



**Student Services Council Meeting**  
**Wednesday April 19, 2017**  
**9:00 AM • Room 2314**  
**Minutes**

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

Tim called the meeting to order at 9:05 am.

1. Approval of Minutes

- Nadia suggested an edit to change "good looking uniformity" to "there was increased uniformity" With this change, Sharon motioned to approve the minutes. Becky seconded and Sandra abstained. The motion passed unanimously.

2. Board Policy / Administrative Procedure Review – First Reading

This was intended to be a first read and discussion of any items that popped out initially. Tim encouraged committee members to continue reviewing the BPs and APs for continued discussion the next meeting. Please send all considerations to Tim. The following Board Policies / Administrative Procedures were discussed:

BP/AP 4111 Posthumous Degrees (not legally required)

- Posthumous degrees are not a legal requirement, but we can add them as an option. Instruction is putting forward a proposal for honorary degrees, so it was decided to put posthumous degrees forward, so that if a student passes away close to earning a degree.

BP/AP 4225 Repeatability

- Repeatability is the responsibility of Instruction, but lead language was provided.

BP/AP 4240 Academic Renewal

BP 4250 Probation, Dismissal and Readmission

- The league is recommending that we split probation and dismissal and readmission into separate APs, thus creating AP 4250 and AP 4255, and BP 4250 remains as a blanket policy.

AP 4250 Probation

AP 4255 Dismissal and Readmission

- Sharon asked if the college had a list of "corrective programs" that upon completion, would qualify an individual for readmission as mentioned in "Standards for Evaluating Appeals." Tim noted this requirement is written with permissive language in order to give the college permission to make those decisions.

BP/AP 5015 Residence Determination

- Sharon suggested more inclusive language be included. "A man or woman may establish his or her residence. A woman's residence shall not be derivative from that of her husband" will be changed to

“A person may establish their residence. A person’s residence shall not be derivative from that of their spouse.”

- In the fourth point under Determination of Resident Status, “He/she holds a provisional credential...” will be changed to “A student holds a provisional credential...”

BP/AP 5031	Instructional Materials Fees
BP/AP 5035	Withholding of Student Records (review and update; no changes)
BP/AP 5040	Student Records, Directory Information
AP 5045	Student Records – Challenging Content and Access Log

### 3. Student Services Learning Outcomes (SSLO) / Service Area Outcomes (SAO)

- Instruction is creating a handbook which includes a more formalized process for considering changes to SAO/SSLOs. It’s currently in the draft stage, but they would like to route modifications through the Student Services Council.
- Review SAOs/ SSLOs
  - In regards to the review of SAOs/SSLOs, Tim proposed that we don’t micromanage individual submissions, but acknowledge the receipt of and remand it back to the department, recognizing the broad application that we all affect each other.
  - The idea is that after the committee reviews your department’s SAOs/SSLOs, you will put them in TracDat.
- Review Assessment Method
  - When inactivating a SAO/SSLO that you are no longer using, provided updated data on what you have learned and why you are choosing not to move forward with that specific SAO/SSLO under the “Application of Results” section. This closes the loop and provides assessment.
  - On active SAO/SSLO, please interpret past data in a way that communicates what’s been learned from the data and next steps.
- Review Assessment Cycle
  - This year we stepped away from data collection in order to take time to review past results, analyze them, and take time to examine the validity of our current SAOs and SSLOs. 2017/2018 will launch us into an intentional cycle of data collection followed by an intentional time to step back to analyze the data and repeat.
  - Toni and Jenna are working on developing a single tool for assessment of point of service, targeted for Fall 2017, which will allow us to survey student satisfaction once a semester.
  - Next Steps:
    1. Input your own revisions into TracDat, including analysis of results.
    2. Let Tim know when you would like to measure your SSLOs/SAOS, and an assessment cycle will be created on a spreadsheet.
  - Sharon motioned to approve these next steps. Stacey seconded. The motion passed with no discussion.

### 4. Measure H / Student Services Building – Elements for the Main Campus and Tehama Campus – second consideration with George Estrada (10:30 – 11:00)

- A preliminary discussion was held amongst the committee about the location of each student services department.
- Tim discussed defining the vision of the building before defining the purpose. He hopes to see this building as a space as a “portal into college” as students are first beginning as opposed to a student engagement center.
- Stacey and Sandra both noted that if that is the intention for the “New 100 Building” then we also need to commit to developing a space where students can “just be.” They envision this space as place with ample seating, café or coffee bar, and potential study pods.

- Several members of the committee put forth the idea that a covered walkway could join the “new 100 Building” and a revamped student union building. This would allow the college to utilize both indoor outside space while also unifying the experiences of both buildings.
- At 10:30, George Estrada presented the current plans and considerations for the new campus elements.
- Sandra expressed concerns over dividing the campus between instruction and student services, stating that it could be destructive to the college. To say you come for class or you come for student services, but not a blending of both, is detrimental to the goal of making a statement that students belong everywhere on campus.
- Adding a second story to the 700 building was also suggested and George confirmed that could be a possibility.
- George noted that all considerations are at very preliminary stages. At this point, nothing is off the table because they do not know what the needs of each departments are yet.
- Tim proposed that the committee make an argument for their campus vision and submit it to George. George agreed and stated that there is a bit of urgency to the timeline, and it’s best if the committee submit their requests as soon as possible.
- The Facilities Planning Committee meets at 9:00am on the last Friday of every month, and all are welcome to attend.

Adjournment – Tim adjourned the meeting at 11:09 am.

Recorded by:

Taylor Mobley, Administrative Secretary, Student Life

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form    April 10, 2017

Service Area                      Admissions and Records                      Individual Completing Form    Tim Johnston

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>SAO - The Admissions and Records office will increase the number of online transcript requests processed automatically and decrease the number of in-person or manual transcript requests.</p>	<p><b>Assessment Tool:</b> Track the number of transcript requests automatically processed compared with transcript requests that required manual fulfillment.</p> <p><b>Criteria for Assessment:</b> 10% reduction in the number of manually processed transcript requests.</p> <p><b>Target Semester for Assessment:</b>  Fall 2017</p> <p><b>Procedure:</b> By reviewing Credentials data, staff will determine how many transcripts were automatically processed between Aug. 1, 2017 and January 15, 2018. This will be compared to the number of transcripts that were automatically processed between Jan. 16, 2017 and July 31, 2017.</p>		

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form    April 10, 2017

Service Area                    Admissions and Records                    Individual Completing Form    Tim Johnston

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>SAO - At least 90% of all students, staff and faculty will be satisfied with operations in the Admissions and Records department.</p>	<p><b>Assessment Tool:</b> Customer Satisfaction Survey</p> <p><b>Criteria for Assessment:</b>  90% satisfaction.</p> <p><b>Target Semester for Assessment:</b>  Fall 2017</p> <p><b>Procedure:</b> A customer satisfaction survey will be emailed to students who have interacted with Admissions and Records staff or processes.</p>		

# SSLO/SAO Assessment Plan and Summary Form

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form	4/11/17	Completion Date of Form	4/11/17
Service Area	CalWORKs	Individual Completing Form	Nadia Elwood

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>After participating in the CalWORKs Student Services orientation, Shasta County CalWORKs students will be able to identify from whom and how to access their entitled supportive services.</p>	<p><b>Assessment Tool:</b> Questionnaire</p> <p><b>Criteria for Assessment:</b> 70% of CalWORKs Students who complete the Accessing Supportive Services Questionnaire will identify at least two qualifications for each area.</p> <p><b>Target Semester for Assessment:</b> Fall 2017</p> <p><b>Procedure:</b> Upon completion of the CalWORKs Student Services Orientation, the student will be given the questionnaire by the presenter. The student will not need any materials or resources to complete the assessment. It is estimated that the questionnaire will take less than 5 minutes to complete.</p>		

# SSLO/SAO Assessment Plan and Summary Form

## SAO/SSLO Assessment Plan and Summary Form Use One Form per Outcome

Origination Date of Form	4/11/17	Completion Date of Form	4/11/17
Service Area	CalWORKs Work Study	Individual Completing Form	Nadia Elwood

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>Upon completing the CalWORKs Work Study intake meeting with the CalWORKs Work Study Employment Technician a student will be able to identify the two main requirements of eligibility to the program.</p>	<p><b>Assessment Tool:</b> Questionnaire</p> <p><b>Criteria for Assessment:</b> 70% of students who complete the CalWORKs Work Study Intake Meeting Questionnaire will identify the two main qualifications of maintaining eligibility for CalWORKs Work Study.</p> <p><b>Target Semester for Assessment:</b> Fall 2017</p> <p><b>Procedure:</b> Upon completion of the CalWORKs Work Study Intake Meeting, the student will be given a questionnaire by the CalWORKs Employment Technician. The student will not need any materials or resources to complete the assessment but during the meeting the student will have been walked through a review of the Student Responsibilities Agreement and received a copy for their reference. It is</p>		

	estimated that the questionnaire will take less than 5 minutes to complete.		
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## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form    April 10, 2017

Service Area                    Career Services / Student Employment                    Individual Completing Form    Tim Johnston

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>SAO – Based on an in-person presentation, students will be able to list two resources provided by the Career and Employment Center.</p>	<p><b>Assessment Tool:</b> Student survey</p> <p><b>Criteria for Assessment:</b>  List two resources.</p> <p><b>Target Semester for Assessment:</b>  Fall 2017</p> <p><b>Procedure:</b> After a Career and Employment Center presentation, students will complete a survey and identify two resources that are provided by the Career and Employment Center.</p>		

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form    April 10, 2017

Service Area                    Career Services / Student Employment                    Individual Completing Form    Tim Johnston

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>SAO - At least 90% of all students, staff and faculty will be satisfied with operations in the Career Services and Student Employment department.</p>	<p><b>Assessment Tool:</b> Customer Satisfaction Survey</p> <p><b>Criteria for Assessment:</b> 90% satisfaction.</p> <p><b>Target Semester for Assessment:</b> Fall 2017</p> <p><b>Procedure:</b> A customer satisfaction survey will be emailed to students who have interacted with Career Services / Student Employment staff or processes.</p>		

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form 4/5/2017 Completion Date of Form \_\_\_\_\_

Service Area Financial Aid Office Individual Completing Form Becky McCall

**Process SAO: #1**

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>Financial Aid students will receive their financial aid award letter within two weeks from the time of the FAFSA being submitted and/or the last document submitted to the Financial Aid Office.</p>	<p><b>Assessment Tool:</b> Processing date.</p> <p><b>Criteria for Assessment:</b> 80% of financial aid files will be processed within two weeks from the time the students FAFSA is received by the college and/or from the time the student submitted the last <i>needed</i> document to the financial aid office.</p> <p><b>Target Semester for Assessment:</b> Fall-2017 and Spring-18</p> <p><b>Procedure:</b> The Director of Financial Aid will monitor and track the processing date. At the end of the Spring-18 semester the data will be compiled and evaluated.</p>		

Satisfaction SAO: #2

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>At least 90% of all financial aid students, staff and faculty will report satisfaction with the level of service they receive from the Financial Aid Office.</p>	<p><b>Assessment Tool:</b> Survey.</p> <p><b>Criteria for Assessment:</b> 90% of staff, students and faculty will report satisfaction with the level of service they receive from the Financial Aid Office.</p> <p><b>Target Semester for Assessment:</b> Fall-2017 and Spring-18</p> <p><b>Procedure:</b> The Director of Financial Aid will work with the Office of Research to develop a survey tool to administer during the Fall-17 and Spring-18 semester.</p>		

SAO Physical Space: #3

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>Financial Aid physical space improvement to improve customer service, ability to offer appointments/private counseling meetings, and provide a student friendly atmosphere.</p>	<p><b>Assessment Tool:</b> Focus Groups</p> <p><b>Criteria for Assessment:</b> The focus groups will help identify the specific needs for the financial aid physical space improvement including: processes, physical location and a one-stop model.</p> <p><b>Target Semester for Assessment:</b> Fall-2017</p> <p><b>Procedure:</b> Two focus group sessions will be scheduled, each with 7-10 participants, a facilitator, and a note taker. One group will be students and the other staff/faculty.</p>		

**SAO Cohort Default Rate: #4**

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>Shasta College cohort default rate to fall below 20% by continuing the partnership with ECMC in their efforts to assist manage our cohort default rate.</p>	<p><b>Assessment Tool:</b> ECMC monthly reports</p> <p><b>Criteria for Assessment:</b> FY15 draft will fall under 20%.</p> <p><b>Target Semester for Assessment:</b> Spring-18</p> <p><b>Procedure:</b> The Director of Financial Aid will hold monthly conference calls with ECMC to ensure that every effort being made is intention to bring Shasta College's cohort default rate to below 20%.</p>		

## SAO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form     April 7, 2017

Completion Date of Form     April 7, 2017

Service Area     Residence Halls

Individual Completing Form     Nicholas Webb

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>At least 80% of residents in the Shasta College Residence Halls would recommend living in the Residence Halls to first-time students.</p>	<p><b>Assessment Tool:</b> Exit survey</p> <p><b>Criteria for Assessment:</b> 80% of surveyed students will indicate that they recommend living in the Shasta College Residence Halls to first-time students.</p> <p><b>Target Semester for Assessment:</b> Spring semester, though all students who exit the Residence Halls will be surveyed regardless of their exit date.</p> <p><b>Procedure:</b> Surveys will be distributed by staff at each students' exit inspection. Students will be directed to submit surveys to an anonymous survey folder in the RA/Head Resident office.</p>		

## SAO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 7, 2017

Completion Date of Form April 7, 2017

Service Area Residence Halls

Individual Completing Form Nicholas Webb

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>At least 80% of residents in the Shasta College Residence Halls will report that they were treated fairly by Residence Hall staff</p>	<p><b>Assessment Tool:</b> Focus groups</p> <p><b>Criteria for Assessment:</b> 80% of focus group participants will report that they were treated fairly by Residence Hall staff.</p> <p><b>Target Semester for Assessment:</b> Spring semester</p> <p><b>Procedure:</b> A minimum of two focus group sessions will be scheduled, each with 7-10 participants, a facilitator and a note taker.</p>		



## SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form     April 7, 2017

Completion Date of Form     April 7, 2017

Service Area     Residence Halls

Individual Completing Form     Nicholas Webb

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>As a result of living in the Shasta College Residence Halls students will increase participation in campus activities.</p> <p>Related ISLO: 5. Self-Efficacy 7. Community and Global Awareness</p>	<p><b>Assessment Tool:</b> Pre- &amp; post-occupancy surveys</p> <p><b>Criteria for Assessment:</b> 80% of students will report accessing five or more campus activities (athletic events, cultural events, social events, etc).</p> <p><b>Target Semester for Assessment:</b> Fall &amp; Spring semesters</p> <p><b>Procedure:</b> Pre-survey will be conducted during residence hall orientation or upon entry to the Residence Halls; Post-survey will be conducted upon exit from the Residence Halls.</p>		

## SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form     April 7, 2017

Completion Date of Form     April 7, 2017

Service Area     Residence Halls

Individual Completing Form     Nicholas Webb

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>As a result of living in the Shasta College Residence Halls students will increase access to available learning resources.</p> <p>Related ISLO: 2. Information Competency 5. Self-Efficacy</p>	<p><b>Assessment Tool:</b> Pre- &amp; post-occupancy surveys</p> <p><b>Criteria for Assessment:</b> 80% of students will report accessing learning resources outside of class time (writing center, math/business learning center, science learning center, online student success workshops, etc).</p> <p><b>Target Semester for Assessment:</b> Fall &amp; Spring semesters</p> <p><b>Procedure:</b> Pre-survey will be conducted during residence hall orientation or upon entry to the Residence Halls; Post-survey will be conducted upon exit from the Residence Halls.</p>		

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form     April 7, 2017

Completion Date of Form     April 7, 2017

Service Area     Residence Halls

Individual Completing Form     Nicholas Webb

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>At the conclusion of the academic year, residents of the Shasta College Residence Halls will report increased autonomy in basic life skills (laundry, cleaning, cooking, hygiene, etc.).</p> <p>Related ISLO: 5. Self-Efficacy</p>	<p><b>Assessment Tool:</b> Exit survey</p> <p><b>Criteria for Assessment:</b> 80% of students will report an increase in ability to carry out basic life skills (laundry, cleaning, cooking, hygiene, etc.).</p> <p><b>Target Semester for Assessment:</b> Spring semester</p> <p><b>Procedure:</b> Surveys will be distributed by staff at each students' exit inspection. Students will be directed to submit surveys to an anonymous survey folder in the RA/Head Resident office.</p>		

Appendix A—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SSLO/ SAO Assessment Plan and Summary Form  
 Use One Form per Outcome

Origination Date of Form \_\_\_\_\_

Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_

Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students feel more connected to the institution (increased knowledge of campus resources, etc.) (SAO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will have a higher tie to Shasta College at the completion of the year in which they were involved with a club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b> Beginning of Fall 2017 &amp; end of Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their connectedness to the institution. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix B—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SSLO/ SAO Assessment Plan and Summary Form  
 Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_  
 Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students are more satisfied with their overall college experience (SAO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify as having a high satisfaction of their overall college experience in the year which they were involved with a club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b>            Beginning of Fall 2017 &amp; end of Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their satisfaction with areas surrounding Student Life. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix C—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will have increased engagement/involvement, peer networking, and confidence (SAO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify as having an increase in involvement/engagement, peer networking and personal confidence in the year which they were involved with a club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b> Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their engagement, peer networking and confidence. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix D—  
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will have increased student success, retention and completion rates in comparison to the general population (SAO)</p>	<p><b>Assessment Tool:</b> Comparative Data</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 50% of students involved with a club, organization, student senate or Student Life office will have higher student success, retention and completion rates as compared to the general population.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b> Spring 2018</p> <p><b>Procedure:</b> Data will be collected in the Spring of each year on those students who have identified as being part of a club, organization, student senate, or Student Life office and compared against the general student population.</p>		

Appendix E—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will contribute to the positive welfare of the campus, local and broader community (SAO)</p>	<p><b>Assessment Tool:</b> Evaluate campus/community service related involvement</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of events and activities held by clubs, organizations, Student Senate and Student Life students are aimed at contributing to a positive campus and community culture.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b> Spring 2018</p> <p><b>Procedure:</b> At the end of each fiscal year (May) a list of all club, organization, Student Senate and Student Life events will be compiled and assessed for contribution to a positive campus and community culture (some participant surveys from individual events will be included).</p>		



Appendix F—

SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will have an increase in essential (soft) skills surrounding leadership, communication, governance, organization, etc. (SSLO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify as having an increase in essential skills surrounding leadership, communication, governance, organization, etc. in the year which they were involved with a club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b> Fall 2017 &amp; Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their soft skills in the areas of leadership, communication, governance, organization, etc. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix G—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will feel more prepared to enter the workforce as a result of field work, customer service, office experiences, etc. gained (SSLO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify that they feel more prepared to enter the workforce directly as a result of skills learned from the club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b>            Fall 2017 &amp; Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their workplace preparedness as a result of skills gained in the areas of field work, customer service, office experiences, etc. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix H—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will recognize, respect, and value diverse experiences, ideas, backgrounds, and identities (SSLO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify that they have a better understanding, respect and value of diverse experiences, ideas, backgrounds and identities directly as a result of involvement with a club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b>            Fall 2017 &amp; Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their recognition, respect and value of diverse experiences, ideas, backgrounds and identities. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix I—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will use critical thinking to solve problems and understand multiple perspectives/points of view to make decisions effectively (SSLO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify that they have used significant critical thinking to solve problems and understand multiple perspectives directly as a result of involvement with a club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b>            Fall 2017 &amp; Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their ability to think critically to solve problems and understand multiple perspectives/points of view to make decisions effectively. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix J—  
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>As a result of their involvement through Student Life, students will develop skills to establish and sustain healthy, meaningful interpersonal relationships (SSLO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify that they have developed skills to establish and sustain healthy, meaningful interpersonal relationships directly as a result of involvement with a club, organization, student senate or Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Club Members, Student Senate Members, and Student Life Student Workers</li> </ol> <p><b>Target Semester for Assessment:</b> Fall 2017 &amp; Spring 2018</p> <p><b>Procedure:</b> At the beginning of each fiscal year the students will be assessed via survey questions on their ability to establish and sustain healthy, meaningful interpersonal relationships. At the completion of the same fiscal year, they will be re-assessed to determine an increase.</p>		

Appendix K—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>Increase in student satisfaction through involvement and engagement opportunities (SAO)</p>	<p><b>Assessment Tool:</b> Event Survey</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of those surveyed will identify that they are satisfied with the events surrounding involvement and engagement opportunities produced by the Student Life office.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Event attendees</li> </ol> <p><b>Target Semester for Assessment:</b>            Fall 2017 &amp; Spring 2018 (dates vary dependent on events scheduled)</p> <p><b>Procedure:</b> At events put on by the Office of Student Life, students will be assessed via survey questions on their satisfaction with various aspects of the event. Some will identify how it is directly tied to enrollment, retention, etc.</p>		

Appendix L—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
50% of graduates will be involved in Commencement ceremony (SAO)	<p><b>Assessment Tool:</b> Comparative Data</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> Each year 50% of students who apply for graduation will be involved in the Shasta College commencement ceremony.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> Event attendees</li> </ol> <p><b>Target Semester for Assessment:</b> Spring 2018</p> <p><b>Procedure:</b> Each year post commencement, the Student Life office will compare data with regards to commencement attendees and degree applicants.</p>		

Appendix M—  
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
Increased international student enrollment, retention and completion (SAO)	<p><b>Assessment Tool:</b> Comparative Data</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> Each year the number of international students will increase as a result of increased recruitment efforts. Similarly, each year, there will be an increase in international student retention and completion due to more intensive support mechanisms being implemented (orientation, counseling support, Global Education Center).</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> International students.</li> </ol> <p><b>Target Semester for Assessment:</b> Spring 2018</p> <p><b>Procedure:</b> Each Spring, the Student Life office will compare enrollment, retention and completion rates across years to ensure that additional support is effective.</p>		



Appendix N—  
 SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>Students will engage in opportunities for cross-cultural interaction with those who differ from oneself in beliefs, behaviors, values or views (SAO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey or Focus Group</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li><b>Minimum expectation:</b> 80% of survey or focus group participants will identify that they have engaged in opportunities for cross-cultural interaction with those who differ from oneself in beliefs, behaviors, values or views.</li> <li><b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li><b>Who:</b> International students, Soonchunhyang University exchange students (both domestic and Korean), and study abroad students.</li> </ol> <p><b>Target Semester for Assessment:</b>            Fall 2017 &amp; Spring 2018</p> <p><b>Procedure:</b> Each semester, the Student Life office will complete a survey or focus group with the international students, Soonchunhyang University exchange students and study abroad students to determine the Global Education Center's implementation of this goal.</p>		

Appendix O—  
SSLO/SAO Assessment Plan and Summary Form - Description

SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_ Completion Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_ Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for	Assessment Results	Refinements/Modifications
<p>Students will gain an understanding of the cultural and social interconnectedness and differences across diverse groups (SSLO)</p>	<p><b>Assessment Tool:</b> Pre/Post Survey or Focus Group</p> <p><b>Criteria for Assessment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimum expectation:</b> 80% of survey or focus group participants will identify that they have a better understanding of the cultural and social interconnectedness and differences across diverse groups as a result of participating in a Global Education Center program.</li> <li>2. <b>Achievement standard:</b> currently working with Jenna in Research to develop this standard.</li> <li>3. <b>Who:</b> International students, Soonchunhyang University exchange students (both domestic and Korean), and study abroad students.</li> </ol> <p><b>Target Semester for Assessment:</b> Fall 2017 &amp; Spring 2018</p> <p><b>Procedure:</b> Each semester, the Student Life office will complete a survey or focus group with the international students, Soonchunhyang University exchange students and study abroad students to determine the Global Education Center's implementation of this goal.</p>		

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form    April 10, 2017

Service Area                    Student Success Center                    Individual Completing Form    Tim Johnston

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>SAO - At least 90% of all students utilizing the Student Success Center will be satisfied with the service that they received.</p>	<p><b>Assessment Tool:</b> Customer Satisfaction Survey</p> <p><b>Criteria for Assessment:</b>  90% satisfaction.</p> <p><b>Target Semester for Assessment:</b>  Fall 2017</p> <p><b>Procedure:</b> A customer satisfaction survey will be emailed to students who have used the Student Success Center.</p>		

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11,2017

Completion Date of Form \_\_\_\_\_

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>#1: Persistence: 75% of all students served by the Student Support Services will persist from one academic year to the next or graduate from Shasta College with a degree or certificate</p>	<p><b>Assessment Tool:</b> Shasta College Colleague</p> <p><b>Criteria for Assessment:</b> Number of students who re-enroll at Shasta College the next academic year who did not complete educational goal of a certificate or degree.</p> <p><b>Target Semester for Assessment:</b>  2016-2017 Program year</p> <p><b>Procedure:</b> Use Shasta College Colleague to look up all students to see future enrollment or goal completion.</p>	<p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p>	

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11,2017

Completion Date of Form \_\_\_\_\_

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>#2: Good Academic Standing: 80% of all students served by the Student Support Services will be in Good Academic Standing at Shasta College</p>	<p><b>Assessment Tool:</b> Shasta College Colleague</p> <p><b>Criteria for Assessment:</b> Numbers of student who remain in good standing with Shasta College and do not fall onto Academic Probation or Progress probation.</p> <p><b>Target Semester for Assessment:</b>  2016-2017 Program year</p> <p><b>Procedure:</b> Use Shasta College Colleague to look up all students' Academic Standing</p>	<p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p>	

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11,2017

Completion Date of Form \_\_\_\_\_

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>#3: Graduation: 35% of all students served by the Student Support Services will graduate with an associate's degree or certificate within (4) years at Shasta College.</p>	<p><b>Assessment Tool:</b> Shasta College Colleague</p> <p><b>Criteria for Assessment:</b> Number of students who complete their academic goal by completing an associate's degree or certificate within four (4) years.</p> <p><b>Target Semester for Assessment:</b>  2016-2017 Program year</p> <p><b>Procedure:</b> Use Shasta College Colleague to look up all students to see future enrollment or goal completion.</p>	<p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p>	

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form April 11,2017

Completion Date of Form \_\_\_\_\_

Service Area TRIO Student Support Services Project

Individual Completing Form Amanda Henderson

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>#4: Transfer: 35% of all students served by the Student Support Services will transfer to a 4-year institution within four (4) years.</p>	<p><b>Assessment Tool:</b> National Student Clearinghouse</p> <p><b>Criteria for Assessment:</b> Number of students who complete their academic goal at Shasta College and transfer to a 4-year institution.</p> <p><b>Target Semester for Assessment:</b>  2016-2017 Program year</p> <p><b>Procedure:</b> Use Shasta National Student Clearinghouse to look up students to see if they have enrolled at a 4-year institution.</p>	<p>Application of Results: The objective will have been met on the Annual Performance Report Required by the US Department of Education.</p>	

## SAO/SSLO Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form \_\_\_\_\_

Service Area \_\_\_\_\_

Transfer Center

Individual Completing Form \_\_\_\_\_

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
<p>SAO - Students utilizing Transfer Center resources will transfer at a higher rate than students not receiving these services. Services include but are limited to counseling appointments with the Transfer Center coordinator, meeting with the Transfer Center assistant, attending Transfer Center workshops, visiting with university representatives, and participating in college campus visits.</p>	<p><b>Assessment Tool:</b> Focus Group</p> <p><b>Criteria for Assessment:</b> 70% of Transfer Academy students will have successfully transferred to a university within 18 months of starting the program.</p> <p><b>Target Semester for Assessment:</b> Fall 2019</p> <p><b>Procedure:</b> Students participating in the Transfer Academy will serve as the focus group. Data will be collected to see if there is a correlation between the number of Transfer Center services students received and their success in transferring to a university. A second group of students that have not received any Transfer Center services will be compared to the Transfer Academy students to see how successful they are in transferring to a university in the same time period.</p>		



**Reference:**

The posthumous degree is conferred on students who, at the time of death, have completed at least the current residency requirement for an Associate Degree at Shasta College and minimum cumulative GPA of 2.0.

**Procedure**

The process for identifying and considering candidates for the award of posthumous Associate degrees shall be:

1. A formal request may be initiated by any of the following: a family member, a faculty/staff member, a dean, or a fellow student. If the request is not made by a family member, the family should be contacted and found to be receptive to the possible award. The request must be submitted in writing within two semesters following the student's death and must be accompanied by a copy of the student's death notification (i.e., death certificate, newspaper article, funeral service program). The request should be submitted to the Associate Superintendent/Vice President of Student Services or designee.
2. The Associate Superintendent/Vice President of Student Services will be responsible for reviewing the student's academic record, whether the specified criteria are met, and forwarding the request to the Superintendent/President.
3. The Superintendent/President will then recommend to the Board of Trustees that the student receive the posthumous Associate degree. This must be completed no later than April of every year to ensure that the student will have their name appear in the upcoming commencement program.
4. The Associate Superintendent/Vice President of Student Services notifies the individual who made the request of the Board of Trustees decision. If approved, an invitation will be made to the family to attend the College's commencement ceremony held at the end of the spring semester each year.
5. Upon Board approval, the Associate Superintendent/Vice President of Student Services on behalf of the student, completes an Application for Graduation petition and sends the application, the student death notification and request to the Admissions & Records for the student's permanent record.
6. Degrees awarded posthumously will be noted on the commencement program as a "Associate Degree Awarded Posthumously". The student's diploma or certificate will be

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

**Posthumous Degrees**

**AP 4111**

released or mailed to the person legally authorized to manage the deceased student's affairs. The posthumous nature of the award will be indicated on the diploma and in the student's official transcript. Any fees associated with the administration of the posthumous degree or certificate of attendance shall be waived.

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

**Posthumous Degrees**

**BP 4111**

**Reference:**

The purpose of this policy is to recognize the academic achievement of the deceased student, and to extend to the college community, family, and friends of the student an opportunity to share in his/her academic success at Shasta College.

Posthumous degrees may be awarded at commencement or some other equally appropriate time. The names of persons receiving posthumous degrees must be approved by the Board.

The Superintendent/President shall establish procedures and criteria for the award of posthumous degrees.

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

**Academic Renewal**

**AP 4240**

Reference: ***Title 5, Section 55046***

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

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

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

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

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

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

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

**Academic Renewal**

**BP 4240**

**Reference:** Title 5 Section 55046

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

**Reference:** Title 5 Sections 55033 and 55034

### **Standards for Dismissal**

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

### **Dismissal Letter**

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

### **Appeal of Dismissal**

The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written petition of appeal to the Admissions and Records Office designated on the dismissal letter that was mailed. If the student fails to file a written petition by the designated due date, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by the Scholastic Standards Committee.

If the student's appeal is approved, he/she will be continued on special probation until he/she regains good academic standing.

The decision of the Scholastic Standards Committee will be communicated to the student in writing by a designee of the Admissions and Records Office. Admissions and Records will notify the student of his/her action within 30 days of receipt of the

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## Dismissal and Readmission

AP 4255

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student's appeal. The student may appeal the decision of the Scholastic Standards Committee in writing to the Admissions and Records Office within 10 working days of the date of notification of the decision by the appropriate designee. The decision of the Admissions and Records Office is final.

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

The Readmission Contract for Dismissed Students requires that students on special probation list courses to be completed in the subsequent term and agree to pass all courses with grades of "C" or better and not withdraw with a grade of "W." Students on a special probation contract are subject to dismissal for one or more semesters if the provisions of their contract are not satisfied. Special probation students in violation of their contract are subject to administrative withdrawal of subsequent term of enrollment upon verification of grades earned for the previous contracted term.

### Standards for Evaluating Appeals

Dismissal appeals may be granted under the following circumstances:

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

### Readmission after Dismissal

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

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

**Dismissal and Readmission**

**AP 4255**

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



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

**Probation, Dismissal and Readmission**

**BP 4250**

Reference: *Education Code Section 70902(b)(3); Title 5, Sections 55030-55034*

Commented [TN1]: Previously this read 55035 but CCLC requires it as 55034.

**Probation**

Academic Probation. A student who has attempted at least 12 semester units shall be placed on academic probation if the student has earned a cumulative grade point average below 2.0 in all units.

Progress Probation. A student who has attempted at least 12 units shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W", "I", and "NP," are recorded reaches or exceeds 50 percent.

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

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.

A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

**Dismissal**

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

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures.

**Readmission**

A student who has been dismissed may request reinstatement. Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

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

**See Administrative Procedure 4250 and 4255**

Board Approved 3/12/03

Academic Senate Approved 11/08/04

Board Approved Revisions 2/09/05

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

Board Approved Revisions 1/16/08

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

Board Approved Revisions 4/09/14

Reference: Title 5 Sections 55030 through 55034

### Notification of Probation

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

- At the end of the semester in which the student's cumulative grade point average falls below 2.0 in all units attempted, a notice of probation shall be sent to the student informing him/her of the probation.
- If a percentage of a student's recorded entries of, "W," "I," "NC," and "NP" reaches or exceeds 50% of all units in which a student has enrollment, the student shall be placed on progress probation.
- At the end of the third semester of which the student is on academic and/or progress probation, a notice shall be sent to the student informing him/her that he/she is subject to dismissal.

### Probationary Letter

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

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

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

**Residence Determination**

**BP 5015**

Reference: ***Education Code Sections 68040 and 76140; Title 5, Section 54000, et seq.***

Students shall be classified at the time of each application for admission or registration as a resident or nonresident student.

A resident is any person who has been a bona fide resident of California for at least one year on the residence determination date. The residence determination date shall be the day immediately preceding the first day of a semester or summer session for which the student applies to attend.

Residence classification shall be made for each student at the time applications for admission are accepted or registration occurs and whenever a student has not been in attendance for more than one semester. A student previously classified as a nonresident may be reclassified as of any residence determination date.

The Superintendent/President shall enact procedures to assure that residence determinations are made in accordance with Education Code and Title 5 regulations.

***See Administrative Procedure 5015***

Board Approved 4/09/03

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

Board Approved Revisions 11/11/09

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

**Residence Determination**

**AP 5015**

Reference: ***Education Code Sections 68000 et seq., 68130.5, and 68075.7; Title 5, Section 54000 et seq.; 38 U.S. Code Section 3679***

1.0 Residence Classification

Residency classifications shall be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Residence classifications are to be made in accordance with the following provisions:

A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

A residence classification is the responsibility of the Admissions and Records Office.

Students must be notified of a residence determination within 14 calendar days of submission of application.

2.0 Student Notification

The District shall publish the residence determination date and summary of the rules and regulations governing residence determination and classification in the District catalog or addenda thereto.

3.0 Rules Determining Residence

- A student who has resided in the state for more than one year immediately preceding the residence determination date is a resident.
- A student who has not resided in the state for more than one year immediately preceding the residence determination date is a nonresident.

The residence of each student enrolled in or applying for enrollment in any class or classes maintained by this District shall be determined in accordance with the Education Code which states that every person has, in law, a residence. In determining the place of residence, the following rules are to be observed:

- Every person who is married or eighteen years of age, or older, and under no legal disability to do so, may establish residence.
- A person may have only one residence.
- A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose and to which one returns in seasons of repose.
- A residence cannot be lost until another is gained.
- The residence can be changed only by the union of act and intent.

- A man or a woman may establish his or her residence. A woman's residence shall not be derivative from that of her husband.
- The residence of the parent with whom an unmarried minor child maintains his/her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent, the minor's residence is that of the parent with whom the last place of abode was maintained, provided the minor may establish his/her residence when both parents are deceased and a legal guardian has not been appointed.
- The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.

#### 4.0 Determination of Resident Status

A resident is a student who has been a bona fide resident of the state for one year prior to the residence determination date. A bona fide resident is a person whose residence is in California as determined above except:

- A student who is a minor and remains in this state after the parent, who was previously domiciled in California and has established residence elsewhere, shall be entitled to retain resident classification until attaining the age of majority and has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.
- A student who is a minor and who provides evidence of being entirely self-supporting and actually present in California for more than one year immediately preceding the residence determination date with the intention of acquiring a residence therein, shall be entitled resident classification until he/she has resided in the state the minimum time necessary to become a resident.
- A student who has not been an adult for one year immediately preceding the residence determination date for the semester for which the student proposes to attend an institution shall have the immediate pre-majority-derived California residence, if any, added to the post-majority residence to obtain the one year of California residence.
- A student holding a valid credential authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an institution, shall be entitled to resident classification if each student meets any of the following requirements:
  - He/she holds a provisional credential and is enrolled in courses necessary to obtain another type of credential authorizing service in the public schools.

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

**Residence Determination**

**AP 5015**

- He/she holds a credential issued pursuant to Education Code Section 44250 and is enrolled in courses necessary to fulfill credential requirements.
- He/she is enrolled in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Education Code Section 44259.
- A student holding a valid emergency permit authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the academic year in which the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student's residency status will be determined under the other provisions of this procedure
- A student who is a full-time employee of the California State University, the University of California or a community college, or of any state agency or a student who is a child or spouse of a full-time employee of the California State University, the University of California or a community college, or of any state agency may be entitled to resident classification, until the student has resided in the state the minimum time necessary to become a resident.
- A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. If the member of the armed forces of the United States later transfers on military orders to a place outside this state, or retires as an active member of the armed forces of the United States, the student dependent shall not lose his/her resident classification, so long as he/she remains continuously enrolled in the District.
- A student who is a member of the armed forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees. If the student later transfers on military orders to a place outside this state, the student shall not lose his/her resident classification, so long as he/she remains continuously enrolled in the District.
- A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran's state of residence is entitled to resident classification.
- An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California and enrolls in the community college within three

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

**Residence Determination**

**AP 5015**

years of the Service Member's death in the line of duty following a period of active duty service of 90 days or more.

- A student who is a minor and resides with his or her parent in a district or territory not in a district shall be entitled to resident classification, provided that the parent has been domiciled in California for more than one year prior to the residence determination date for the semester, quarter or term for which the student proposes to attend.
- A student who is a Native American is entitled to resident classification for attendance at a community college if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district.
- A student who is a federal civil service employee and his or her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.
- A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.
- A student who lives with a parent who earns a livelihood primarily by performing agricultural labor for hire in California and other states, and the parent has performed such labor in this state for at least two months per year in each of the two preceding years, and the parent resides in this District and the parent of the student has claimed the student as a dependent on his state or federal personal income tax return if he/she has sufficient income to have personal income tax liability shall be entitled to resident classification.
- A student who demonstrates financial need, has a parent who has been deported or was permitted to depart voluntarily, moved abroad as a result of that deportation or voluntary departure, lived in California immediately before moving abroad, attended a public or private secondary school in the state for three or more years, and upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.

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

**Residence Determination**

**AP 5015**

5.0 Right To Appeal

Students who have been classified as non-residents have the right to a review of their classification (Title 5, Section 54010 (a)). Any student, following a final decision of residence classification by the Admissions and Records Office, may make written appeal to the Superintendent/President or designee within 30 calendar days of notification of final decision by the college regarding classification.

6.0 Appeal Procedure

The appeal is to be submitted to Admissions and Records Office which must forward it to the Superintendent/President or designee within five working days of receipt. Copies of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student, with a cover statement indicating upon what basis the residence classification decision was made, must be forwarded with the appeal.

The Superintendent/President or designee shall review all the records and have the right to request additional information from either the student or the Admissions Office.

Within 30 calendar days of receipt, the Superintendent/President or designee shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

7.0 Reclassification

A student previously classified as a non-resident may be reclassified as of any residence determination date. A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

Petitions for reclassification are to be submitted to the Admissions and Records Office.

Petitions must be submitted prior to the semester for which reclassification is to be effective. Extenuating circumstances may be considered in cases where a student failed to petition for reclassification prior to the residency determination date. In no case, however, may a student receive a non-resident tuition refund after the date of the first census.

Written documentation may be required of the student in support of the reclassification request.

A questionnaire to determine financial independence must be submitted with the petition for reclassification. Determination of financial independence is not required for students who were classified as non-residents by the University of California, the California State University, or another community college District (Education Code Section 68044).

A student shall be considered financially independent for purposes of residence reclassification if the applicant meets all of the following requirements:



## Residence Determination

AP 5015

- Has not and will not be claimed as an exemption for state and federal tax purposes by his or her parent in the calendar year prior to the year the reclassification application is made;
- Has not lived and will not live for more than six weeks in the home of his or her parent during the calendar year the reclassification application is made.

A student who has established financial independence may be reclassified as a resident if the student has met the requirements of Title 5, Sections 54020, 54022 and 54024.

Failure to satisfy all of the financial independence criteria listed above does not necessarily result in denial of residence status if the one year requirement is met and demonstration of intent is sufficiently strong.

Financial dependence in the current or preceding calendar year shall weigh more heavily against finding California residence than financial dependence in the preceding second and third calendar years. Financial dependence in the current or preceding calendar year shall be overcome only if (1) the parent on whom the student is dependent is a California resident, or (2) there is no evidence of the student's continuing residence in another state.

The Superintendent/President or designee will make a determination, based on the evidence and notify the student not later than 14 days of receipt of the petition for reclassification.

Students have the right to appeal according to the procedures above.

### 8.0 Non-Citizens

The District will admit any non-citizen who is 18 years of age or a high school graduate.

If non-citizens are present in the United States illegally or with any type of temporary visa, they will be classified as non-residents and charged non-resident tuition unless they meet the exceptions contained below.

If, for at least one year and one day prior to the start of the semester in question, a non-citizen has possessed any immigration status that allows him or her to live permanently in the United States and she or he meets the California residency requirements, the student can be classified as a resident.

A student who is without lawful immigration status may be classified as a resident if he or she meets the following requirements:

- high school attendance in California for three or more years;
- graduation from a California high school or attainment of the equivalent thereof;
- registration or enrollment in a course offered by the District for any term commencing on or after January 1, 2002;

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

**Residence Determination**

**AP 5015**

- completion of a questionnaire form prescribed by the Chancellor and furnished by the District of enrollment, verifying eligibility for this nonresident tuition exemption; and
- in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he or she is eligible to do so.

The initial residency classification will be made at the time the student applies for admission. Students may file residency questionnaire forms through the third week of the semester to request a review of their residency status. Final residency determination is made by the Admissions and Records Office. Students may appeal the decision with the Superintendent/President or designee.

Board Reviewed 11/11/09

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

Reviewed by the Board's Ad Hoc Committee on Policy 2/17/16

Board Reviewed Revisions 2/17/16

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

**Instructional Materials Fees** \*\*\*New, Legally Required\*\*\*

AP 5031

**Reference:** Education Code Section 76365; Title 5 Sections 59400 et seq.

Students may be required to provide instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Many courses require a material/instructional usage fee. Students should consult the current schedule of classes for fee amounts which are noted under the appropriate class description. Material fees are due at the time of registration and are not subject to waiver.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

**Definitions**

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional material is not available except through the District, or that the District requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if it is provided to the student at the District's actual cost; and 1) the instructional material is otherwise generally available, but is provided solely or exclusively by the District for health and safety reasons; or 2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class.

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

**Instructional Materials Fees** **\*\*\*New, Legally Required\*\*\***

**AP 5031**

**Establishing Required Materials and Related Fees**

The recommended materials fee shall be reviewed by the Division Dean to ensure need and compliance with regulations. The Administrative Services Office will respond to State Chancellor's Office inquiries regarding fees.

The office of the Assistant Superintendent/Vice President of Administrative Services will submit the recommended materials fees to the Governing Board for final approval.

The schedule of classes available on MyShasta, which is updated on a regular basis and available on-line, contains the most recent information regarding instructional materials fees. Optional fees are generally collected at the Business Office or at the Admissions and Records office. Mandatory material fees are paid at the time of registration.

The lecture or laboratory faculty member will provide students with the materials covered by the fee.

Submitted by Enrollment Services 04/11/17  
Cabinet 1<sup>st</sup> Reading 04/18/17

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

**Withholding of Student Records**

**AP 5035**

Reference: *Title 5, Section 59410*

The Admissions and Records Office may withhold grades, transcripts, diplomas, and registration privileges from any student or former student who fails to pay a proper financial obligation to the District. The student shall be given written notification and the opportunity to explain if the financial obligation is an error.

The definition of proper financial obligation shall include, but is not limited to: student fees; obligations incurred through the use of facilities, equipment or materials; library fines; unreturned library books; materials remaining improperly in the possession of the student; and/or any other unpaid obligation a student or former student owes to the District. A proper financial obligation does not include any unpaid obligation to a student organization.

Board Reviewed 11/11/09

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

**Withholding of Student Records**

**BP 5035**

Reference: ***Title 5, Section 59410***

Students or former students who have been provided with written notice that they have failed to pay a proper financial obligation shall have grades, transcripts, diplomas, and registration privileges withheld.

***See Administrative Procedure 5035***

Board Approved 4/09/03

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

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

**Student Records, Directory Information, and Privacy**

**AP 5040**

Reference: *Education Code Sections 71091 and 76200 et seq.; Title 5, Section 54600 et seq.; 20 U.S. Code Section 1232g(i) (US Patriot Act); Civil Code Section 1798.85; ACCJC Accreditation Standard II.C.8*

A cumulative record of enrollment, scholarship, and educational progress shall be kept for each student.

Release of Student Records. No instructor, official, employee, or governing board member shall authorize access to student records to any person except under the following circumstances:

- Student records shall be released pursuant to a student's written consent.

Students unable to process transactions in person or via Web Advisor may designate another person to process transactions on their behalf by proxy. In compliance with, the federal Family Educational Rights and Privacy Act of 1974 also known as FERPA or the Buckley Amendment, the student must sign a release authorizing processing of transactions by proxy. The student (not the Proxy) has the ultimate responsibility for complying with applicable requirements, policies, and deadlines, and for the timely payment of tuition and fees.

- "Directory information" may be released in accordance with the definitions in Board Policy 5040 and in accordance with federal and state laws and regulations, such as the Family Educational Rights and Privacy Act (FERPA): provided that no directory information shall be released regarding any student or former student when the student or former student has notified the District that the information shall not be released. To do so, the student or former student must submit the appropriate form to the college Admissions and Records Office, in accordance with college policy, requesting that some or all of the categories of directory information not be released.
- Student records shall be released pursuant to a judicial order or a lawfully issued subpoena.
  - Immediate notification to be sent via certified mail to students stating: the person, office or organization initiating the request; the nature of the records requested, the reason for requesting such records and the date we will release records.
  - Subpoena or court order to be faxed to Shasta College attorneys for review prior to release of documents.
  - Memo distributed to departments related to court order/subpoena records requested. Stating: the person, office or organization initiating the request; the nature of the records requested, the reason for requesting such records and the date we will release records.
  - Third party information will be removed or blacked out prior to release of records.

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

**Student Records, Directory Information, and Privacy**

**AP 5040**

- o Documents will be certified mailed as instructed per court order/subpoena to copying company, attorney's office or in the case of criminal matters directly to the court of hearing.
- Student records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.
- Student records may be released to officials and employees of the District only when they have a legitimate educational interest to inspect the record. Requests are made to the Office of Admissions and Records who approved or denies the request based on legitimate educational interests.
- Student records may be released to authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported educational program or pursuant to federal or state law. Exceptions are that when the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements. Requests are made to the Director of Admissions and Records or Dean of Enrollment Services, who will consult with the President's office before the releasing information.
- Student records may be released to officials of other public or private schools or school systems, including local, county or state correctional facilities where education programs are provided, where the student seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code 76225. The Admissions and Records office will assume the responsibility of verifying the student and processing the request.
- Student records may be released to agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of those students may be disclosed only as may be necessary for those purposes as to financial aid, to determine the amount of the financial aid, or conditions that will be imposed regarding financial aid, or to enforce the terms or conditions of financial aid. The Dean of Enrollment Services or Director of Financial Aid is responsible for authorizing the release of this information.
- Student records may be released to organizations conducting studies for, or on behalf of, accrediting organizations, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering financial aid programs, and improving instruction, if those studies are conducted in such a manner as will

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

**Student Records, Directory Information, and Privacy**

**AP 5040**

not permit the personal identification of students or their parents by persons other than representatives of those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted. The Superintendent/President or designee is responsible for authorizing the release of this information.

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- Student records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, subject to applicable federal or state law. The Dean of Enrollment Services is responsible for releasing this information to the Security Supervisor.
- The following information shall be released to the federal military for the purposes of federal military recruitment: student names, addresses, telephone listings, dates and places of birth, levels of education, major(s), degrees received, prior military experience, and/or the most recent previous educational institutions enrolled in by the students. Written requests are forwarded to the Office of Admissions and Records, who may authorize the information to be released.

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Charge for Transcripts or Verifications of Student Records.

A student/former student shall be entitled to two free copies of the transcript of his/her record or to two free verifications of various student records. Additional copies shall be made available to the student, or to an addressee designated by him/her, at a rate approved by the Board. Students may request special processing of a transcript at a rate approved by the Board.

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Electronic Transcripts

The District may elect to implement a process for the receipt and transmission of electronic student transcripts contingent upon receipt of sufficient funding.

Use of Social Security Numbers

The District shall not do any of the following:

- Publicly post or publicly display an individual's social security number;
- Print an individual's social security number on a card required to access products or services;
- Require an individual to transmit his/her social security number over the internet using a connection that is not secured or encrypted;
- Require an individual to use his/her social security number to access an internet Web site without also requiring a password or unique personal identification number or other authentication device; or
- Print, in whole or in part, an individual's Require an individual to use his/her social security number that is visible on any materials that are mailed to the individual, except those materials used for:

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

**Student Records, Directory Information, and Privacy**

**AP 5040**

- o ~~application~~ Application or enrollment purposes;
- o ~~to~~ To establish, amend, or terminate an account, contract, or policy; or
- o ~~to~~ To confirm the accuracy of the social security number.

If the District has, prior to January 1, 2004, used an individual's social security number in a manner inconsistent with the above restrictions, it may continue using that individual's social security number in that same manner only if:

- The use of the social security number is continuous;
- The individual is provided an annual disclosure that informs the individual that he/she has the right to stop the use of his/her social security number in a manner otherwise prohibited;
- The District agrees to stop the use of an individual's social security number in a manner otherwise prohibited upon a written request by that individual;
- No fee shall be charged for implementing this request; and the District shall not deny services to an individual for making such a request.
- ~~The District shall not deny services to an individual for making such a request.~~

Board Reviewed 11/11/09  
Board Reviewed 11/14/12 [MANDATED CHANGES]  
Reviewed by the Board's Ad Hoc Committee on Policy 10/08/14  
Board Reviewed 11/12/14

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

**Student Records, Directory Information, and Privacy**

**BP 5040**

Reference: Education Code Section 76200 et seq.; Title 5, Section 54600 et seq.; 20 U.S. Code Section 1232G(j); ACCJC Accreditation Standard II.C.8

The Superintendent/President shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

The Superintendent/President may direct the implementation of appropriate safeguards to assure that student records cannot be accessed or modified by any person not authorized to do so.

*Access to Records.* Educational records shall be available for inspection and review, during normal working hours, by presently and formerly enrolled students. Where the record(s) may contain information concerning more than the inquiring student, only that part pertaining to the inquiring student may be revealed.

Any currently enrolled or former student of the District has a right of access to any and all student records relating to him or her maintained by the district.

No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Students shall be notified of their rights with respect to student records, including the definition of directory information contained here, and that they may limit the information.

Directory information shall include:

- Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members.
- Degrees and awards received by students, including honors, scholarship awards, athletic awards and Dean's list recognition.
- Consistent with the Solomon Amendment, Department of Defense entities may obtain certain information about currently enrolled full-time students, ages 17 and over, once per term. This information is limited to: student names, addresses, phone numbers, age, level of education, degree program currently enrolled in, degrees received for recent graduates and educational institution last enrolled in. To process this request, the college will check to see if it collects the student data and if any students and/or parents exercised their FERPA rights to withhold student information.

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**See Administrative Procedure 5040**

Board Approved 4/11/01

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

**Student Records, Directory Information, and Privacy**

**BP 5040**

Reviewed by the Board Ad Hoc Committee on Policy 5/13/09  
Board Approved Revisions 11/11/09

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**Reference:** Education Code Sections 76222 and 76232; Title 5 Section 54630

### **Challenging Content**

Any student may file a written request with the *Assistant Superintendent/Vice President of Student Services or designee* to correct or remove information recorded in his or her student records that the student alleges to be:

- 1) inaccurate;
- 2) an unsubstantiated personal conclusion or inference;
- 3) a conclusion or inference outside of the observer's area of competence; or
- 4) not based on the personal observation of a named person with the time and place of the observation noted.

Within 30 days of receipt of the request, the *Assistant Superintendent/Vice President of Student Services or designee* shall meet with the student and the employee who recorded the information in question, if any, if the employee is presently employed by the District. The *Assistant Superintendent/Vice President of Student Services or designee* shall then sustain or deny the allegations.

If the *Assistant Superintendent/Vice President of Student Services or designee* sustains any or all of the allegations, he/she shall order the correction or removal and destruction of the information. If the *Assistant Superintendent/Vice President of Student Services or designee* denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal, may appeal the decision in writing to the *Superintendent / President*. If the *Superintendent / President* denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal, may appeal the decision in writing to the *Board of Trustees*.

Within 30 days of receipt of an appeal, the Governing Board shall, in closed session with the student and the employee who recorded the information in question, determine whether to sustain or deny the allegations. If the governing board sustains any or all of the allegations, it shall order the *Superintendent/President* or his/her designee, to immediately correct or remove and destroy the information. The decision of the governing board shall be final.

If the final decision is unfavorable to the student, the student shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

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

**Student Records – Challenging Content and Access Log**

**AP 5045**

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Whenever there is included in any student record information concerning any disciplinary action, the student shall be allowed to include in such record a written statement or response concerning the disciplinary action.

Whenever there is included in any student record information concerning any disciplinary action in connection with any alleged sexual assault or physical abuse, or threat of sexual assault, or any conduct that threatens the health and safety of the alleged victim, the alleged victim of that sexual assault or physical abuse shall be informed within three days of the results of the disciplinary action and the results of any appeal. The alleged victim shall keep the results of that disciplinary action and appeal confidential.

**Access Log**

A log or record shall be maintained for each student's record that lists all persons, agencies, or organizations requesting or receiving information from the record and their legitimate interests. The listing need not include any of the following:

- Students seeking access to their own records;
- Parties to whom directory information is released;
- Parties for whom written consent has been executed by the student;
- Officials or employees having a legitimate educational interest.
- The log or record shall be open to inspection only by the student and the *Assistant Superintendent/Vice President of Student Services or designee*, and to the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, and state educational authorities as a means of auditing the operation of the system.