Shasta College

Student Services Council Meeting
Wednesday, Sept. 4, 2019
9:00 AM • Room 2314
Minutes

Committee Members Present

	Name		Name		Name
	Nancy Berkey	X	John Yu	X	Becky McCall
X	Sharon Brisolara	X	Sandra Hamilton-Slane	X	Jennifer McCandless
X	Tina Duenas		Sue Huizinga		
	Nadia Elwood	X	Tim Johnston		

District / Division Goals

Goal 1: Increase First-Year Persistence by 2%
Goal 2: Increase Completion Rate by 2%
Goal 3: Increase completion efficiency by 1%

Goal 4: Increase course success by 1%
Goal 5: Improved through-put

Focus Areas: To increase the number of credentials awarded and the number of students transferring to UC/CSU and decrease the number of accumulated units:
- o **Improve access from application to registration**
- o **Implement Automated Student Education Planning**
- o **Expand Shasta Summit early alert**
- o **Increase number of ADTs, BA, Certificates, transfer**
- o **Promote transfer pathways with K-12 partners**
- o **Improve access to existing on-line student support through SARS Zoom and the online orientation.**

1. **Approval of 05/15/2019 Minutes:** Sharon Brisolara motioned and Becky McCall second to approve the minutes. All in favor, Sandra Hamilton-Slane and Jennifer McCandless abstained.

2. **Action Agenda**
   a) Board Policies / Administrative Procedures – First Reading
      1) Student Services Council agreed to do first and second reads of the BP/AP's listed on the agenda for the day.
      2) Student Services Council agreed that they will allow Student Senate have a first read of the BP/AP's under Student Senate review.
   b) Tina Duenas motioned and Sharon Brisolara second to consider the following listed BP/AP's for review.
      1) BP 5210 – Communicable Diseases: No changes suggested.
      2) AP 5210 – Communicable Diseases:
         1. Student Services Council suggested modifying Category (A), Line (1) wording to: "A representative of County Public Health will notify the Director of Health and

Wellness / College Nurse and the Assistant Superintendent / Vice President of Administrative Services or designee of …"

2. Student Services Council requested that someone reach out to Debbie Goodman in regards to the immunization requirements for Community Colleges.

3) BP 5200 – Student Health Services: No changes suggested.

4) AP 5200 – Student Health Services: No changes suggested.
   1. Student Services Council recommended creating marketing material to highlight the Health programs and services that are provided at Shasta College.

5) AP 5140 – DSPS (PACE): Service Animal portion has been removed to be placed in AP 3440 (as a new CCLC Guided AP). Student Services Council suggested that AP 3440 be referenced in AP 5140.
   1. Sandra Hamilton-Slane recommended that prior to submitting to Cabinet that AP 5140 be checked for correct spacing and formatting.
   2. No changes suggested.

6) BP 5150 – EOPS: No changes suggested.

7) AP 5150 – EOPS: Addition recommended under "Eligibility Criteria", Line (1)(a) to include "or qualified under AB540."

8) BP 5052 – Open Enrollment: No changes suggested.

9) AP 5052 – Open Enrollment: Student Services Council recommended adding a reference to the College Catalog and eliminating the listing of every special program offered. The idea is to mirror College Council's idea that the Administrative Procedure will not need to be change when special programs are changed, added or deleted. The College Catalog is approved by the Board of Trustees and should be sufficient enough for AP 5052 standards.
   1. Student Services Council requested research into AP 5011 – Admissions of Concurrent Enrollment of High School and Other Young Students to consider if a reference to AP 5011 is appropriate in AP 5052.

10) BP 5005 – Admission Requirements – Special Programs – Delete (merge with 5052): Student Services Council unanimously approved deletion.

11) AP 5005 – Admission Requirements – Special Programs – Delete (merge with 5052): Student Services Council unanimously approved deletion.

12) BP 5070 – Attendance – Delete: Student Services Council unanimously approved deletion.

13) AP 5070 – Attendance: Student Services Council suggested that we double check name of AP 5070 to see if Accounting Policy" can be added.

b) Board Policies / Administrative Procedures – Second Reading
   1) None

3. **Discussion Agenda**
   a) Institutional Assessment Plan
      1) Review cycle - Student Services Satisfaction Survey
         1. Recommendation was to stretch out the review cycle to a two year cycle so as to have time to collect the needed data, make the changes and review the changes.
         2. Research recommended a two year cycle.
      2) Becky McCall motioned and Sandra Hamilton-Slane seconded that fall 2019 will be a reflection year and to implement an every two year survey cycle. All in favor, with no abstains.
         1. Student Services Council requested that William Breitbach be notified of the approved change.

        2. Committee discussed mirroring what is happening in instruction in regards to SLOs.
- 3) Report SAO/SSLO data in Nuventive Improve
  1. Student Services Council recommended touching base with Will Breitbach on the renewal of Nuventive Improve and gather alternative ideas for reporting SAO/SSLO data.
b) Annual Area Plan timeline
  - 1) Tim Johnston suggested that the Student Services starts the annual area plan discussion in the fall semester, but is open to Student Services Council suggestions and recommendations.
    1. By starting in the fall this will allow Student Services to be ahead of the curve; especially with budget discussions, technology planning, IT bids, etc.
  - 2) Referencing Instruction, the hiring is separated out of the Area Planning process; in practices, it is all the non-staffing resources. Annual Area Planning now goes into both fall and spring semesters; it is prioritized in the spring but not funded until fall.
  - 3) Becky McCall motioned and Sharon Brisolara seconded to start the Annual Area Plan discussion for Student Services in the fall, with reference to Timeline attachment. All in favor, with no abstains.
c) Program Evaluation Process – Fall 2019
  - 1) The Program Review Committee will not be reviewing Student Services Program Evaluation, but will acknowledge receipt.
    1. Program Evaluation of Student Services will help guide Annual Area Planning and internal processes.
  - 2) Current work is in place to create further separation of Gender data in our collection of data.
    1. Student Services Council suggested to also pursue further separation by providing the method of instruction (Extended Education and Online) to gather what students are doing.
  - 3) Student Services Council recommended organizing a half-a-day or full-day for each department to go over their program evaluations/review.
  - 4) Due by December 4th to have the Program Review completed.
    1. The report is more visioning, but it can help with Annual Area Planning – especially when it comes to timelines of Annual Area Plan needs and wants.
    2. Program Evaluation will pair with Annual Area Plan as a 5-year cycle; however, the Annual Area Plan will remain every year.
    3. The vision of the Program Evaluation is for the department and Student Services to project 3-5 years out.
  - 5) Research department will be requesting the following data for the program under the Program Evaluation list (Reference: *Student Services Program Evaluation / Strategic Planning Template*):
    1. What does the department do to contribute to the college mission and student success regardless of location or means of delivery?
    2. Discuss any changes to the department as a result of the previous program and/or external review. Note any resources that the department previously received for improving the program. How did these resources affect outcomes? Were resources previously requested but not received through the Area Planning process?
    3. Describe progress on previous department goals.
    4. Does the department have any future concerns or anticipated changes that could affect operations?
  - 6) Student Services Council suggested that the spring semester be used for data collection and the fall semester is for reviewing the data.
d) Strategic Plan / Student Equity Plan / Enrollment Management plan - Review

1) Goals / Focus Areas: 2018-2019 Progress
2) Goals / Focus Areas: 2019-2020 Draft
    1. Recommended changes for 2019-2020:

Focus Areas: To increase the number of credentials awarded and the number of students transferring to UC/CSU and decrease the number of accumulated units:

- o *Improve access from application to registration*
- o *Implement Automated Student Education Planning*
- o *Expand Shasta Summit early alert*
- o *Increase number of ADTs, BA, Certificates, transfer*
- o *Promote transfer pathways with K-12 partners*
- o ~~*Improve access to existing on-line student support through SARS Zoom and the online orientation.*~~[DELETE due to goal being met and SARS Zoom being captured in another goal]
- o *Review high impact, front-line services [ADD]*
- o *Communicate resources and what we do to the campus community [ADD]*
- o *Support the "pillars" of Guided Pathways – e.g. division-based Counseling model, etc. [ADD]*

    2. Early 2019 Student Services Council retreat the group recommended to keep communicating out to the Campus Community about what each Student Service area provides.

e) 2019-2020 Work Groups – draft list
    1) Student Services Council suggested that other managers involved in order to spread the support:
        1. Instructional Material / Textbook cost - Sandra Hamilton-Slane requested to take the lead.
            a. Chancellor's competitive grant for Zero Cost textbooks: Will Breitbach has gathered some funds and only a few Instructors followed-up on the support.
            b. The plan is to provide a Student Services perspective to the Textbook Committee.
        2. Onboarding / Training Project - Becky McCall, Tim Johnston and Sandra Hamilton-Slane requested to take the lead.
            a. Consideration of the group was on how much time it is taking on individual managers for training, etc.
            b. Sharon Brisolara has requested to support the group in this area.
        3. Information sharing – Jennifer McCandless has requested to take the lead.
        4. Retirement Party - Tina Duenas has requested to take the lead.
            a. Department responsibility for the Retirement Party rotates and it is Student Services year to organize.
            b. The retirement party will be for Faculty and Staff; all employees.
            c. Timeframe: May 2020.
        5. Transcript holds for fees – student debt
            a. Morris Rodrigue requested that Enrollment Services research student debt and consider whether we should allow official transcripts to be sent if the student has a debt.
            b. The question is whether we are inhibiting advancement in education.
            c. Student Services Council requested to see the data on student debt.
        6. Succession Planning
            a. Human Resources is creating academies for Staff training.
            b. It may also be possible to do area specific academies to support Staff.
        7. Student Support Services for fully online degrees / certificates – Sharon Brisolara has requested to take the lead.
            a. Academic Senate has expressed interest in pursuing this area.
            b. Student Services Council recommended to evaluate current processes and see if change is needed for providing all online services.

8. Further Items to reflect:
   a. Student Services Council will re-approach the Work Group list in the next meeting and provide more names as well as any additional items.
   b. Student Services Council will also like to review and come up with a reporting out process in the next meeting.

4. **Information Items / Other**
   a) Instructional Council
      1) Instructional Council is now holding meetings at different locations. The last meeting was held at HSUC.
      2) Jennifer McCandless added that feedback is coming in from the Welcome Back Day, and a lot of it is very relevant to Student Services.
         1. Jennifer McCandless has requested to share the feedback to Student Services Council in a future meeting.
      3) The Logging Certificate was discussed in Instructional Council with specificities to housing development. The idea of privatizing student housing has reached both the interest of the Board as well as BAITS. Currently there may be potential for a land lease platform in order to build student housing on the Redding campus. No timeline is known as outside agencies are providing proposals, with the idea of having a private partnership.
         1. BAITS Division has stated that the Logging Certificate program and outside grant funds (3.2$ Mill to 5$ Mill+) further shows that housing should be considered as the program grows. The ideal location for the Logging program is Burney, but the housing may end up on the Redding main campus.
   b) Technology Priority List
      1) Student Services IT meeting has not happened so far and will be rescheduled.
      2) Sharon Brisolara has requested that more meetings provide Zoom capabilities, so that more extended Staff can attend trainings, etc.
         1. Becky McCall stated that she is looking into pursuing Zoom capabilities for Onboarding/Training Project.
         2. Student Services Council requested that we find a way to retain the videos and training documents.
   c) Area Updates / Announcements
      1) Becky McCall discussed the topic of a student "Preferred Name" compared to "Legal Name". Currently, IT is making sure that the legal name is pulled for State reporting and for 3rd party software. IT wants to make sure that students receive their preferred name and legal name in the correct locations.
         1. Guidance will be created for the student on where/when the "Preferred Name" and the "Legal Name" will be visible and provided, so as to provide transparency to the student.
      2) Sharon Brisolara stated that the Tehama campus new building construction is moving along. October 23rd is the designated date for the groundbreaking ceremony.
         1. Sharon Brisolara highlighted that Tehama had a spot on TV regarding growth as well as a 2% student enrollment increase.
      3) Tina Duenas shared some events happening from Student Life:
         1. September 9th is the 9/11th flag planting in the Quad at 9:00am.
         2. September 11th and 12th, 10-3, student stage is the Blood Drive.
         3. September 17th is constitution day, which is required by federal code/law.
         4. Study Abroad applications are being accepted through October 4th, which are those applying for fall 2020.
         5. September 20th and 28th are both 8th graders day at Shasta College.
         6. October 11th is High School Preview Day.
      4) Jennifer McCandless provided an update on Guided Pathways:
         1. Guided Pathways Team member are visiting faculty meetings to discuss program mapping; suggesting to faculty, that teams work within each discipline and work with counselors.
         2. Guided Pathways Team is still trying to figure out how to do program mapping with extended education.
      5) Tim Johnston provided updates on counseling:

1. Student Ed. Planning Tool training begins September 12th at the Counseling Department Meetings.
2. He advised that faculty are aware of the student ed. planning tool and it will continue to be disseminated.

6) Tim Johnston also provide an update to the new online orientation:
1. Should be released no later than the end of September 2019.
2. Currently a manual clearance will be done until IT can code an automatic process with Colleague.

5. **Meeting adjourned at 10:35 am.**

<u>NEXT MEETING:</u>
The next meeting is scheduled for Wednesday, September 18th from 9:00am – 11:00am in room 2314.
Minutes recorded by: James Konopitski, Administrative Secretary I, Enrollment Services.

Shasta College Institutional Assessment Plan

1. Purpose Statement

Integrated Assessment Planning at Shasta College: Dialog and Improvement across Campus

Integrated assessment ensures that all Shasta College employees directly involved in student learning and success regularly evaluate their practices and improve them as necessary. A strategic and systematic assessment process can improve student learning and help to ensure students leave Shasta College with a core set of values and abilities that will aid their personal success in a variety of contexts. Periodic assessment focuses on what is best for our students, helping to increase student learning and success and narrow achievement gaps, which will subsequently contribute to persistence and completion rates. Faculty, Student Support Services and Library Services work together to assess and to ensure that its resources and processes support student learning; (see pgs. __ to ___ for SS and LS outcome information).

2. Philosophy and Guiding Principles for Instructional Learning Outcomes

Philosophy

Assessment: It's a flashlight, not a hammer.
Faculty routinely conduct a variety of formative and summative assessments in their classes, but it is equally beneficial to carry out these assessments with Shasta College's Institutional Student Learning Outcomes in mind. A thoughtfully aligned assessment plan can improve teaching and learning at Shasta College and make the connections between individual courses, programs, and a Shasta College degree more meaningful for both faculty and students.

Shasta College Instructional Learning Outcomes Assessment defined:
> **Learning outcomes assessment is an intentional, collaborative and systematic practice of design, inquiry, and reflection whose goal is to enhance students' learning at the course, program, and institutional level.**

Learning outcomes assessment is only one component of a reflective, comprehensive assessment practice. Learning outcomes are not synonymous with course grades or course objectives, nor do learning outcomes replace existing methods of assessment. In fact, many of the assessments already in use by faculty can and should be employed as learning outcomes assessments. Learning outcomes assessment provides one pedagogical tool among many for inquiry, data-gathering, and reflection on and improvement of teaching.

An institutionally integrated approach to learning outcomes assessment encourages instructors to design curriculum for our students with key, mutually agreed-upon institutional learning outcomes (ISLOs) in mind.

These ISLOs are a crucial component of the Shasta College Mission Statement: "Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills."

Guiding Principles

The "Guiding Principles of SLO Assessment" adopted in Fall 2010 by the Academic Senate for California Community Colleges provide the philosophical framework for Learning Outcomes Assessment at Shasta College.

Principle One: Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential.

Principle Two: Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals.

Principle Three: SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes.

Principle Four: SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment.

Principle Five: SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty.

Principle Six: Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs.

Principle Seven: Assessment data do not exist in a vacuum and must be analyzed alongside all other factors that may impact achievement outcomes.

Principle Eight: SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other.

Principle Nine: Effective outcomes assessment requires a college commitment of sufficient staff and resources.

Principle Ten: SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.

Principle Eleven: Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is a good professional practice that can benefit programs and students.

3. Instructional Learning Outcomes Process

An Interrelated System of Assessment

There are three levels of interrelated and linked instructional learning outcomes at Shasta College:

- ISLOs (Institutional Student Learning Outcomes) at the institutional level.
- PLOs (Program Learning Outcomes) at the program level
- SLOs (Student Learning Outcomes) at the course level

The connection between each level is explicit. That is, course-level outcomes inform program-level outcomes, which subsequently inform institutional level outcomes. Reporting at the course level provides feedback to the program and reporting at the program level provides feedback to the institution. Assessment information feeds up from each level to the next; however, the key principle of backward design guides the creation of course-level SLOs. Faculty should design course SLOs by considering the students' desired learning outcomes at the institutional level.

Plan Backward

Student Learning Outcomes

Program Learning Outcomes

Institutional Learning Outcomes

Teach Forward
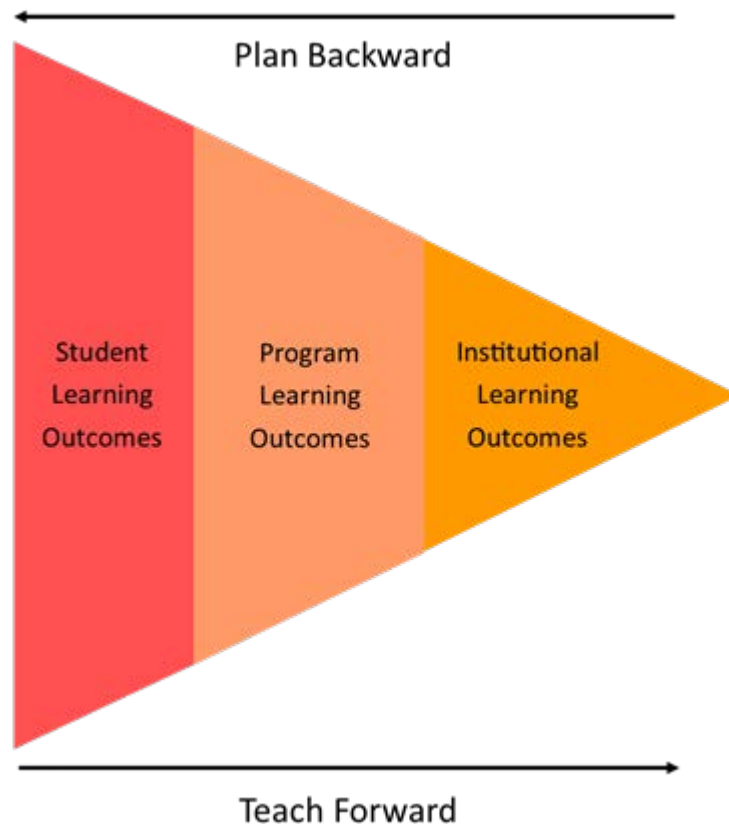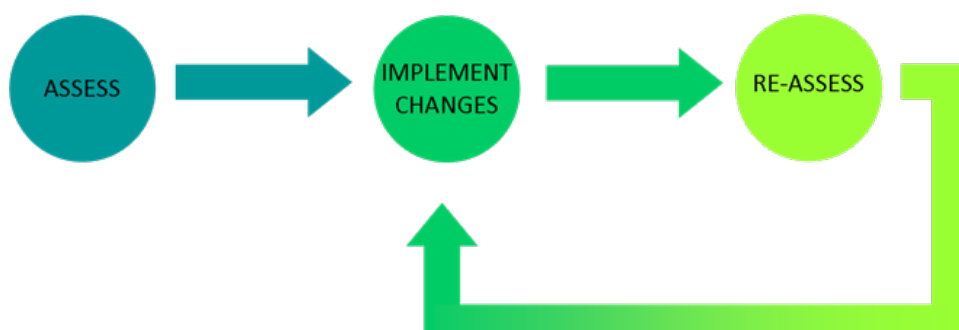
Student Learning Outcomes

SLOs Defined

A course-level student learning outcome (SLO) is a statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of a course.

SLO Process

The 2-Year SLO Cycle

The 2-Year SLO Cycle, approved in 2016 by the SLO Committee and the Shasta College Academic Senate, provides faculty a substantial timeframe within which to reflect upon the results of their learning outcomes assessments, dialog with others, and implement changes to their practice as necessary.

The cycle is comprised of a year of assessment (Year 1: Assessment) followed by a year of reflection, discussion and implementation of changes to improve student learning (Year 2: Reflection and Implementation).

Year 1: Assessment

In the assessment year, Shasta College faculty members measure their courses' student learning outcomes, and then input their findings into our data management system, ~~Tracdat~~Nuventive Improve , for further pedagogical reflection, discussion, collaboration, improvement, and inquiry.

At Shasta College, instructional faculty use SLOs to assess student learning at the course level. A "student learning outcome" (SLO) is a phrase used in teaching to describe the essential skills, attitudes, and abilities a student is expected to have upon successful completion of an academic course. Each

course has a unique learning outcome and assessment process, agreed upon by the faculty who teach the courses.

These findings help inform the success rates of learning at the courses, programs, degrees, and institutional learning outcomes. Below outlines the assessment tasks for year one, best practices for completing the tasks, faculty support for SLO work, and professional development opportunities.

Year 1 Tasks: Assess Student Learning Outcomes and Input Findings

1. Task 1: Faculty administers the course SLO assessment, and assesses student learning according to the predetermined SLO.

    a. Best Practice: Faculty reads and reviews the course SLO during the assessment year, making changes according to SLO handbook. Find the SLO handbook here _____.

    b. Support:

        i. SLO Resource Center. Each course has a unique learning outcome and assessment process, which can be found here_____.

        ii. SLO Division Liaisons. Contact your Division Liaison with questions about SLO processes, deadlines, or resources. A list of Division Liaisons can be found here_____.

2. Task 2: Faculty members enter the SLO assessment findings for each course into ~~TracDat~~Nuventive Improve into an easy to an automated [prompt or link]. Outcomes data is entered when grades are submitted, for later reflection, discussion, collaboration, improvement, and inquiry.

    a. Best Practice: Faculty members reflect on student success rates in each course, consider potential needed changes to assessment or pedagogy, and identify helpful PD opportunities or projects.

    b. Support:

        i. ~~TracDat~~Nuventive Improve Data Input Sessions. During the assessment year, there will be guided sessions for faculty who would like to get help uploading the current SLO data into ~~TracDat~~Nuventive Improve , or finding and accessing past data.

        ii. FLEX SLO PD opportunities

        iii.   SLO Division Liaisons

        iv.   SLO Coordinator(s).

3. Task 3: Faculty review SLOs to make sure they are effective, backward designed, and yielding meaningful information about student learning at the course level.

   a. Best Practice:

   b. Support:

        i.   FLEX SLO PD opportunities

        ii.   SLO Division Liaisons

        iii.   SLO Committee & SLO Coordinator(s).

4. (Optional) Specialized SLO Assessment Project: In addition to regular SLO assessment, faculty can propose an individual or collaborative SLO assessment that differs from the mutually agreed upon department or course assessment. Faculty Inquiry Groups can also be formed to propose a specialized assessment project to improve student learning, pedagogy, and assessment. Faculty assessment projects can make SLO work and pedagogical inquiry meaningful, collaborative, and personally relevant. Get PD hours and research learning outcomes at the same time.

   a. Support: SLO Coordinator(s). Contact your SLO Coordinator at _____.

Year 2: Reflection and Implementation
In the second year, our institution focuses on reflection and implementations for improvement. During SLO Flex Days, Shasta College stakeholders reflect on all levels of student learning: the course level, the program level, the student services level, and the institutional level.

During year two, faculty members focus on pedagogical reflection, discussion, collaboration, improvement, and inquiry. Faculty members review data from student learning outcomes from year one. Faculty members also reflect on course assessments and course design to identify, discuss, or develop specific strategies for improving student learning at the course level. [Department Coordinators do this at the program level.] Ideas generated during year two are reported in ~~TracDat~~Nuventive Improve for further pedagogical reflection, discussion, collaboration, improvement, and inquiry.

These findings help inform strategies for improving learning at the course, program, degree, and institutional level, and inform stakeholders. Below outlines the assessment tasks for year two, best practices for completing the tasks, faculty support for SLO work, and professional development opportunities.

Year 2 Tasks: Reflect on Learning Outcomes and Input Improvement Strategies *OR* Input Specialized SLO Assessment Project/ FIG Findings

1. Task 1: Reflect on student learning assessment outcomes from year one.

   a. Support:

      i. Learning Outcomes Resource Center. Each course has a unique learning outcome and assessment process, which can be found _____.

      ii. SLO Division Liaisons. Contact your Division Liaison with questions about SLO processes, deadlines, or resources. A list of Division Liaisons can be found here_____.

2. Task 2: Participate in SLO reflection, discussion, collaboration, improvement, inquiry, or professional development.

   a. Support:

      i. Attend SLO FLEX DAY

      ii. Participate in specialized SLO assessment projects, or SLO FIGS.

      iii. Attend an SLO related conference or symposium.

3. Task 3: Input ideas generated during year two in ~~TracDat~~Nuventive Improve for further pedagogical reflection, discussion, collaboration, improvement, and inquiry when they are completed, or when grades are submitted for the semester.

   a. Support:

      i. ~~TracDat~~Nuventive Improve Data Input Sessions. During the assessment year, there will be guided sessions for faculty who would like to get help uploading their reflection data into ~~TracDat~~Nuventive Improve, and/or finding and accessing past data.

5. (Optional) Develop New Specialized SLO Assessment Project: Propose a new individual or collaborative SLO assessment or SLO Faculty Inquiry to improve student learning, pedagogy, and/or assessment, or to make SLO work and pedagogical inquiry more meaningful, collaborative, or personally relevant. Get PD hours and research learning outcomes at the same time.

      i. SLO Coordinator(s).

Program Learning Outcomes

PLOs Defined

A program learning outcome (PLO) is a measurable statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of requirements for the degree or certificate.

PLO Process

- SLOs are mapped to PLOs so that assessments of course outcomes lead to program assessment. This will provide data for program review.
- Success indicators are designated for each program outcome (such as 85% of sections report individual outcomes are being met)
- PLO results will be reported in program reviews every two years in a brief narrative that indicates collaborative discussion amongst faculty when relevant and that examines trends, points of inquiry, and/or key results for each PLO
- Faculty may choose to create supplemental assessments for program level outcomes, such as a capstone project with a separate rubric, if doing so meets program needs
- Program faculty will have access to tools and resources that provide useful aggregate data, to include aggregate level course success and retention information (disaggregated by demographics and mode of instruction), fill rates, and mode of instruction.
- To preserve the purpose of learning outcomes work as an inquiry-based practice that helps program faculty understand and improve student learning, PLO results will not be used as a basis by the Program Review Committee (PRC) for recommending corrective action to or discontinuance of individual programs.
- Program faculty should complete the curriculum review as part of the program review cycle rather than arbitrary updating to meet the regulatory review requirements.
- Program reviews should include an analysis and discussion related to Institution-set Standards for course success rates.
- Program reviews should indicate planned improvements and initiatives/resource requests that will be submitted into the planning process.

Institutional Student Learning Outcomes

ISLOs Defined

Institutional Student Learning Outcomes (ISLOs) are statements about the knowledge, skills, attitudes, and abilities a student is expected to develop as a result of their total experience with any aspect of the college, including courses, programs, and student services. ISLOs help to clarify our mission to ourselves and our students.

Shasta College ISLOs

Shasta College assesses the following seven ISLOs:

1. Critical thinking: the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques.
2. Effective communication: the ability to effectively use written, oral and nonverbal communication.

3. Quantitative reasoning: the ability to use appropriate mathematical methods
4. Information competency: the ability to find, evaluate, use and communicate information in all its various formats.
5. Community and global awareness: an understanding of community and global issues and cross-cultural awareness.
6. Self-efficacy: the confidence and ability to perform the courses of action required to effectively meet personal, social, academic and professional goals.
7. Workplace skills: the ability to perform effectively at work.

ISLO Process

- All PLOs are mapped to ISLOs, so that program-level data is the primary means of assessing ISLO achievement.
- Two ISLOs are assessed per semester
- Indicators for achievement are designated (such as 85% of linked program outcomes achieved)
- Direct ISLO assessments can be used if advised by the SLO committee or Academic Senate. These may be needed during a transition/mapping/alignment period.
- Direct ISLO assessment through focused, interdisciplinary, artifact-driven projects (for example, using the VALUE rubrics from the AACU's Leap Initiative to assess student artifacts) is a valuable practice for institutional inquiry and knowledge, and should be supported and guided by the SLO committee
- Faculty receive FLEX hours for involvement in ISLO faculty inquiry groups.

4. Roles and Responsibilities

Faculty
Learning outcomes assessment encourages intentional and effective design practices that guide faculty in considering how their course assignments lead to the knowledge, skills, abilities, or attitudes students should gain from a specific course, as well as how course outcomes align with program and institutional outcomes. To this end, faculty play a crucial role and have a variety of responsibilities in instructional learning outcomes assessment. This systematic process provides one means of pursuing excellence in the classroom through consistent assessment and subsequent improvement.

Year 1: Assessment
- Administer SLO assessments to students to assess rates of student success in acquiring the course SLOs (the core knowledge, skills, attitudes and abilities expected upon successful completion of the course)
- Submit SLO assessment results for each course for future discussion and accreditation compliance, including the rates of success and a summary analysis of the results.
- Courses taught "off-cycle" (in non-assessment years) should be assessed in the year they are taught.

Year 2: Reflection and Implementation

- o Implement improvements at the course level by reflecting on results for each course; this may be done individually and/or in dialog with other instructors
- o Submit reflection results individually and/or in dialog with other instructors

Ongoing:

- o Develop and review course-level SLOs and assessments
- o Consult resources such as the Learning Outcomes Resource Center and Shasta College Learning Outcomes Handbook as necessary
- o Participate in optional SLO Discussion Days, Faculty Inquiry Groups (FIGs), or professional development in assessment
- o Provide representation on the SLO Committee and other learning-outcome-related work groups
- o Collaborate with colleagues to analyze, adjust, and improve all aspects of course design, delivery, and services based on assessment results
- o Participate in optional ISLO faculty inquiry groups or campus-wide assessments

Program Review:

- o Review and report PLO results during each 2-year Program Review cycle
- o Complete the program review in collaboration with the Program Review Committee every two years, according to established criteria

SLO Coordinators

The SLO Coordinators are responsible for providing leadership and guidance to faculty and staff for the development, assessment, and ongoing sustainability of student learning outcomes at the course, program, and institutional levels. The role of the learning outcomes coordinators includes:

- Serve as co-chair of the SLO Committee and take a leadership position in related goal-setting
- Work collaboratively with the Division Liaisons, the SLO Committee, Research staff, and the Dean of Institutional Effectiveness to ensure learning outcomes goals are achieved
- Coordinate with Academic Senate and College Council to update and maintain currency of the Institutional Assessment Plan (IAP).
- Provide educational and training activities pertaining to the assessment of student learning outcomes for faculty
- Provide training for faculty on the assessment management system
- Maintain the SLO Committee webpage, the Learning Outcomes Resource Center, and other online college resources related to assessment
- Regularly update the Vice President of Instruction, the Academic Senate, and other groups on assessment goals and progress
- Keep current on assessment policies and practices at the state and local level and actively disseminate this knowledge to faculty, staff, and administrators on a regular basis.
- Keep current on accreditation requirements related to learning outcomes assessment and work to align campus-wide assessment practices with those requirements

SLO Committee

The Student Learning Outcomes (SLO) Committee is a standing subcommittee of the Academic Senate. The Academic Senate, acting through the Executive Committee, relies primarily upon the recommendations of the SLO Committee for matters concerning Learning Outcomes. The Academic Senate will ordinarily accept the SLO Committee's recommendations, except when exceptional circumstances and compelling reasons exist. All actions of the SLO Committee requiring actions by the Board of Trustees must be approved by the Executive Committee before transmission by the Academic Senate, or designee, to the board.

- Each cycle year, the SLO Coordinator and SLO Committee will provide structure and support for the successful completion of learning outcomes assessment work by sponsoring assessment-related workshops, answering questions, and directing faculty to relevant resources.
- Provide guidelines and standards for the implementation of the SLO Cycle at the course, degree, certificate, and institutional level.
- Provide resources in support of the SLO process and to assess needs for additional campus-wide resources in support of the SLO process, making recommendations and requests, as appropriate.
- Initiate campus-wide communication on the SLO process, including dissemination of information as well as interactive dialogue.
- Research and make recommendations on the inclusion of SLOs into institutional decision-making processes.

SLO Division Liaisons

SLO Division Liaisons are faculty trained in assessment practices to assist division faculty members with learning-outcomes-related policies and procedures.

- Assist Area Coordinators in their division with learning outcomes assessment and process-related questions
- Support division faculty with SLO training opportunities
- Help train new division faculty on SLO reporting processes and expectations
- Assist with division-related activities and planning for SLO Discussion Days
- Attend SLO meetings as necessary
- Report out during division meetings on assessment-related professional development opportunities and campus assessment activities
- Relay faculty feedback regarding assessment projects to the SLO Coordinator and Committee

Area Coordinators

- Assist in coordinating assessment efforts for individual departments or areas
- Support area faculty's submission of course-level assessment results
- Periodically review mapping of SLOs/PLOs/ISLOs in individual departments or areas and connect area faculty to resources (SLO Coordinator, Division Liaisons) who can assist with mapping as necessary

Deans

- Ensure time at division meetings for assessment-related updates
- Support and disseminate professional development opportunities related to assessment
- Ensure new faculty receive information about assessment duties and request appropriate access for new hires to the Assessment Management System

Academic Senate

- Reviews and makes recommendations regarding any proposed changes to learning outcomes policies and procedures. In accordance with ASCCC Resolution 17.04 S 15, "Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures," "the adoption and revision of local policies and procedures regarding student learning outcomes data collection, assessment, and use are academic and professional matters requiring collegial consultation with local academic senates, with either mutual agreement or a primary reliance on the recommendation of the academic senate prior to implementation."
- As a local senate of the ASCCC, Shasta College's Academic Senate should support faculty participation in the learning outcomes process as described by the ASCCC "Guiding Principles of SLO Assessment."

Office of Research and Institutional Effectiveness

- Provides timely and comprehensive information to faculty, liaisons, divisions, campus and community regarding data trends
- Provides adequate staffing to support faculty research-based inquiry, including the support of learning outcomes assessment
- Provides timely and relevant data in support of program review, area planning, and resource allocation
- Provides adequate staffing to support faculty in navigating the Assessment Management System

Program Review Committee

In accordance with AP 4020, "Program Review is a process designed to assist instructional programs to review base line quantitative and qualitative data, and when necessary, define corrective action that leads to measurable improvement of a program. Through the auspices of the Program Review Committee (PRC), a collective supportive effort is formalized that assists in the analysis and assessment of programs that need to develop a plan of action that leads to program improvement."

- Program Reviews are reviewed every other cycle (I.e., every four years) by the Program Review Committee.
- The PRC will review and discuss a program's PLO assessment results as one component of the program's efforts to improve student learning rather than as a set of data indicative of the program's success. To preserve the purpose of learning outcomes work as an inquiry-based practice that helps program faculty understand and improve student learning, PLO results will not be used as evidence for recommending corrective action to or discontinuance of individual programs.

5. Philosophy and Guiding Principles for Student Services and Library Outcomes

Process for Library and Student Service Outcomes

Library Services Student Learning Outcomes (LSLOs)

A Library Student Learning Outcome is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successfully using library services.

The Student Services Division assesses Service Area Outcomes (SAOs) and Student Service Learning Outcomes (SSLOs).

Service Area Outcomes (SAOs)

Service Area Outcomes occur across campus and are designed to assess and improve institutional effectiveness. SAOs measure the extent to which the services within specific areas support the pathway to student success. Often, a SAO is a statement about what a customer will experience or receive as a result of a given service. A customer can be anyone receiving a service, including students, faculty, staff or community members.

Each service area should have outcomes defined that focus on either:
- **a process**, which focuses on services being provided efficiently, accurately and equitably, OR
- **client satisfaction**, which focuses on support being provided by the program/department in a satisfactory manner

Student Services Learning Outcomes (SSLOs)

A Student Services Learning Outcome (SSLO) is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successful completion of a student services activity (e.g. counseling appointment, orientation, assessment, field trip).

SAO/SSLO Process

The following Student Services departments gather SAO data each fall through a common survey:

- Admissions and Records / Financial Aid (One-Stop)
- Assessment Center
- CalWORKS
- Counseling Center
- Enrollment Services Office
- EOPS/CARE
- PACE
- Sci-Fi
- Student Success Center
- Transfer Center
- TRIO – Student Support Services
- Veterans Center
- Gateway to College

- UMOJA
- Tehama Campus Student Services

- STEP-UP
- Trinity and Intermountain Campuses Student Services

Individual departments may develop separate instruments to gather SAO / SSLO data at the time of service (e.g. Transfer Center field trips, Counseling department surveys, One-Stop "point of service" surveys, etc.) Foster and Kinship Care Education, Student Housing, Student Life, TRIO Talent Search and TRIO Upward Bound will gather SAO/SSLO data as appropriate to the individual programs.

SAO/SSLO training will be provided during Student Services Council meetings each semester. Administrative Secretaries receive additional training to support reporting in Nuventive Improve. The AVP/Dean of Enrollment Services serves as the liaison to the SLO Coordinator and SLO Committee.

Fall: Assessment

- The primary means of data for outcomes will be derived from a common survey distributed to all students in the fall.
- SAO/SSLO assessment results are reported and entered in Nuventive Improve by the beginning of the spring term.

Spring: Reflection and Implementation
- Student Services faculty and staff dialogue about outcome results and discuss needed changes. A summary of these conversations is reported through Student Services Council and the "application of results" are noted in Nuventive Improve by the end of each spring term.
- When necessary, Student Services faculty and staff will propose changes to SAOs or SSLOs, assessments, and/or service design to the Student Services Council. The Student Services Council will review and approve recommended changes.
- SAO/SSLO results will inform annual area plan initiatives the following fall. Reassessment will occur the following fall – after the implementation of updated services or processes.
- The SLO Committee provides the guidelines for reflection year reporting—a narrative form that explains how Student Services faculty and staff will "close the loop" of assessment in individual departments by implementing any necessary changes and re-assessing.
- Student Services faculty and staff revisit SAO/SSLO - ISLO mapping and adjust as needed and use the backward design process to guide changes.

ISLO Process

- SAOs/SSLOs are mapped to ISLOs. Student Services will collaborate with the SLO Committee to assess applicable ISLOs.

Department Review:
- Departments will complete department reviews every two years. SAO/SSLO results will be aggregated and reported each review cycle. The first department review will be due fall 2019 and every two years thereafter.
- The following departments will complete department reviews and may submit annual area plan initiatives:

- Admissions and Records / Financial Aid (One-Stop)
- Assessment Center
- CalWORKS
- Counseling Center
- Enrollment Services Office
- EOPS/CARE/SCI*FI
- Foster and Kinship Care Education
- PACE
- Student Housing
- Student Life
- Student Success Center
- Transfer Center
- TRIO Student Support Services
- TRIO Talent Search
- TRIO Upward Bound
- STEP-UP
- Gateway to College

Department reviews will inform annual area plan initiatives. The results of annual area plan assessments will be included in department reviews.

6. Accountability

Yearly reporting on the status of assessment efforts at the institution and a periodic review of the IAP processes will help to ensure the success of the Institutional Assessment Plan.

- A yearly report by the SLO Coordinators, with input from SLO Committee, will be presented to the Academic Senate and College Council, highlighting the year's assessment activities, outcomes work done by the coordinators and committee over the year, and any special faculty assessment projects.
- Periodically, the effectiveness of the Institutional Assessment Plan will be reviewed by an ad hoc Institutional Assessment Committee formed by College Council, to report to Academic Senate and College Council.

7. Requirements for Implementation of the IAP

The following requirements have been identified by the Institutional Assessment Task Force, in consultation with the SLO Committee, as necessary for the implementation and success of the Institutional Assessment Plan.

1. Compensated division liaisons (10-hr stipends/semester)
2. Faculty FLEX hours (from the floating 42) for any assessment-related activities, including workshops, FIGs, etc., not directly related to the actual assessment and submission of assessment results.
3. Consistent training on assessment practices for faculty and staff, including the creation of explanatory resources for new and existing employees.
4. Consistent timelines and expectations disseminated to all faculty and staff responsible for student learning and success
5. Assessment liaisons for Student Services learning outcomes
6. Assessment Management System Requirements
    - Data visualization tools

- Faculty dashboard in which they can readily see/find results from their own courses, chart/graph outcomes over longer periods (year to year) for their courses, see aggregate results from multi-section courses they teach.
- SLOs should aggregate and feed to PLOs so that there is aggregate data for both SLOs analysis and PLOs. PLOs are linked to ISLOs to support the assessment of institutional outcomes.

7. Institutional Assessment Committee formed by College Council periodically to review the IAP and assess our campus-wide assessment efforts (both instructional and student-services sides).
8. Adequate staffing in Research to support faculty and staff outcomes assessment.

Program Evaluation Cycle
Data Elements
Draft

In the program evaluation process, all programs will have the following student success metrics available disaggregated by demographics (age, gender) and equity populations:
- Persistence (fall to spring)
- Completion (students earning a certificate, degree or are transfer-prepared)
- Course Success (A, B, C or P)
- Through-put (complete transfer-level English and math within the first year)
- Units Earned per Semester

Additionally, programs may use the fall survey results, CCSSE results and other program-specific assessments.

2019-2020	**Program Cohort Operational Definitions x term**	**Contact**
• Admissions and Records	students registered	Becky McCall
• Financial Aid	students who received financial aid	Becky McCall
• New Applicant Outreach	students who applied and then registered	Carly Gordon
• Shasta Summit	students in identified course sections	Michelle Fairchild
• Extended Education Tehama, Trinity, Intermountain	Students by zip code & also students taking at least one course at the location	Sharon Brisolara
• Student Success Center	SARS check-in	James Konopitski

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2020-2021

- Assessment Center   SARS check-in

- Transfer Center   SARS check-in; students using services (eg field trips)

- TRIO Student Support Services   Colleague?

- Veterans Center   SARS check-in when the building is built; Colleague?

2021-2022

- CalWORKs   Colleague?

- EOPS/CARE/SCI*FI   Colleague?

- Student Life / Student Housing
- Foster and Kinship Care Education

2022 - 2023

- TRIO Talent Search
- TRIO Upward Bound
- Gateway to College
- LatinX

2023 – 2024

- Counseling Center

- STEP-UP
- UMOJA
- PACE

Repeat cycle in subsequent years…

Student Services Program Evaluation Template
DRAFT

Department Name:

Year of Current Review:

Department Contact:

Department Contact email:

Who completed this form? (List all those who participated in completing this review.)

Department Overview
   a. What does the department do to contribute to the college mission and student success regardless of location or means of delivery?

   b. Discuss any changes to the department as a result of the previous program and/or external review. Note any resources that the department previously received for improving the program. How did these resources affect outcomes? Were resources previously requested but not received through the Area Planning process?

   c. Describe progress on previous department goals.

   d. Does the department have any future concerns or anticipated changes that could affect operations?

Department Program Effectiveness / Data Analysis

   a. SAO (Service Area Outcomes) or SSLO (Student Services Learning Outcomes) Assessment

What was assessed? How were assessments completed? What was learned? (If a survey was used, please include the number of respondents.)

b. Department / Program Specific Assessments
Were there any assessments or advisory committee recommendations that are unique to the program? If so, please describe the instrument(s), results and next steps.

c. Progress on *Vision for Success*, *Guided Pathways*, Strategic Plan, Student Equity Plan and Enrollment Management Plan initiatives
What did the department do? What has been the impact of these actions to date? What next steps will be taken?

d. Program Needs and Opportunities
1. Summary of Needs and/or Opportunities for Improvement
Given your analysis of the various program assessments described in the previous section, what are the most pressing needs and/or opportunities for improvement? What resources are needed?

2. Action Plan
What steps will your department take to address the needs and/or opportunities for improvement identified above? Which Institutional Goal(s) listed in the Educational Master Plan will be addressed? List major activities, required resources, person(s) responsible and timeline for each activity.

Student Services Program Evaluation / Strategic Planning Template

Department Name:

Year of Current Review:

Department Contact:

Department Contact email:

Who completed this form? (List all those who participated in completing this review.)

Department Overview

a. What does the department do to contribute to the college mission and student success regardless of location or means of delivery?

b. Discuss any changes to the department as a result of the previous program and/or external review. Note any resources that the department previously received for improving the program. How did these resources affect outcomes? Were resources previously requested but not received through the Area Planning process?

c. Describe progress on previous department goals.

d. Does the department have any future concerns or anticipated changes that could affect operations?

Department Program Effectiveness / Data Analysis

a. SAO (Service Area Outcomes) or SSLO (Student Services Learning Outcomes) Assessment

What was assessed? How were assessments completed? What was learned? (If a survey was used, please include the number of respondents.)

b. Department / Program Specific Assessments
Were there any assessments or advisory committee recommendations that are unique to the program? If so, please describe the instrument(s), results and next steps.

c. Progress on *Vision for Success*, *Guided Pathways*, *Strategic Plan*, *Student Equity Plan* and *Enrollment Management Plan* initiatives
What did the department do? What has been the impact of these actions to date? What next steps will be taken?

d. Program Needs and Opportunities
   1. Summary of Needs and/or Opportunities for Improvement
   Given your analysis of the various program assessments described in the previous section, what are the most pressing needs and/or opportunities for improvement? What resources are needed?

   2. Action Plan
   What steps will your department take to address the needs and/or opportunities for improvement identified above? Which Institutional Goal(s) listed in the Educational Master Plan will be addressed? List major activities, required resources, person(s) responsible and timeline for each activity.

STUDENT SERVICES AREA PLANS 2020 - 2021
(Fall 2019)

Timeline:

Nov. 1   Submit proposals in Nuventive Improve

Nov. 6   Present initiatives; review rubric and ranking sheets

Nov. 20   Finalize initiative rankings and scores due

Dec. 4   Discussion /Results /Approval / Submit to College Council

Admission Requirements: Special Programs   **AP 5005**

The Nursing, Dental Hygiene, Early Childhood Education Center, and Equipment Operations and Maintenance programs have special admission requirements and/or criteria, including testing requirements as stated in BP/AP 3351-Student Drug and Alcohol Testing and Criminal Background Checks.

NURSING AND DENTAL HYGIENE PROGRAMS

The following Nursing and Dental Hygiene programs have special admission eligibility requirements listed on the Health Sciences and University Programs website at http://www.shastacollege.edu/:

(a) Nursing (ADN) – Associate Degree Nursing

(b) Nursing (LVN) – Licensed Vocational Nursing

(c) Nursing (CNA) – Nurse Aide/Home Health Aide

(d) Dental Hygiene

EARLY CHILDHOOD EDUCATION CENTER PROGRAM

The Early Childhood Education Center program has special admission eligibility requirement listed on the Early Childhood Education Center Program website at http://www.shastacollege.edu.

EQUIPMENT OPERATIONS AND MAINTENANCE PROGRAM

The Equipment Operations and Maintenance program, in conjunction with Constructional Technology, has special admission eligibility requirements. Relevant course names are listed on the Construction Technology website, with links to each course stating the special requirements, at http://www.shastacollege.edu.

Board Reviewed 7/14/10

Open Enrollment   **AP 5052**

Reference: *Title 5, Sections 51006, 58106 and 58108*

All courses of the District shall be open to enrollment in accordance with Board Policy 5052 and a priority system consistent with ~~Administrative Procedure~~ AP 5055 Enrollment Priorities. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations as determined by the ~~appropriate college designee~~Assistant Superintendent / Vice President of Instruction, or designee.

No student is required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in ~~Administrative Procedure~~ AP 5055 Enrollment Priorities and in District programs that ~~have~~ permit restricted enrollment as listed in the College Catalog. such as Nursing (ADN), Nursing (LVN), Nursing (CNA), Dental Hygiene, Early Childhood Education, Equipment Operations and Maintenance, the Fire Academy, Health Information Management (HIM BS), Medical Assistant, Medical Scribe, Pharmacy Technician. These programs have special admission requirements and/or criteria, including testing requirements as stated in BP/AP 3351 Student Drug and alcohol testing and Criminal Background Checks.

Students are not required to participate in any pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in ~~Administrative Procedure~~ AP 5055 Enrollment Priorities and District programs that ~~have~~ permit restricted enrollment. ~~as per Board Policy/Administrative Policy 5005~~described in the Special Programs section of this policy.

A student may challenge an enrollment limitation on any of the following grounds:

- The limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- The District is not following its enrollment procedures; or
- The basis for the limitation does not in fact exist.

Board Reviewed 11/11/09

Attendance **AP 5070**

Reference: *Title 5, Sections 58000 et seq.*

Per Title 5 regulations, accurate attendance records must be maintainedThe District will comply with State attendance accounting requirements. State apportionment to the District depends on accurate records which are audited each year. Attendance accounting and procedures shall be under the direction of the Associate Vice President of Student Services / Dean of Enrollment Services. Requirements include the following broad areas as follows:

- Students absent from class for recognized school activities will be noted on the District census records.

- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course.

- Selection of a single primary term length for credit courses.

- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15).

- Compliance with census procedures prescribed by the state California Community College Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.

- Preparation of census day procedure tabulations.

- Preparation of actual student contact hours of attendance procedure tabulations.

- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.

- Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.

- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.

- The District shall maintain an academic calendar of at least 175 days during the fiscal year.

Board Reviewed 7/14/10

Disabled Students Programs and Services
(Partners in Access to College Education)   AP 5140

Reference: ~~Education Code Sections 67310 and 84850;~~ *Title 5, Sections 56000 et seq.~~;~~* ~~Section 504 Rehabilitation Act of 1973; Title 2, Americans with Disabilities Act Title III-4.2300~~

Introduction

The Shasta-Tehama-Trinity Joint Community College District (the District) will adhere to the following procedures for ensuring th-at students with documented disabilities receive reasonable and appropriate academic adjustments, auxiliary aids, services, and/or instruction. These procedures are in accordance with the Office of the California Community College Chancellor (Chancellor's Office) Implementing Guidelines for ~~the~~ Title 5 Regulations, Disabled Students Programs and Services. The District acknowledges that Disabled Student Programs and Services (DSPS) has been delegated authority by the Chancellor's Office to prescribe academic adjustments, auxiliary aids, services, and/or instruction for students who have been ~~certified~~ verified as having a disability. The program at Shasta College will be known as Partners in Access to College Education (PACE).

~~The fundamental principles of non-discrimination and reasonable accommodation in academic programs are identified in the implementing regulation for Section 504 of the Federal Rehabilitation Act of 1973. Section 504 regulations provide that:~~

~~"No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any…post-secondary education program or activity… [34 C.F.R. § 104.43(a)]"~~

~~"{An institution}…shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student…. Modifications may include changes in length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [34 C.F.R. § 104.44(a)]~~

Mission Statement

The mission of ~~Disabled Students Programs and Services~~Partners in Access to College Education (~~DSPS~~PACE) is to support students in acquiring equal access to Shasta College programs and facilities~~,~~ to provide services and instruction ~~for~~ that assist students in reaching their educational goals, ~~optimal level of achievement while developing lifelong skills,~~ and to serve as a partner in providing specialized resources for students, faculty, staff, and the community.

Goals and Objectives

Through the Integrated Planning Cycle, Shasta College assesses its institutional effectiveness through planning processes that link to one another in a cycle of assessment, goals and

Disabled Students Programs and Services
(Partners in Access to College Education)   **AP 5140**

objectives, program review, resource allocation, plan implementation, and re-assessment. ~~Disabled Students Programs and Services~~Partners in Access to College Education participates fully in this process. This information is included in the DSPS Program Plan that is submitted to the Chancellor's Office and available on the PACE website.

Definitions of Disability Categories and Student Eligibility

In order to be eligible for academic adjustments, auxiliary aids, services and/or instruction, a student must have a disability which is verified and which results in an educational limitation. The existence of a disability may be verified by one of the following means:

1. observation by certificated disability-services staff member;

2. assessment by certificated disability-services staff member;

3. review of documentation by certificated staff provided by appropriate agencies or by a certified or licensed professional outside of the disability services office.

For students requesting services for a learning disability, the ~~DSPS~~PACE staff will evaluate previous documentation and can provide learning disability assessments in compliance with the guidelines for learning disability testing provided by the California Community College Chancellor's Office.

The certification of a disability by ~~DSPS~~PACE is binding upon the District. The ~~DSPS~~PACE professional staff possesses the necessary education and training, as prescribed by the Chancellor's Office, to make these decisions. All evaluation of documentation related to a disability will be done by ~~DSPS~~PACE. ~~Should a student present or offer such documentation to a faculty member, staff, or administrator, that individual should refer the student and documentation to the DSPS Office.~~ Stu-dents requesting ~~DSPS~~PACE services for the first time must complete a program application. Although federal law specifies that a student does not have to register with the ~~DSPS~~PACE Office, the evaluation of documentation must be done by ~~DSPS~~PACE. ~~DSPS~~PACE adheres to a strict code of confidentiality pertaining to documentation and will not release information without first obtaining written consent from the student.

There are ~~eight~~ ten categories of disabilities. Specific definitions can be found in Title 5, Section IIIA, Articles 56032-42.

1. Deaf and Hard of Hearing (DHH) –Total or partial loss of hearing function that limits the student's ability to access the educational process.

2. Acquired Brain Injury (ABI) – A deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory-perceptual abilities, and limits the student's ability to access the educational process.

Disabled Students Programs and Services
(Partners in Access to College Education)   **AP 5140**

3. Intellectual Disability (ID) - Significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process.

4. Learning Disability (LD) - ~~Learning disability is defined as a~~ A persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the students' ability to access the educational process. To be categorized as learning disabled a student must meet the ~~following~~ criteria established by the Chancellor's Office Learning Disability Eligibility and Services Model (LDESM). ~~through psycho-educational assessment verified by a qualified specialist certified to assess learning disabilities:~~

   - ~~Average to above average intellectual ability~~
   - ~~Statistically significant processing deficit(s)~~
   - ~~~~

   ~~And/or~~

   - ~~Statistically significant aptitude-achievement discrepancy(ies)~~

5. Physical Disability – A limitation in locomotion or motor functions. These limitations are the result of specific impacts to the body's muscular-skeletal or nervous systems, and limit the student's ability to access the educational process.

6. Blind and Low Vision – A level of vision that limits the student's ability to access the educational process.

7. Mental Health Disability – A persistent psychological or psychiatric disability, or emotional or mental illness that limits the students' ability to access the educational process.

8. Attention Deficit Hyperactivity Disorder – A neurodevelopmental disorder that is a persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process.

9. Autism Spectrum Disorders – Neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning.

10. Other Health Conditions and Disabilities – Other health conditions and/or disabilities that affect a major life activity, which are otherwise not defined above, but which limit the student's ability to access the educational process.

Disabled Students Programs and Services
(Partners in Access to College Education)   **AP 5140**
<u>**Support Services and Instruction**</u>

Support services that are available through the ~~DSPS~~PACE Counselors and LD Specialists include:

- registration assistance
- disability related counseling
- career and personal counseling
- evaluation of documentation to verify disability and determination of educational limitations
- determination of the specific impact(s) of a disability on a student's ability to access the education process each semester
- authorization of academic adjustments, auxiliary aids, and/or services, ~~and/or instruction~~
- coordination and referral to campus and community resources
- advocacy related to disability
- ~~general education related to disabilities and their impact~~
- provision of learning strategies training
- ~~orientation workshops~~
- screening and evaluation for learning disability

~~Academic adjustments that are directly related to classroom instruction are coordinated through the DSPS Learning Services Office (LSO).~~ Academic adjustments are made following an individualized review by a ~~DSPS~~PACE Counselor. If a ~~DSPS~~PACE counselor is unavailable, the ~~DSPS~~PACE Director or designee shall make interim decisions pending a final resolution so that academic ~~accommodations~~ adjustments are made in a timely manner. Examples of academic ~~accommodations~~ adjustments include, but are not limited to:

- use of auxiliary aids
- scribes
- note providers
- specialized academic coaching
- American Sign Language interpreters
- real-time captioning
- recorded lectures
- proctored course examinations involving the use of academic adjustments

Academic adjustments that are categorized as using assistive technology are processed through the Assistive Technology Lab (ATL). Examples include:

- converting textbooks to an audio format
- converting printed text into Braille
- provision of text to voice technology
- provision of voice to text technology

Disabled Students Programs and Services
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- adapted computers
- assistive technology and software
- creating raised line course material for students with blindness or low vision
- provision of computer screen reading technology for students with blindness or low vision
- provision of enlarged print course material
- arranging for special chairs, tables, and ergonomic devices to be in classrooms for students with back and neck injuries or conditions such as cerebral palsy

Additional academic adjustments include:

- ~~Specialized orientation to environmental/physical aspects of the district facilities~~
- College-wide transportation services that are accessible
- Access to and participation in co-curricular activities that are required as a part of a class

Instruction

~~DSPS~~PACE offers educational assistance classes which are coordinated through the ~~Science, Language Arts, and Math~~ Pathways and Learning Support Instructional Division. These classes produce revenue in the same manner as other general college classes, are approved through the normal curriculum review process, and are designed to enable students with educational disadvantage including disabilities to compensate for educational limitations and/or acquire the skills necessary to complete their educational objective. Educational assistance classes are taught by specially trained instructors who hold the appropriate ~~DSPS~~PACE minimum qualifications as specified in the Minimum Qualifications for Faculty and Administrators in California ~~and~~ Community Colleges, and utilize curriculum, material, and instructional methods specifically designed to address the educational limitations of students with disabilities.

Educational assistance classes utilize student/instructor ratios determined to be appropriate by the District given the educational limitations of the students with disabilities enrolled in each class. Class size should not be so large as to impede measurable progress or to endanger the well-being and safety of students or staff.

~~Special~~ Educational assistance courses offered through ~~DSPS~~PACE are subject to Title 5 policies regarding course repeatability.

Student Rights and Responsibilities

Student Rights:

- Participation in the services provided by ~~DSPS~~PACE is entirely voluntary.
- Receiving academic adjustments, auxiliary aids, services, and/or instruction through ~~DSPS~~PACE shall not preclude the student from also participating in any other course, program or activity offered by Shasta College.

Disabled Students Programs and Services
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- Students have the right to participate in an academic environment free of disability harassment or discrimination.
- All records maintained by ~~DSPS~~PACE personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records as provided in Title 5.

Student Responsibilities:

Students receiving academic adjustments, auxiliary aids, services and/or instruction through ~~DSPS~~PACE shall:

- Provide ~~DSPS~~PACE with the necessary information, documentation and/or forms (medical, educational etc.) to verify their eligibility.
- Comply with the Student Code of Conduct adopted by Shasta College as provided in the college catalog.
- Be responsible in their use of ~~DSPS~~PACE services and adhere to written policies adopted by Shasta College and ~~DSPS~~PACE.
- Whether enrolled in educational assistance classes or general college classes, make measurable progress toward the goals established in the student's Academic Accommodation Plan and meet the academic standards established by the college as applied to all students.

Failure to comply with these standards may result in suspension or termination of ~~DSPS~~PACE services.

Academic Accommodation Plans

An Academic Accommodation Plan (AAP) will be generated and maintained as a record of the interactive process between each ~~DSPS~~PACE student and a ~~DSPS~~PACE certificated staff member regarding the academic adjustments, auxiliary aids, services, and/or instruction necessary to provide the student equal access to the educational process, given the educational limitations resulting from the student's disabilities. When enrolled in educational assistance classes, the AAP shall define measurable progress toward the goals of each class.

Course Substitution and Waivers

In the infrequent event that a ~~DSPS~~PACE counselor has determined that a student is unable to meet the specific requirements of a general education course or graduation competency due to the unique impact of a disability, a petition for course substitution or waiver will be presented to the Scholastic Standards Committee for consideration.

Consideration of a course substitution or waiver is based on the following:

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- Student has provided documentation from the ~~DSPS~~PACE office of a specific disability that directly affects the student's ability to complete the course requirements.
- Course in question is a general education requirement or graduation competency; it is not a part of their major requirement.
- Student has attempted the course in question, meeting section requirements for attendance and submission of assignments.
- Student utilized all authorized academic adjustments, auxiliary aids, and services as documented on the Course Substitution /Waiver Request form.

The ~~DSPS~~PACE counselor will consult with an instructor in the student's area of study or major and with an instructor in the content area for the course in question, and will then determine which course is requested as a substitute for the course in question. This substitution applies only to the degree or certificate earned at Shasta College; it may not necessarily carry over into a transfer institution.

If the disability is of such severity that the student is highly unlikely to pass the course with any of the academic adjustments the institution can identify, a course substitution can be authorized without requiring the student to attempt the course.

If the disability is of such severity that the student is not able to successfully complete the course substitution, a course waiver can be approved. Consideration for a course waiver must include the criteria above, along with documentation to substantiate the claim that the student is unable to successfully complete a substitute course.

Staffing

Employees in all areas of ~~DSPS~~PACE will be qualified professionals who are responsive to the needs of students with disabilities.~~.~~ The director will be responsible for day-to-day operation of ~~DSPS~~PACE. Professional staff will include counselors and instructional faculty who along with the director meet the standards for employment in ~~DSPS~~PACE as outlined in Title 5, the California Educational Code, and the Chancellor's Office Learning Eligibility Model. Clerical and other support staff will ~~be knowledgeable about the needs of students with disabilities and~~ provide timely and effective services in a manner that is respectful and empowering to students.

Opportunities for professional training and development will be offered on an ongoing basis, especially through internet-based collaborative settings and through training opportunities sponsored through the community college system.

Advisory Committee

~~DSPS~~PACE will maintain a community advisory committee to provide advocacy, responsible advisement, and recommendations regarding programs and services to students with disabilities.

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Membership will be comprised of ~~professional~~ representatives of community agencies and programs that provide services to people with disabilities, business and employer representatives, students of Shasta College who receive services through ~~the~~ ~~DSPS~~PACE, local K-12 educators, and members of the Shasta College instructional faculty. ~~DSPS~~PACE staff members will attend advisory committee meetings only to provide information and explanation. Meetings will be held at least once a year, preferably once a semester.

~~Use of Service Animals~~

~~The following procedures support Board Policy 5140 and apply to students, faculty, staff and members of the community who use any Shasta-Tehama-Trinity Joint Community District property or facility. Title III (4.2300) of the Americans with Disabilities Act (ADA) states "a public accommodation must modify its policies to permit the use of a service animal by an individual with a disability, unless doing so would result in a fundamental alteration or jeopardize the safe operation of the public accommodation."~~

~~*What is a Service Animal?*~~

~~A service animal is defined in Title III of the ADA as:~~

> ~~Dogs (or miniature horses in certain circumstances) that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.~~

~~If an animal meets this definition it is considered to be a service animal as defined in the ADA regardless of whether or not it has been licensed or certified by a state or local government or by a private agency. Service animals must be permitted to accompany a person with a disability everywhere at a District facility. If there is a question about whether an animal is a service animal, the DSPS Director or ADA Coordinator will resolve the question after consulting with the student.~~

~~Responsibilities of Persons Using Service Animals:~~

1. ~~The handler must sign a statement of responsibility that verifies use of a service animal as for the handler's disability-related limitations. The student can either submit this documentation to the DSPS office or a designated College official who may elect to forward the information to the DSPS office. DSPS will provide students with a card verifying that the service animal is authorized to be on campus.~~
2. ~~Dogs must be licensed in accordance with county regulations and wear a current and valid vaccination tag. Other types of animals must have vaccinations appropriate for that type of animal.~~
3. ~~Animals must be on a leash at all times.~~

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4. ~~The handler must clean up after the service animal.~~
5. ~~The handler must be in full control of the animal at all times.~~
6. ~~Disruptive or aggressive animals may be asked to leave Shasta College facilities. If the im- proper behavior happens repeatedly, the handler may be told not to bring the animal into any facility until the handler takes significant steps to mitigate the behavior. This mitigation may include muzzling a barking dog or refresher training for animal and handler. Failure by the handler to abide by these responsibilities may lead to the dismissal of the animal and subject the handler to College discipline.~~

~~What is a therapy animal?~~

~~A therapy (also known as emotional support or comfort) animal is one that provides emotional or psychological support to an individual, functioning as a therapy tool. A therapy animal may be an integral part of therapy treatment. The therapy animal does not accompany a person with a disability all the time. Laws protecting service animals do not cover therapy animals, and therefore therapy animals are permitted only in the residence halls in compliance with Fair Housing Laws.~~

Suspension or Termination of ~~DSPS~~PACE Services

Students may have ~~DSPS~~PACE services suspended or terminated for the following reasons:

1. Student abuses, misuses or fails to return ~~DSPS~~PACE loaned equipment
2. Student abuses or misuses ~~DSPS~~PACE services as outlined in the program's written policies and the ~~DSPS~~PACE Academic Accommodation Plan
3. Student is not making progress on his/her Student Education Plan and/or Academic Accommodation Plan.

Written notification of an impending suspension of ~~DSPS~~PACE services will be sent to the student~~,~~ by certified U.S. mail~~,~~ at least five (5) school days before the suspension is to take effect. The writ-ten notice will identify the cause of the suspension, the effective date of the suspension and the duration of the suspension. The written notice will inform the student as to how and to whom an appeal of the suspension of ~~DSPS~~PACE services may be made.

Students who have had a service or services suspended or terminated have the right to appeal this decision using the Disability-Related Student Grievance procedures listed below. Students who have grievances about issues not directly related to their disability should follow the general procedure for Student Grievances (AP 5425).

Resolution of Disagreements related to ~~DSPS~~PACE Services

Students with disabilities have the right to appeal any decision regarding academic adjustment, auxiliary aids, services, and instruction provided by the Shasta-Tehama-Trinity Joint Community College District. This may include perceived denials of academic adjustments or auxiliary aids, suspension of services, or other decisions regarding academic adjustments and use of auxiliary aids. An individual has the right to file a formal written complaint at any time under AP 343~~0~~5,

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based on unlawful discrimination, including disability discrimination or harassment. Authorized accommodations or academic adjustments ~~should~~ will be delivered during the appeal process.

Grievances generally relate to specific areas of concern:

- Grievance with ~~DSPS~~PACE for not authorizing a requested accommodation, academic adjustment, auxiliary aid, service, and/or instruction. (1st level)
- Grievance with ~~DSPS~~PACE for not providing an authorized accommodation, academic adjustment, auxiliary aid, service, and/or instruction (1st level)
- Grievance with ~~DSPS~~PACE for suspension of services (2nd level)
- Grievance with another faculty/staff/administrator (non-~~DSPS~~PACE employee) for not complying with an authorized academic adjustment (1st level)
- Allegation of disability harassment or discrimination (AP 343~~0~~5 – *Discrimination and Harassment Complaints and Investigations ~~Prohibition of Unlawful Discrimination or Harassment~~*)
-

FIRST LEVEL – Informal Grievance:

Students with a grievance against ~~DSPS~~PACE for not authorizing, not providing, or for denying the use of an academic adjustment, auxiliary aid, service, and/or instruction ~~or not providing an academic adjustment, auxiliary aid, service and/or instruction as authorized~~ should first attempt to resolve the matter by means of an informal meeting with the person(s) against whom the student has the grievance.~~, generally the counselor, LD specialist, or staff member responsible for providing the academic adjustment, auxiliary aid, service and/or instruction.~~ This discussion should be timely, optimally within ten (10) school days of the alleged incident.

~~Students who believe an authorized academic adjustment, auxiliary aid, service and/or instruction is being denied or ignored by a district employee such as an instructor or other employee should first attempt to resolve the matter by means of an informal meeting with the person who the student believes is not complying with the academic adjustment, auxiliary aid, service and/or instruction. This discussion should be timely, optimally within ten (10) school days of the alleged denial.~~

SECOND LEVEL – Informal Grievance:

Students who are dissatisfied with the outcome of their meeting with either the ~~DSPS~~PACE staff member or another district faculty/staff/administrator can schedule an appointment with the Director of ~~DSPS~~PACE. Students should bring their referral for academic adjustment, auxiliary aid, service and/or instruction along with the relevant information about dates of requests, services not received, and responses to their previous inquiries. Students should address these concerns to the Director of ~~DSPS~~PACE within ten (10) school days of the first level meeting:

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Director, ~~Disabled Students Programs and Services~~Partners in Access to College Education
Shasta-Tehama-Trinity Joint Community College District
P.O. Box 496006
Redding, CA 96049-6006
(530) 242-7799 (voice)

The Director may conduct an informal inquiry with various parties involved in the alleged ~~inci- dent~~ incident and inform students verbally of the resolution. The Director ~~should~~ will communicate this resolution to the student within ten (10) school days of the second level grievance meeting.

THIRD LEVEL – Informal Grievance:

If the grievance cannot be resolved at the second level within ten (10) school days, students should contact the Associate Vice President of Student Services. The Associate Vice President will review the grievance with the Director of ~~DSPS~~PACE and attempt to resolve the grievance informally. This discussion must take place within ten (10) school days after contact at the second level. The Associate Vice President of Student Services ~~should~~ will respond to the student's grievance within ten (10) school days.

Associate Vice President of Student Services
Shasta-Tehama-Trinity Joint Community College District
P.O. Box 496006
Redding, CA 96049-6006
(530) 242-~~7620~~ 7669 (voice)

FOURTH LEVEL – Formal Grievance:

If the grievance cannot be resolved informally at the third level, the student must submit ~~will be asked to state~~ the grievance in writing within ten (10) school days. This written statement should be directed to the Associate Vice President of Student Services at the address listed above.

The Associate Vice President will review the report of the findings issued by the Director of ~~DSPS~~PACE and conduct any further inquiry or interviews as deemed appropriate, and provide a written decision within ten (10) school days of receiving the written appeal.

FIFTH LEVEL – Formal Grievance:

If the grievance cannot be resolved at the fourth level within ten (10) school days, the grievant may seek a review with the college Superintendent/President. A copy of the stated grievance and all written documentation of findings will be submitted to the Superintendent/President for review. The Superintendent/President shall have ten (10) school days to render a written decision.

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Anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age can file a complaint with the U.S. Department of Education Office of Civil Rights (OCR). According to OCR, a complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause.

Additionally, according to OCR, if a grievance is filed through the institutional process of the district and then filed with OCR, the complaint must be filed with OCR within 60 days after the last act of the institutional grievance process.

> Office for Civil Rights/San Francisco
> U.S. Department of Education
> 50 Beale Street, Suite 7200
> San Francisco, CA 94105
> Tel: (415) 486-5555
> Fax: (415) 486-5570

Board Reviewed 4/13/05
Board Reviewed 2/10/10
Board Reviewed 4/10/13
Board Reviewed [Revised] 05/10/17

Extended Opportunity Programs and Services   **AP 5150**

Reference: ***Education Code Sections 69640-69656; Title 5, Sections 56200 et seq.***

<u>Staffing and Program Management</u>

Shasta College receives state funding for the Extended Opportunity Programs and Services (EOPS) ~~, and Cooperative Agency Resources for Education (CARE),~~ and hires <u>qualified</u> staff ~~adequate in number to run~~ <u>to implement</u> the programs. ~~Staff include a director, academic counselors, program coordinator(s), eligibility technician, and support staff.~~ <u>Students meeting specific eligibility criteria may also participate in Cooperative Agency Resources for Education (CARE) and Shasta College Inspiring and Fostering Independence (NextUp program).</u> The<u>se</u> EOPS~~/CARE~~ programs are under the supervision of the EOPS~~/CARE~~ director and direction of the Vice President of Student Services.

<u>Documentation and Data Collection System</u>

EOPS~~/CARE~~ establishes and maintains a data collection system for documenting and tracking student eligibility, academic progress, and services received, which is submitted to the Chancellor's Office each semester.

<u>EOPS Advisory Committee</u>

~~Per Title V, Chapter 2.5, Article I, Section 56208,~~ EOPS~~/CARE~~ will establish an Advisory Committee <u>which shall meet annually (at a minimum).</u> ~~appointed by the District Superintendent/President at the recommendation of the EOPS/CARE Director. The term of each committee member will be two (2) years. Each member may volunteer to serve more than one term. The committee will consist of no fewer members than the number of members on the District's Board of Trustees.~~ <u>The purpose of the advisory committee is to assist the college in developing and maintaining effective Extended Opportunity Programs and Services.</u> Members serve without compensation, but may be reimbursed for necessary expenses incurred while performing their duties. The advisory committee will include representatives from students, college personnel, local high schools, community and business sectors, and four-year colleges.

<u>Full-Time Director</u>

~~Per Title V, Chapter 2.5, Article 3, Section 56230, each college receiving EOPS/CARE funds will employ a full-time EOPS/CARE director~~<u>Shasta College assigns full-time administrators</u> to manage ~~and/or coordinate~~ the daily operation of the programs and services offered and <u>to</u> supervise staff assigned to perform EOPS~~/CARE~~ activities.

<u>Eligibility Criteria</u>

Students who wish to receive <u>services in</u> EOPS~~/CARE~~ ~~services~~ <u>programs</u> must ~~fill out~~ <u>complete</u> an EOPS~~/CARE~~ Application for Services. This application allows EOPS~~/CARE~~ staff to determine whether the student meets eligibility guidelines. ~~Application deadlines are determined yearly to meet enrollment goals and are published on the EOPS/CARE Webpage, as well as around campus on fliers and on an electronic bulletin board in the EOPS/CARE office.~~

Extended Opportunity Programs and Services   AP 5150

1. To be eligible for EOPS programs, the student must: ~~Requirements for student eligibility. The student must:~~
   a. be a California resident or qualified under AB540
   b. be enrolled full-time when accepted into EOPS~~/CARE~~
   ~~c. have less than 55 units for a new student or 70 units for a continuing student of postsecondary degree applicable credit~~

   ~~d.~~ c. qualify for ~~BOGG~~ California College Promise Grant A or B
   ~~e.~~ d. meet **any one** ~~of~~ the ~~following~~ criteria to be determined "educationally disadvantaged" as defined by the Chancellor's Office~~:~~
       ~~i. be assessed at below minimum English or math~~
       ~~ii. not have a high school or GED diploma~~
       ~~iii. graduated high school with a G.P.A. below 2.5~~
       ~~iv. been previously enrolled in remedial education~~

~~2. Meet one of the "other factors," which **only** include:~~

   ~~a. The student is a first-generation college student (Note: non first-generation college student status **does not** disqualify a student from eligibility)~~
   ~~b. The student is a member of an underrepresented group targeted by District/college student equity goals~~
   ~~c. The student/and or parents of student are non-native English speakers~~
   ~~d. The student is an emancipated foster youth~~

Student Responsibility Requirements

Students who are receiving EOPS~~/CARE~~ services agree to cooperate with program requirements as ~~listed below:~~ outlined on the Mutual Responsibility Contract.

~~1. Students must make three (3) EOPS/CARE contacts per semester with at least two (2) contacts face-to-face with a program counselor.~~
~~2. Students must provide the EOPS/CARE office with verification of counselor contacts.~~
~~3. Students must keep a current Education Plan on file in the EOPS/CARE office at all times.~~
~~4. Students must attend an EOPS/CARE Orientation for each semester that they receive EOPS/CARE services.~~
~~5. Students must file the appropriate forms at the EOPS/CARE office anytime they drop units, change class schedules, change addresses, change name or phone numbers, or exit from the program.~~
~~6. Students are encouraged to apply for Financial Aid by filling out a FAFSA each year.~~
~~7. Students must maintain a GPA of 2.00 or higher.~~
~~8. Students must be enrolled in 12 or more units at all times while receiving services from EOPS/CARE. Students filing a petition for part-time status will be evaluated on a case-by-case basis, and may not be guaranteed eligibility for EOPS/CARE services.~~

Extended Opportunity Programs and Services   **AP 5150**

9. ~~Students must return all EOPS/CARE Lending Library materials by the last day of final exams each semester or forfeit book services for the following semester and be subject to collections.~~
10. ~~Students must sign a Mutual Responsibility Contract outlining these responsibilities before receiving EOPS/CARE services.~~

Services provided

In compliance with program regulations, EOPS programs provide the following services on a case-by-case basis to eligible students:

- Recruitment and ~~uo~~outreach
- Cognitive and non-cognitive assessment
- Program orientation
- Registration assistance
- Specialized counseling and retention services
- Transfer services
- Direct aid (coordinated with Student Financial Aid)
- Career employment services

~~Recruitment and Outreach Services~~

~~Shasta College EOPS and CARE provides recruitment and outreach services to students in the local high schools, to potential EOPS or CARE eligible students at Shasta College, and to the community at large by advertising the program and its services. Recruitment and outreach activities include high school visits, presentations to community agencies, organizations, Shasta College groups and clubs, and a variety of marketing materials packaged for the public.~~

~~Cognitive and Non-Cognitive Assessment~~

~~Shasta College EOPS/CARE provides assessment services to EOPS/CARE eligible students by paying for no more than two (2) career or diagnostic assessments through the transfer center. Assessments must be approved by the EOPS/CARE counselors. In addition, students who indicate the need for further learning needs assessment will be referred to Disabled Students Programs and Services at Shasta College.~~

~~Advising and Orientation Services~~

~~Shasta College academic and paraprofessional staff provides orientation services and advising assistance to EOPS/CARE eligible students on an ongoing basis.~~

1. ~~Meetings with the EOPS/CARE Coordinator on a drop-in or appointment basis.~~
2. ~~Orientations are required for new students. Students who are accepted into EOPS/CARE cannot receive services until they have attended an EOPS/CARE Orientation.~~

Extended Opportunity Programs and Services   AP 5150

3. Continuing students are required to attend a continuing student update seminar. Students who fail to attend a seminar are placed on restriction and lose book voucher and priority registration services for the following semester.

Registration Assistance

All EOPS/CARE students in good standing receive priority registration. Students on EOPS/CARE probation from the previous semester do not receive Priority Registration, but receive all other EOPS/CARE services. Students are placed on EOPS/CARE Probation under the following circumstances:

1. The student makes less than the three (3) required counseling contacts during the semester
2. The student returns lending library materials late or not at all
3. The student's GPA drops below 2.00 must see a counselor for advisement

Students who do not fulfill these obligations for a second consecutive semester will be dropped from the program.

Basic Skills Instruction, Seminars, and Tutorial Assistance

Basic Skills instruction is provided by the college to all students who score below the requirements on the assessment test. EOPS/CARE provides tutoring to students who request it on an as needed and as available basis. The process for requesting EOPS/CARE tutoring includes a questionnaire about what other services the student has used and why he or she is asking for over-and-above tutoring. EOPS/CARE tutees must complete a Learning and Study Skills Inventory and a Learning Styles Inventory, prior to meeting with a tutor. After completing these assessments, students are eligible for up to three (3) hours per week of scheduled one-on-one tutoring in any one subject not currently offered, and may also use drop-in tutoring when scheduled. Student success seminars are offered during continuing student update seminars, and during a student success class for credit STU 50 Getting Connected: An Orientation to College conducted during the Summer Readiness Program.

Counseling and Retention Services

Shasta College EOPS/CARE provides counseling and advisement to EOPS/CARE-eligible students for at least three (3) contact sessions per term. The sessions consist of the following:

1. A contact session to develop and update a six-semester Education Plan, which will follow students through all semesters needed to complete their goals.

2. An in-term contact session to ensure the student is succeeding adequately and to update the Education Plan to increase student success. A signed instructor mid-term progress report suffices as long as students turn the report in before the established deadline.

3. A term-end or program exit contact session to assess student progress and success.

Extended Opportunity Programs and Services AP 5150

~~Career Employment Services~~

~~Shasta College operates a Career and Transfer Center, which offers career advisement and employment support to students. EOPS/CARE refers students to the center for career testing and employment information or assistance.~~

~~Transfer Services~~

~~Shasta College provides matriculation support to students through general counseling, which articulates with four-year institutions throughout the state. EOPS/CARE partners with the Transfer Center, TRIO, and other campus programs to fund guided field trips to four-year campuses in Northern California. EOPS/CARE administers application fee waivers for the California State University and University of California systems.~~

~~Direct Aid~~

~~Shasta College EOPS/CARE provides direct aid to students in the form of book vouchers for purchasing books required for their courses. EOPS/CARE students may also receive direct aid in the form of grants, work study or recognition awards.~~

Establishing Objectives ~~and Implementation of Goals~~Evaluation of Program Outcomes

Shasta College EOPS Programs participate in the Annual Area Plan process to establish goals and objecti~~ve~~s~~ons~~ for service delivery. This process includes an evaluation of program effectiveness based on the goals identified. ~~/CARE meets yearly with student service administrators to set program objectives and goals. The EOPS/CARE Director works with the EOPS/CARE staff during a planning meeting and in regular staff meetings to develop a plan for implementing these objectives. In addition to a yearly program plan, the Director documents the objectives and strategies for meeting yearly goals.~~

~~Review and Evaluation of the Program~~

~~Shasta College provides an annual overview of the program to the Chancellor's Office as part of its year-end report. In addition, the EOPS/CARE Director provides a year-end narrative of the program to the Vice President of Student Services and the District Superintendent/President.~~

Reference: EOPS/CARE Program Plan for Extended Opportunity Programs and Services

Board Reviewed 12/10/08

Student Health Services   **AP 5200**

Reference: *Education Code Section 76401*

General:

The Student Health Services Program (aka Health and Wellness Services) is funded by the Student Health Fee (Education Code Section 76355), and shall be available upon request to students who at the time of service are registered in credit-bearing classes for the current semester at the time of service and have paid the semester health fee.

Title 5, (Education) of the California Code of Regulations establishes the types of health services the District may offer and specifies the types of expenses for which the health services fee may be used. Title 16, (Professional and Vocational Regulations) of the California Code of Regulations establishes the scope of practice for licensed / professional health care providers (RN, LCSW, MD) in student health services.

Professional health care providers in student health services must maintain current licensure and certifications.

Student health services are not comprehensive and are not structured to address all the health care needs of District students. The licensed healthcare provider reserves the right to limit the type and extent of health service rendered. If applicable, community resources may be provided. Over-the-counter health products are available in the Health & Wellness Office as well as at District extended education centers. Students throughout the district, including at extended education sites, may access health information through the Health and Wellness website at http://www.shastacollege.edu/wellness/. In addition, over the counter health products are available at the major extended education centers within the district. Additionally, the licensed healthcare provider reserves the right to limit the extent and type of health services requested / provided. Referral to a community agency may be provided.

The Director of Student Health & Wellness / College Nurse satisfies those qualifications defined in Title 5 as the minimum qualifications for a health services professional with overall responsibility for developing and directing student health services.

Written practices, protocols and procedures specific to registered nursing and licensed clinical social work activity in student health services are maintained in the offices of the Director of Student Health & Wellness / College Nurse and Psychological Counselor.

Screening for Tuberculosis (TB) Skin Testing:

TB skin testing is provided for students under protocol signed by the contracted physician. District employees are administered the Tuberculosis Risk Assessment Questionnaire (TB RAQ) per protocol developed by the California Department of Public Health and California Tuberculosis Controllers Association. When required by an academic program, TB skin testing, rather than TB RAQ, may be provided for District employees under the protocol signed by the contracted physician. The cost of employee TB skin testing and TB RAQ administration is reimbursed by the District. TB skin testing for employees and students is completed in student health services under protocol. Employee TB testing is funded by the District.

Student Health Services **AP 5200**

Record Retention:

All documented clinical encounters are stored in the form of a hard-copy or electronic chart or nursing note and are retained for a period of seven (7) years, per State law, then destroyed. Exception – charts or nursing notes initiated when the student was a minor (under 18 years of age) shall be retained for seven (7) years after the minor student reaches 18 years, then destroyed. Psychological counseling records are maintained separately from medical or nursing records.

Emergency Care / First Aid:

Emergency care, in case of accident, sudden illness, or extreme emotional distress may be rendered regardless of student registration / fee payment status.

Health service staff will activate Emergency Medical Services (EMS) and Campus Safety summon 911 Emergency Response and Campus Security as necessary to assist with emergencies in within or outside the health services office.

For emergencies outside the health services office, District employees are to activate Emergency Medical Services (EMS) and Campus Safety. Because of health service limitations, Security Services or 911 Emergency Response is to be notified by campus staff in all cases of emergency outside the health services office.

In the absence of the Director of Student Health & Wellness / College Nurse, First Aid may be rendered in the health services office by the Health & Wellness Services Technician holding certification in First Aid and Cardio Pulmonary Resuscitation (CPR.)

Scope of Services:

Medical and nursing services strictly adhere to the ethical and licensing standards of the Medical Board of California and the California State Board of Registered Nursing, respectively. Psychological counseling services strictly adhere to the ethical and licensing standards of the California Board of Behavioral Science.

Each licensed health care provider shall remain current in ethical, legal and therapeutic standards of care.

It is not the intention nor within the scope of service of the healthcare professionals in student health services to be identified as primary healthcare providers.

Student health service's contracted physician appointments are provided to assist students with minor, temporary health conditions that interfere with student success. Chronic, ongoing health concerns not already under the care of a primary care provider may be allowed an intake physician appointment and a limited number of follow-up appointments.

Student Health Services **AP 5200**

~~During the intake appointment and thereafter, health services staff shall refer the student to community resources for the provision of ongoing health care, documenting those resources in the student's medical chart. Once referred to a community provider for a chronic health concern the student may not transfer back to student health physician services their healthcare management for the chronic condition.~~

Students already under the care of a primary provider for management of a chronic health condition may not transfer their healthcare management to student health physician services.

Students already under the care of a community psychological health provider may not transfer their healthcare management to student psychological counseling services.

As necessary, the psychological counselor shall provide community resources for continuing emotional health care, documenting those resources in the student's counseling chart.

Employees requesting emotional healthcare will be directed to the District's Employee Assistance Program (EAP) and / or appropriate community resources. ~~Referral to a community agency / healthcare resource may be provided to district staff when requested.~~

Board Reviewed 11/11/09

Communicable Diseases **AP 5210**

Reference: *Education Code Section 76403*

The District will ensure:

- Cooperation with local health officers in measures necessary for the prevention and control of communicable diseases in students.

- Compliance with any immunization program required by State Department of Health Services regulations.

The following guidelines will be followed when there is a campus exposure to a reportable communicable disease (as described in Title 17 California Code of Regulations).

A. Initial Disease Notification:
1. A representative of County Public Health will notify the Director of Health and Wellness / College Nurse and/ the Assistant Superintendent / Vice President of Administrative Services or designeecollege administration of of a.) campus exposure to a reportable communicable disease and b.) Public Health's need to communicate with exposed student or student groups and exposed employee or employee groups.
2. If the college administration is not already aware of exposure, the College Nurse will notify the administration of the situation and Public Health's need for contact information for exposed students and employees.
3. College administration will provide the requested contact information directly to the identified Public Health contact or through the College Nurse to Public Health.
4. The College Nurse accesses the residence hall list through the Director of Residence Life and cross-checks if dorm resident(s) were identified as part of the exposed student group. Public Health and the Director of Residence Life will be notified if dorm resident(s) are identified as exposed.

Should an entity outside of Public Health (student or member of the college community) bring to the Director of Health and Wellness / College Nurse / College Administration and the Assistant Superintendent / Vice President of Administrative Services or designee their concern for a reportable communicable disease being on campus, that concern is communicated to the CD (Communicable Diseases) nurse at Public Health at 225-5591 or 225-3767 (after hours) for exploration / confirmation / management.

B. Communication

The College Nurse/administrator, in consultation with Public Health, will develop a communication plan that will include the following elements:

1) Determine who will notify the at-risk population by verbal and/or written communication.
2) Develop the content of the verbal and/or written communication which may include:
    - Name of diagnosed condition
    - How it is transmitted
    - Who is at risk
    - Signs and symptoms of illness

Communicable Diseases **AP 5210**

- When to see a doctor
- Precautions to take to prevent the spread of disease
- Exclusion policy and college re-entry, if applicable.

1)3)   Determine how to educate the college site, which may include written information and availability of face-to-face consultation or in-service training with employees or students. College district will work collaboratively with Public Health in the process. All communication to college employees will be approved by the Superintendent/President or designee, college nurse and, if appropriate, Public Health.

The Superintendent/President or designee, College Nurse and Public Health will review any disease related communication before release. The college and Public Health may issue joint communications; i.e. letter, fact sheet or other health message.

D. FOLLOW-UP

The College Nurse/administrator, in consultation with Public Health, will determine an appropriate follow-up plan to include the following, as appropriate.

1) Determine what classroom/environment cleanup, if any, is medically indicated per organism and route of transmission. The Physical Plant Director and/or staff may be contacted regarding classroom needs.
2) Develop a follow-up system for monitoring new cases.
3) Ensure follow-up of preventive treatment which may be recommended depending upon the degree of exposure and organism.
4) Notify other appropriate nurses, school sites and superintendents if indicated.

Board Reviewed 11/11/09

Admission Requirements: Special Programs   BP 5005

The Superintendent/President has the authority to establish procedures that provide for special admission requirements for the following special programs:

   (a)   Nursing (ADN) – Associate Degree Nursing

   (b)   Nursing (LVN) – Licensed Vocational Nursing

   (c)   Nursing (CNA) – Nurse Aide/Home Health Aide

   (d)   Dental Hygiene

   (e)   Early Childhood Education Center

See Administrative Procedure 5005

Reviewed by the Board Ad Hoc Committee on Policy 5/13/09
Board Approved Revisions 7/14/10

Open Enrollment **BP 5052**

Reference: *Title 5 Section 51006*

All courses, course sections, and classes of the District shall be open for enrollment to any person who has been admitted to the college. Enrollment may be subject to any priority system that has been established. Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites, or due to other practical considerations such as exemptions set out in statute or regulation. The Superintendent/President has the authority to establish procedures that provide for special admission requirements for special programs as permitted by statute or regulation.

The Superintendent/President shall assure that this policy is published in the catalog(s) and schedule(s) of classes.

See Administrative Procedure 5052

Board Approved 11/11/09
Reviewed by the Board's Ad Hoc Committee on Policy 10/08/14
Board Approved 11/12/14

Attendance ———————————————————————————————— **BP 5070**

Reference: *Title 5, Section 58000 et seq.*

The Superintendent/President shall establish and follow attendance administrative procedures as outlined in the state Chancellor's Office Budget and Accounting Manual.

See Administrative Procedure 5070

Board Approved 7/14/10

Extended Opportunity Programs and Services   BP 5150

Reference: ***Education Code Sections 69640-69656; Title 5 Sections 56200 et seq.***

Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the District.

The Extended Opportunity Programs and Services (EOPS) program is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, counseling and advising, and financial aid.

The Superintendent/President shall assure that the EOPS program conforms to all requirements established by the relevant law and regulations.

See Administrative Procedure 5150

Board Approved 4/09/03
Reviewed by the Board Ad Hoc Committee on Policy 5/13/09

Student Health Services BP 5200

Reference: *Education Code Section 76401*

Student health services shall be provided in order to contribute to the educational aims of students by promoting physical and emotional well-being through health oriented programs and services.

See Administrative Procedure 5200

Board Approved 4/09/03
Reviewed by the Board Ad Hoc Committee on Policy 8/12/09

Communicable Disease **BP 5210**

Reference: *Education Code Section 76403*

The Superintendent/President shall establish procedures necessary to assure cooperation with local public health officials in measures necessary for the prevention and control of communicable diseases in students.

See Administrative Procedure 5210

Board Approved 11/13/02
Reviewed by the Board Ad Hoc Committee on Policy 8/12/09