12 students and families assistance that includes, but is not limited to, learning about college opportunities, visiting campuses, taking and completing college preparatory courses, and applying for college and financial aid.
- Partnering with one or more K-12 schools to support and improve high school student preparation for college and reduce postsecondary remediation through practices that may include small learning communities, concurrent enrollment, and other evidence-based practices.
- Utilizing evidence-based assessment and placement practices at the community college that include multiple measures of student performance (including high school performance) and using evidence-based practices to improve outcomes for underprepared students.
- Participating in the California Community College Guided Pathways Grant Program in order to clarify the academic path for students, help students enter a pathway, help students stay on an academic path, and ensure students are learning.
- Maximizing student access to need-based financial aid by leveraging the California College Promise Grant (formerly the Board of Governors fee waiver), ensuring students complete the Free Application for Federal Student Aid and Cal Grant application or Dream Act application, and participating in a federal loan program (colleges not currently participating in the loan program would have until January 1, 2019 to enter the loan program).

Who determines if a college has met the requirements to participate in the California College Promise and receive funding?

The CCCCCO is responsible for certifying that a college meets the requirements outlined in statute and any implementing regulations. Only after a college is certified by the Chancellor will it be eligible to receive future available funding.

How much funding is a college eligible to receive under the California College Promise?

There is no funding currently provided to support the implementation of AB 19. The CCCCCO is working to ensure that funding is provided to support the California College Promise in the 2018-19 Budget Act. The amount of money each college will be eligible to receive will depend on how much funding is provided in the 2018-19 Budget Act to support this program.

Pursuant to the provisions of AB 19, the Chancellor shall establish a funding formula that advances the goals of the program. It is the intent of the Legislature that sufficient future funding be

provided to each CCC to waive all first-time, full-time student fees. For future funding in excess of the funding sufficient to waive all student fees, the funding formula shall take into account the number of full-time equivalent students at a community college and the number of students at a community college who satisfy the requirements to receive federal Pell grants and AB 540 status.

Does AB 19 provide “free tuition” to first-year college students?

There is no funding currently provided to support implementation of AB 19. Upon appropriation of funds by the Legislature, an eligible college *may* use those funds to waive some or all of the fees for up to one year for first-time CCC students who are enrolled at the college full time, and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application. Colleges are not required to use California College Promise funds to provide fee waivers, and should use funds to advance the goals of the legislation.

Is a college required to use funding received pursuant to the California College Promise to provide “free tuition” to first-year college students?

There is no funding currently provided to support implementation of AB 19. Provided future funding is made available, a college is not required to use funding to provide “free tuition”. Pursuant to AB 19 (Section 76396.3(b) of the Education Code) a community college *may* use funding appropriated pursuant to this article to waive some or all of the fees for up to one year for first-time community college students who are enrolled at the college full time, and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application.

Legislative intent provides that colleges use future funding to advance the goals outlined in the program. These goals focus on improving college readiness, increasing completion rates and closing achievement gaps. A college might determine that local factors, such as an existing locally funded tuition waiver program or high levels of unmet financial need among low-income students, mean that there are other funding uses to best accomplish those program goals. For example, a college could provide low-income students with additional grants to offset the costs of textbooks and/or transportation. A college might determine that providing low-income students who are also parents with access to campus-based childcare centers will best help achieve the goals of the program. A college with underserved high school students could determine that outreach, dual enrollment and data sharing agreements will best accomplish the goals of the program.

What should a college do if it already has a locally funded College Promise that includes a tuition waiver that is duplicative of the tuition waiver allowed in this program?

A college is not required to expend any future monies received pursuant to this program on providing a tuition waiver to students. Pursuant to Legislative intent, a college should use funding to advance the goals outlined in the program. These goals focus on improving college readiness, increasing completion rates and closing achievement gaps. As previously indicated, a college could provide additional grant aid to low-income students, assist students with awareness

of and support in completing financial aid applications, or conduct other activities that would best accomplish the goals of the program.

If a college determines that using funding to provide a tuition waiver to students is the best way to achieve the goals of the program, for which students can the college use California College Promise funding to waive fees?

There is no funding currently provided to implement AB 19. Provided that future funding is made available for this purpose, a college may provide a fee waiver under the following criteria:

- The student is eligible for the fee waiver for only be for one academic year.
- Fees shall only be waived for the summer term and each semester or quarter of that year in which the student maintains full-time status.
- A fee waiver provided pursuant to this subdivision shall not be available to a student who is charged a tuition fee pursuant to Section 76140 of the Education Code.

Under the provisions of AB 19, “full time” means 12 or more semester units or the equivalent, and “one academic year” means the total of the summer term that immediately precedes the first semester or quarter of the fall term, and the two consecutive semesters or three quarters that immediately follow that summer term.

These criteria only apply to funding provided pursuant to the California College Promise under the statutory structure of AB 19. Please keep in mind that the Legislature could establish additional criteria at the time funding is provided. The CCCCCO will provide colleges with additional updated information as it becomes available. AB 19 does not directly affect the structure or criteria for locally established and funded tuition waiver or “promise” programs.

What does first-time community college student mean? How does dual enrollment affect first-time status?

AB 19 does not define the term “first-time” and it does not limit “first-time” to students who enroll in a community college right out of high school. A high school student previously enrolled in a community college course through dual-enrollment does not affect a student’s determination as a “first-time” student for purposes of AB 19.

Is a college required to participate in the California College Promise?

Participation in the California College Promise is voluntary. A college is not required to establish a College Promise program nor is a college with an existing College Promise program required to change that program. However, if a college seeks to access any future funding provided by the State to support the California College Promise, the college would need to comply with the requirements outlined in the bill.

When will this bill take effect?

The statutory structure will take effect on January 1, 2018. However, funding has not yet been appropriated to support the program. Until funding is provided, colleges will need to find alternative resources if they would like to offer one year of free tuition for students that do not qualify for the existing fee waiver program.

How much will full implementation of AB 19 cost?

The CCCC estimates a cost of \$31 million annually to waive enrollment for first-time, full-time students, based on enrollments in the 2015-16 academic year. However, this bill establishes goals that include improving student access and success. Increases in students participating in the California College Promise will also have implications for program costs.

How does AB 19 affect a student who currently qualifies for free tuition under the California College Promise Grant (formerly the Board of Governors Fee Waiver)?

The California College Promise Grant, formerly known as the Board of Governors Fee Waiver, provides approximately 1 million students – nearly half of the 2.1 million students enrolled at California community college campuses – with free tuition. AB 19 does not alter the existing requirements of this program.

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

Board Policy

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.

The sole responsibility for assigning grades rests with the individual instructor of record. Each instructor will determine final grades based upon his/her grading policy as set forth in the course syllabus as well as aligning with the grading standards contained in the official course outline of record. Each instructor is expected to consistently employ his/her best judgment in the determination of final grades.

Admin

BP 4230

Grading Symbols, Extenuating Circumstances, Changes

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:

Evaluative Symbols:

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	<u>At least satisfactory; No grade points, units</u> <u>A student may enroll for "credit only" in any course in which the College Catalog course description allows this option. If a student enrolled 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. 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.</u>
NP	No Pass	0 grade points, no units granted <u>Less than satisfactory or failing; units not counted in grade point average</u>

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

Non-Evaluative Symbols:

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 on an Incomplete Petition and contain the conditions for removal of the "I" and the grade assignment in lieu of its removal. A copy of the Incomplete Petition must be given to the student with a copy on file with Admissions

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

Grading Symbols, Extenuating Circumstances, Changes

BP 4230

- and Records until the "I" is made up or the time limit has passed. A final grade will be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. 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. The "I" symbol is not used in calculating units attempted for grade points. The student may petition the Scholastic Standards Committee for a time extension due to extenuating circumstances.
- W** The student will be assigned a "W" grade upon an authorized withdrawal from classes or the college through the last day to drop of the course term. The academic record of a student who remains in class beyond that date must reflect a grade symbol other than a "W." Courses dropped prior to census, or its equivalent for short term courses, will not appear on the student's academic record, 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 ~~A~~ Military Withdrawal (MW) may be assigned when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, military withdrawal may be assigned at any time after the Add/Drop period. Military withdrawals shall not be counted in progress probation, dismissal calculations, or in calculating the permitted number of withdrawals, 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." The FW results in zero grade points and zero units. 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.
- P** A student may enroll for credit only in any course in which the College Catalog course description allows this option. If a student enrolled 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 ~~A~~ "P" grade carries no grade points and is not used in the calculation of the student's grade point average.

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

Grading Symbols, Extenuating Circumstances, Changes **BP 4230**

~~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

PREPARING FOR INCLUSION OF INDIVIDUALS WITH DISABILITIES IN CAMPUS EVENTS

Shasta College sponsors numerous events for faculty/staff/students, as well as community events. All events should be designed to be fully inclusive of individuals with disabilities.

We do employ a number of individuals who have a disability, so staff events should be included in this consideration.

- Plan early to assess physical access to the venue (parking, signage, walkways, ramps, seating for wheelchairs)
- Consider need for sign language interpreting or braille printing (less common)
- Include disability access information in all event announcements and publicity
- Event sponsors should take into account the financial responsibility for access and accommodations
- If showing film/video material, be sure it is captioned, and that the operators know how to turn on the captioning

Examples of Events

Sports events

Film events

Public Speakers

Festivals

Theater and Arts performances

Graduation

Flex Day / Professional Development



Shasta College

COMMUNICATIONS | Request Form

FOR INTERNAL USE	
NO.	
DATE	

PROJECT TITLE _____

DEPARTMENT _____

DUE DATE _____

LEAD CONTACT _____

DATE OF EVENT _____

PHONE _____

(please write in the event date if applicable)

SUPERVISOR NAME _____

VP NAME _____

SUPERVISOR SIGNATURE _____

VP SIGNATURE _____

TIMELINES: Content/source files must be submitted electronically and of the correct resolution and type in order to begin your project. Approximately **4-6 weeks from the day of your event** is needed to properly develop the creative and market your event effectively.

Communications request forms must be signed by the Department Dean and a VP before work may begin. Please work with Marketing and the Printshop in determining final due dates to allow enough time for proofing, revisions, printing and bindery. **All text should be proofed for correct spelling, grammar and punctuation prior to being submitted. Marketing is not responsible for proofing/editing final deliverables.**

PROJECT DESCRIPTION (check all that apply)

- Flyer (8.5 x 11 full sheet) 4-ups (cut to 4 per page)
- Half Sheet (8.5 x 5.5-2 up) 3-ups (cut to 3 per page)
- Poster (full sheet, single sided)
 - 11 x 17 18 x 24 24 x 36 other _____ x _____
- color black/white single sided double sided
- Postcard (_____ x _____)
- Tri-Fold Brochure
- Newsletter (typically 11x17, double sided, folded to 8.5x11)
- Multi-Page Booklet/Program (consult on size & binding)
 - Approximate no. of pages _____
- The following document(s) will be distributed electronically and need to be accessible:
 - Flyer (8.5 x 11 full sheet)
 - Other: _____
- Sign/Banner (36 x _____ inches)
- Press Release (email details to pgriggs@shastacollege.edu)
- News to Muse (email details to pgriggs@shastacollege.edu)
- Advertisements (please include size, contact info for publication, ad submission due date, mechanical specs if known and budget)
 - Print Ad
 - Radio Ad (production to be done by others)
 - TV Ad (production to be done by others)
 - Web (Google, Yahoo!, social media, etc.)
- Web Banner
- Internal Television Communication Screens
- South Entrance Digital Display Screen
- Photography
- PPT/Digital Presentations
- Other _____

PROJECT SCOPE

(please be as detailed as possible: content, purpose, target audience, etc.)

ACCESSIBILITY

- Accommodations will be available for people with disabilities (ie: sign language interpreting, captioning, etc.)
Please pre-arrange with PACE (530) 242-7790

Note: Client is responsible for submitting final, print-ready documents to the Printshop unless other arrangements have been made.



COURSE and/or SECTION #: _____
 INSTRUCTOR: _____

APPLICATION FOR STUDENT FIELD TRIP

Field trip requests for out-of-state or out-of-country must be submitted at least 30 days in advance and require preapproval by Cabinet and the Board of Trustees. All others should be submitted at least 10 days in advance and will be placed on the Board agenda as an information item.

Destination: _____

Date of Departure: _____ Departure Time: _____

Date of Return: _____ Return Time: _____

Purpose of Trip: _____

Certificated Member in Charge: _____ Phone Ext: _____

Division/Department: _____ Any Students w/ Special Accommodations? Yes___ (Call PACE X7790) No___

Budget Code: _____

Cash Advance: _____ NO _____ YES Amount Requested \$ _____ PR# _____
 (Travel Request and Purchase Requisition Required)

**All DRIVERS must be enrolled in the District's Pull-Notice Program prior to transporting students in a personal vehicle or operating a District owned or rented vehicle.*

No. of Passengers/Participants: _____	Mileage (RT): _____
TRANSPORTATION	_____ Meet at site (no District transportation)
<u>COST ESTIMATE</u>	_____ District Bus
Vehicle: _____	_____ District Van
Driver: _____	Drivers(s): _____
Other: _____	_____ District Auto (District credit card provided)
Total: _____	_____ Personal Auto (mileage claimed through Business Office)
PERSONAL AUTO ONLY:	
<i>I am a District employee or designated volunteer authorized to transport students to and from activities. I understand that I am required to carry insurance on my vehicle with the following minimum limits for each occurrence: (1) Bodily Injury \$50,000/\$100,000 and Property Damage \$25,000 –OR- \$100,000 combined single limit; and (2) Medical Payments Coverage \$2,000 each person. I further understand that my insurance will be primary in the event of a loss.</i>	
Signature: _____	Driver's License No.: _____
Insurance Co.: _____	Vehicle Year/Make: _____

APPROVAL:

Division Chair/Supervisor _____	Date: _____
Appropriate Vice President _____	Date: _____
Cabinet Pre-Approval _____ N/A _____ Yes	Date: _____
Board Pre-Approval _____ N/A _____ Yes	Date: _____
Administrative Services _____	Date: _____
Transportation _____	Date: _____