Shasta College

Student Services Council Meeting
May17, 2017 • 9:00 AM
Room 2314

MINUTES

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

CALL TO ORDER

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

1. Approval of Minutes
   It was moved to approve the Student Services Council May 3, 2017 minutes with amendments. Stacey Bartlett abstained.

2. Retreat ?
   Does Student Services Council want a retreat this summer? Topic ideas? Are there any key facility updates regarding the bond improvements? Architects are being interviewed on June 5th and 12th. From the Equity perspective they are looking at fewer events, so questioning how they can leverage to assist with other campus events. Are there things they can thematically assist with Student Life? The retreat could provide a planning opportunity. What are the goals for the year? Would love to address "parking lot" topics. A preference for a summer retreat expressed, and preferably not at the beginning of the semester in August. End of June suggested and after calendar was reviewed it was thought that Wed. June 28th could work. Tim's office will check with the McConnell Foundation to see if the Guest House is available.

3. Measure H / Student Services Building – Elements for the Main Campus and Tehama Campus / Continuing the conversation

4. Homeless / Foster update – confirming the liaison
   Guidance received from the Chancellor's office and designating a liaison. It was confirmed that Becky McCall is the certifier for homeless students. She has been identified as the accountability person who understands the rules and provides written documentation that fulfills requirements by the state. Discussion occurred that while Becky serves as the point person (liaison), the need for additional supporting staff who can provide access to forms and information. Request to identify who the support persons are in the departments, so that we know who might require training, and who to direct students to for more information. Feedback was also offered regarding how homeless students can struggle with navigating services and may need more in-person support. It was also noted that Sandra serves as the foster liaison.

5. Student Probation Intervention – update
   At the last Counselor's meeting reviewed how interventions are handled. 400 students on average are on 2nd level probation.

   First level = below a 2.0 or not completing half of courses will result in Level 1 Probation.
   - Students are required to complete a workshop in person or online. Feedback is that the online is preferable and students then meet with a counselor more informed and the counselors then need only to have a brief conversation with the student and then release the hold.

   Second level = second semester with similar difficulties as the first level.
   - The previous plan has been to repeat the same steps as the 1st level. Students required again to complete an online workshop and then meet with a counselor. New proposal is to separate out the students who have improved, but cumulatively are still on probation. New message for those students, which still requires students to meet with a counselor, but the counselors will recognize them for their improvement and will clear the holds.
   - Alternative plan for those students who have not improved their GPA and are not completing enough courses. Student will be required to complete two StudentLingo workshops. They must bring completion certificates. Other option is to make a half hour appointment with a counselor who can complete an assessment to see what is impeding their success and offer suggestions for services. Also a required date for scheduling their counseling appointment will be included in the message.

   Is it possible to have a designated probation counselor? Scheduling prohibits it, as many are seen during drop in/express time slots. Important idea – Have we reviewed which courses are being failed the most? Are there patterns? Suggestion regarding looking at guided pathways, and how it would be great to get data on students for tracking, which could better inform ideas for possible early interventions. Conversation yesterday identified the challenges of tracking groups on campus, because they are not being listed/tracked in MIS. Tim confirmed that the probation list can be sent to Nadia for review of CalWORKs students.

6. Integrated Planning – goals - Handout
   Chancellor's office will visit and have meeting next week on Tuesday, May 23rd. Tim, Jenna and Sara attended an Integrated Conference last Friday, May 12th. Kate Mahar also attended another portion. Due date extended to December 15th. Have to develop five common goals that integrate planning from the key Student Services Programs: Student Support and Services programs, Access and Equity, and Basic Skills Initiative. Next steps: Develop a draft plan over the summer and wrap up prior to the beginning of the term. Student Success Committee will have the first read. Later will be shared with Instructional Council, Senate, and College Council. Would like to rely on guidance from Research so that they can ensure that they can measurable results.

7. Staff Scheduling – Summer / Fall 2017 - Handout
   Summer – Back to a 4-10 hour schedule this summer. When staff is here we are available for service. Proposal that during the July 4th week, when campus is closed on Tuesday, that Student Services staff work 8 am – 4:30 pm with half hour lunches on Mon. and Wed.-Fri. Could we adjust schedule for staff to close at 6 pm during the summer hours? One scenario in keeping with previous years is for A&R to keep the usual schedule and have the windows open until 7:00 pm on Mon. & Tues. Another suggestion from a marketing perspective would be to have a consistent schedule each week for all the departments, so that students who come to campus expecting to handle everything, won't discover that only one area like A&R is open, but the Financial Aid Dept. is closed. Consider assessing how many people visit A&R during the 5 – 7 pm hours and revisit with a data driven future plan. Suggestion to have a simple sign in for students

between that time frame, so the tracking is consistent and staff don't have to add another job to their plate. Council decided to leave the summer scheduling to each department.

Tentative:
- A&R – Mon. & Tue. 7 am – 7 pm; Wed. & Thur.?
- CalWORKS – 7:30 am – 5 pm
- Student Life - 7 am - 6 pm
- Access & Equity has a part time secretary and Ramona planning to take some time off
- Student Success Center - staff hoping for 7 am – 5:30 pm
- DSPS/EOPS – Follow up with Sandra
- Financial Aid – Follow up with Becky

Also to consider in a future meeting is the tentative agreement with CSEA that proposes alternative and flex scheduling options for staff. CSEA voting opens on Friday, May 19th and remains opens for about 10 days. Some of the options included in the proposal:
- 9 days 80 hours, every other Friday
- 4 days 40 hours, every Friday off

8. Area Updates
   Graduation (weather forecast 93 degrees)
   - 415 have indicated they want to attend, about 800 degrees being received
   - Strong support from the CTE program
       o Ideas expressed to encourage more faculty and staff to attend
       o At other college some students would send cards to faculty asking them to attend their graduation.
       o Graduation spreadsheet – can be shared
   Scholarship Award Ceremony
   STEP UP Graduation
   Student Life Ceremony
   CalWORKs – having a family Turtle Bay day during the summer

9. Other / Announcements

Parking Lot:

Measure H / Student Services Building – Elements for the Main Campus and Tehama Campus
https://www.nytimes.com/2017/01/31/education/edlife/colleges-discover-rural-student.html?_r=0
Master Events Calendar
Concurrent Enrollment Fees
"Branding" Hobsons – second consideration (For example: http://orangesuccess.syr.edu/)
Grant – update
Hobsons Starfish update
Probation programming

Hiring process
Marketing plan / marketing
Probation intervention update
Website
Integrated Planning
Program Review
SARS Anywhere
Regroup
Common assessment
Dub labs app
FAQ

NEXT MEETING

The next meeting is scheduled for Wednesday, May 31, 2017 at 9:00 a.m. in room 2314.

Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services

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SACRAMENTO, CA 95811-6549
(916) 322-4005
www.ccccco.edu

DATE:	May 3, 2017

SS 17-07
VIA E-MAIL

TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Financial Aid Officers

FROM: Pamela D. Walker, Ed.D.
Vice Chancellor, Educational Services

SUBJECT: Clarification of Assembly Bill 801 and Senate Bill 906 Requirements

On September 21, 2016, Governor Brown signed Assembly Bill (AB) 801, (Bloom) The Success for Homeless Youth in Higher Education Act, into law. California Education Code sections 66025.9, 67003.5, 69514.5, 69561 and 76300 were modified to define and prescribe certain services to foster youth, former foster youth and homeless youth. That same day, the governor also signed Senate Bill (SB) 906 (Beall) Public Postsecondary Education: Priority Enrollment Systems to refine the definition of foster youth and remove prior sunset provisions regarding the eligibility for foster youth to receive enrollment priority at California Community Colleges, California State University (CSU), and University of California (UC).

The purpose of this memorandum is to identify the required actions and provide clarification and guidance on the implementation of changes to existing law based on the passage of AB 801 and SB 906. These changes are described herein and became effective January 1, 2017.

Eligibility for Priority Enrollment

SB 906 amended Education Code section 66025.9(a) to rescind the prior sunset provision for foster youth enrollment priority.

Homeless youth receive enrollment priority through January 1, 2020.

Foster Youth and Former Foster Youth

SB 906 amended Education Code section 66025.9(b)(1) to state that foster youth and former foster youth mean persons whose dependency was established or continued by the court on or after the youth's 16th birthday and who are no older than 25 years of age at the commencement of the academic year.

Determination of Homeless Youth Status

AB 801 amended Education Code section 66025.9(b)(2) to state that "homeless youth" means a student under 25 years of age, who has been verified at any time during the 24 months immediately preceding the receipt of his or her application for admission by at least one of the following as a homeless child or youth as defined in subsection (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2).)

   (i)   A homeless services provider, as defined in the Health and Safety Code, section 103577(b)(3).
   (ii) The director of a federal TRIO program or Gaining Early Awareness and Readiness for Undergraduate Programs program, or a designee of that director.
   (iii) A financial aid administrator for an institution of higher education.

For priority enrollment purposes, a student who is verified as a homeless youth within 24-months prior to their admission application shall retain that status for a period of six years from the date of admission to the postsecondary educational institution or until the age of 25, whichever comes first. The priority enrollment would be equal to that which is provided to California Work Opportunity and Responsibility to Kids (CalWORKs), Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Foster Youth, and Veteran students.

Once homeless youth status is verified, it will remain in place as long as the student attends in that district, even with breaks in enrollment, until the student reaches the age of 25. However, if a student applies and receives homeless youth status verification in one district, and subsequently applies in another district, they may risk losing their homeless youth status in the new district if they are unable to verify the student as having been a homeless youth within the 24 months prior to their application in the new district.

Designation of Homeless and Foster Student Liaison

Per AB 801, Education Code section 67003.5 was added to require an institution to designate a staff member to serve as the Homeless and Foster Student Liaison. That person is responsible for understanding the provisions of the federal Higher Education Act pertaining to financial aid eligibility of current and former foster youth and homeless youth, including unaccompanied homeless youth. The liaison must also identify and inform students of available and appropriate services, including student financial aid and other assistance, and their eligibility as independent students under section 1087vv of the federal Higher Education Act.

Note that no requirement is made that a single individual serve both groups and there is no requirement the liaison(s) work in any specific campus office. In selecting appropriate persons as liaisons, remember that the overarching goal of the law is to ensure that homeless youth and current and former foster youth receive appropriate services to support their success in college. Accordingly, please carefully examine rules governing the specific students who may be served by staff of varying categorical programs, if considering categorical program staff for these roles.

Additionally, in keeping with recently issued guidance regarding the integration of programs and resources including the Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP), it is recommended that colleges look across multiple programs and funding streams to ensure these students receive appropriate services. All students, including students identifying as current and former foster youth and homeless youth, have multiple supportive touch points along their educational pathway. Identifying one or more staff persons who are familiar with, and can effectively refer students to available services, to serve as the primary points of contact, will ensure the best outcomes for these students.

Eligibility for a Board of Governor's Fee Waiver

AB 801 amended Education Code section 76300(g) to state that a student verified as homeless at their time of enrollment is eligible for a Board of Governor's (BOG) fee waiver. For fee waiver eligibility, homeless youth means a student under 25 years of age, who has been verified at any time during the 24 months immediately preceding the receipt of his or her application for admission. These students must meet the minimum academic and progress standards.

Use of Professional Judgement

The use of professional judgment authorized for the BOG Fee Waiver B and C in the Board of Governors Fee Waiver Program and Special Programs Manual, section 4.4.2, does not extend to the determination of a student's homeless status.

Application of professional judgment may be exercised only to change data elements germane to the determination of a student's Expected Family Contribution and Cost of Attendance, and to change a student's dependency status from dependent to independent. No professional judgment authority is extended to modifying the definition of a homeless student or the time periods for which verification is made under AB 801.

Which Designation is Best for the Student?

With no specific means testing or need analysis or reference to waivers of other fees, homeless youth would not automatically qualify for those additional waivers. Be aware that homeless youth may be better off if determined for a BOG Fee Waiver eligibility under methods A, B or C. Students who qualify for method A, B or C with $0 Expected Family Contribution may be eligible for the Extended Opportunity Programs and Services (EOPS) if they meet the additional EOPS eligibility criteria and the student may qualify for other federal, state and campus programs. We recommend that colleges determine whether the student meets the homeless definition even if the student qualifies for a fee waiver under methods A or B and that the student can complete the FAFSA or Dream Act Application for other student financial aid.

Detailed federal guidance regarding serving homeless youth and unaccompanied minors is available in this Dear Colleague letter issued by the U.S. Department of Education. This guidance includes an expansive explanation of the definition of "homeless children and youth" per the McKinney-Vento Homeless Assistance Act and information and may be helpful regarding the provision of financial aid support to students who do not qualify under the provisions of AB 801.

Additional Requirements in the Law:

Education Code section 69514.5 adds homeless youth, as defined in section 66025.9, to the students to be served by the Community College Student Financial Aid Outreach Program administered by the Student Aid Commission to provide financial aid training to high school and community college counselors and advisers who work with students planning to attend or attending a community college.

Education Code section 69561 adds homeless youth, as defined in section 66025.9, to the students to be served by the Student Opportunity and Access Program (CalSOAP) administered by the Student Aid Commission.

You may wish contact the <u>Student Aid Commission</u> regarding products, services and messaging for homeless youth through the Community College Student Financial Aid Outreach Program and CalSOAP.

It is imperative that districts fully review all of the provisions of Assembly Bill (AB) 801 and the changes applicable to foster youth. The Chancellor's Office will provide districts with updated information as it becomes available and if it results in any changes from the guidance provided in this memorandum.

Contact: Please contact Bryan Dickason for questions concerning homeless youth determinations and fee waiver eligibility at bdickason@cccco.edu or (916) 323-5952.

cc: Rhonda Mohr, Dean, Student Services and Special Programs
        Bryan Dickason, Specialist, Student Financial Aid

SUMMER HOURS: (June 1st thru July 31st [*])

Monday – 7:00a.m. – 7:00 p.m.

Tuesday – 7:00a.m. – 7:00 p.m.

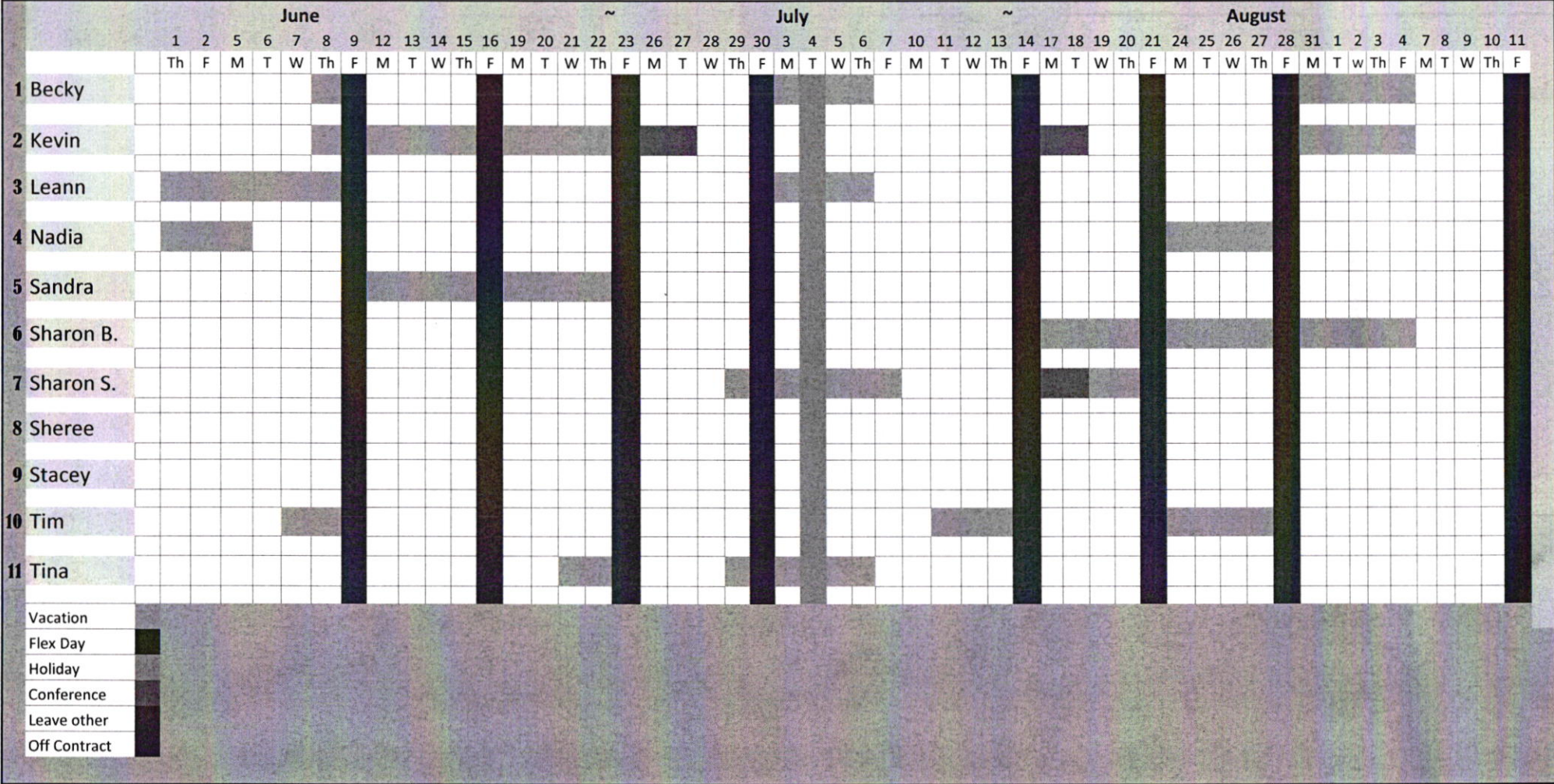### Wednesday – 7:00a.m. – 5:30p.m.

Thursday – 7:00a.m. – 5:30p.m.

Friday – CLOSED

- *The week of ~~June 29th~~ *July 3rd*, our hours will be
- Monday & ~~Tuesday~~ 8:00a.m. – 7:00 p.m.

Tuesday July 4th Holiday

- Wednesday, & Thursday – 8:00a.m. – 4:30p.m. ?

& Friday ?

Student Services Council
Summer 2016 Vacation Schedules

	June																						~	July																		~	August								
	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	1	2	3	4	7	8	9	10	11
	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1 Becky																																																				
2 Kevin																																																				
3 Leann																																																				
4 Nadia																																																				
5 Sandra																																																				
6 Sharon B.																																																				
7 Sharon S.																																																				
8 Sheree																																																				
9 Stacey																																																				
10 Tim																																																				
11 Tina																																																				

Legend

- Vacation
- Flex Day
- Holiday
- Conference
- Leave other
- Off Contract

Laura Cyphers Benson, Associate Vice President of Human Resources
Telephone: (530) 242-7640

DATE: April 10, 2017

TO: Shasta College Classified and Confidential Employees

CC: Shasta College Administrative Employees

FROM: Laura Cyphers Benson, Associate Vice President of Human Resources

SUBJECT: 2017 Summer 4-10 Schedule

The employee 4-10 work schedule will start on Monday, June 5th and run through Friday, July 28th. During this period, Shasta College and all District-wide facilities will be open to the public only four days a week, Monday through Thursday, operating during the normal business hours of 8:00 am to 5:00 pm. Classified employees will have the following options: working 4 days per week, 10 hours per day, **or** working 4 days per week, 8 hours per day, and taking vacation leave on Friday.

Please note that during the week of July 2nd through July 8th classified staff will return to a 5 day, 8 hour per day schedule for the holiday week.

Only in very specific circumstances and with exceptions approved by the Superintendent/President will any classified employees be working on Fridays during the period specified above.

A classified employee will not accrue overtime on the 4-10 schedule unless he/she works more than 10 hours in one day or more than 40 hours in one week.

Accrual and use of vacation, sick leave and holidays throughout the summer period will be prorated based on actual hours.

Classified employees and administrators whose vacation accruals exceed 336 hours must work with the appropriate administrator to reduce the accrual, potentially using the Friday closures as a vacation day.

LCB/arw

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

- Maximize resources for student success
- Create sustainable change in policy and practice
- Improve coordination of research, assessment, and professional development
- Leverage internal and external funding and partnerships
- Reduce duplication of services
- Align with Shasta College's integrated planning process (Master Plan, Strategic Plan and area plans)

Goal	SSSP Activities/Strategies	Equity Activities/Strategies	BSI Activities/Strategies	Goal Area
1. Decrease achievement gap	Address barriers to matriculation Offer core matriculation steps at area high schools Create modified education plans Support research analyst position Implement Hobsons Starfish automated student education planning tool	Support research analyst position Address institutional barriers: changes in policies & practices Develop student communities of belonging/learning Provide student/staff equity training Raise awareness of campus climate, implicit bias, cultural responsiveness, equity, poverty Increase awareness of achievement gaps, use of disaggregated data Augment available assistive technologies and support (P) Support EDGE (P)	Offer tutoring Expand EDGE Provide Supplemental Instruction Promote Multiple Measures Assessment Project Provide Student Success Workshops	☐ *Access* *X Retention* ☐ *Transfer* *X ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* *HOM #4 (#7)*
2. Improve assessment procedures and address barriers to access	Implement Multiple Measures Gather data, analyzing assessment procedures and outcomes Implement *Common Assessment*	Housing & Food Insecurity Task Force Conduct Student Ambassador outreach Provide DSPS outreach counselor Provide coordinator for Gateway to College Program Promote inclusive marketing materials/practices Ensure data disaggregation Provide resource & referral	Promote Multiple Measures Assessment Project Support acceleration models for Basic Skills sequences Implement Math Camp Provide Student Success Workshops	*X Access* *X Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* *X Degree & Certificate Completion* ☐ *Other:_____* *HOM: # 6, #9, #!3*

Integrated Planning Draft 3.31.17

Goal	SSSP Activities/Strategies	Equity Activities/Strategies	BSI Activities/Strategies	Goal Area
3. Increase opportunities for professional learning that will increase faculty/staff responsiveness to the needs of diverse groups of students	Provide counselor training	Create Center for Equity and Inclusion Offer campus conversation series Provide Flex trainings & resources Habits of Mind Leadership Community of Practice Promote OER adoption Promote culturally responsive curriculum revision Support equity related Professional Development Committee grants (P) Promote instructor involvement BSILI (P)	Co-create models of Basic Skills acceleration Implement New Faculty Institute Promote 3 CSN offerings through North State representation	☐ Access ☐ Retention ☐ Transfer ☐ ESL/Basic Skills Completion ☐ Degree & Certificate Completion X Other: Student Success through PL and cultural responsiveness HOM #5 (#14)
4. Increase course and degree/certificate completion and persistence through enhanced services.	Provide Student Success Facilitators Provide follow-up plans and services Provide preliminary and comprehensive ed plans Implement cohort-based FYE program Update orientation programs to encourage participation in support services Expand Starfish & early alert Regroup text messaging Expand follow-up services to include basic skills, students without an education plan and students on level 1 and 2 probation	Promote OER adoption Provide textbook grants Provide childcare subsidies Implement Striving Black Brothers & related programs for men of color Provide food pantry, meal vouchers, referral to food resources Increase Canvas use by instructors Promote culturally responsive instructional practices Call those close to completion, Provide transportation support Support for financial aid auto packaging, student case review Implement cultural events Expand support Math My Way Support Supplemental Instruction Provide equity mindedness training Support Regroup text and early alert Expand Veterans Center staffing Promote college success offering (P)	Implement Multiple Measures Assessment Project Expand Supplemental Instruction Provide proactive counseling Staff tutoring centers Support Math Camp Implement Jam Nights Provide Student Success Workshops Expand Tutoring and Learning Center Support FYE Support EDGE academic assistance Support Math My Way	☐ Access X Retention ☐ Transfer X ESL/Basic Skills Completion X Degree & Certificate Completion X Other: Course Completion ☐ HOM: (#3) #1

v. 3.20.17 2

Goal	SSSP Activities/Strategies	Equity Activities/Strategies	BSI Activities/Strategies	Goal Area
5. Increase rates of throughput to transfer level course success and rates of transfer	Provide follow-up ed plans Implement automated student education planning tool and associated two-year program /pathway plans. Support FYE Expand dual enrollment Provide outreach counselors Provide summer bridge activities	Expand Puente Explore Umoja & MESA Expand transfer promotional materials Provide field trips for special populations Promote transfer to equity populations- calls, outreach Support of civic, cultural learning opportunities for other programs Provide DSPS outreach Expand outreach to equity populations in FYE Support Math My Way & English acceleration Offer DSPS screenings in college success classes Provide Supplemental Instructors Provide Edge Academic Support Support Summer Launch Expand Math Camp Offer HBCU Transfer Fair (P) Collaborate on CSU articulation efforts and HSI designation (P)	Promote acceleration models Provide Supplemental Instruction Expand tutoring Increase awareness Basic Skills tracker (share information with peers) Communicate with Student Success Committee Provide Summer Bridge opportunities Expand Dual Enrollment Support Math Camp	X *Access* ☐ *Retention* X *Transfer* ☐ *ESL/Basic Skills Completion* X *Degree & Certificate Completion* ☐ *Other:_____* *HOM: #3, #7, #11, #12*

Outside of the Key 5 Strategic Goals

Goal	SSSP Activities/Strategies	Equity Activities/Strategies	BSI Activities/Strategies	Goal Area

Increase the number/rate of students completing matriculation steps	Offer core matriculation steps at area high schools
	Increase dual enrollment
	Expand online orientation
	Implement MMAP for all students
	Implement Hobsons Starfish automated student education planning tool
		Provide DSPS counselor- outreach
		Increase DSPS/Foster Youth support at extended ed sites
		Increase extended ed site support
		Provide support summer bridge
		Promote accessibility web content
			Provide BSI
			Promote efforts in counselor orientation
			Offer STU 50
			Offer STU 90
			Provide proactive counseling
				X Access
				☐ *Retention*
				☐ *Transfer*
				X ESL/Basic Skills
				    Completion
				☐ *Degree & Certificate*
				    Completion
				☐ *Other:_____*
				HOM: #1 (#2)