



Shasta College

Student Services Council Meeting
Wednesday, Oct. 2, 2019
9:00 AM • Room 2314
Minutes

Committee Members Present					
	Nancy Berkey	X	John Yu	X	Becky McCall
	Sharon Brisolarara	X	Sandra Hamilton-Slane	X	Jennifer McCandless
X	Tina Duenas		Sue Huizinga		
X	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:

- Improve access from application to registration
- Implement Automated Student Education Planning
- Expand Shasta Summit early alert
- Increase number of ADTs, BA, Certificates, transfer
- Promote transfer pathways with K-12 partners
- Improve access to existing on-line student support through SARS Zoom and the online orientation.

1. **Approval of 09/18/2019 Minutes:** Tina Duenas motioned and Jennifer McCandless seconded to approve the minutes as amended. All in favor to approve with amendments, Nadia Elwood and Becky McCall abstained.

2. Action Agenda

- a. Board Policies / Administrative Procedures – Second Reading
- b. Becky McCall motioned and John Yu second to consider all second readings of the following listed BP/APs:
 - a. BP 3440 - Service Animals: No changes.
 - b. AP 3440 - Service Animals: No changes.
 - c. BP 5010 - Admissions and Concurrent Enrollment: No changes.
 - d. AP 5010 - Admissions (see BP 5010):
 1. Council discussed adding information specific to international students, but decided that they are covered without adding any further language.
 2. The Council agreed to delete “and parental consent at the time of registration” from the Admission section, 4th bullet point.

3. The Council agreed to delete “18 years of age or older” from the Admission section, 6th bullet point.
 4. No further changes.
 - e. AP 5011 - Admissions and Concurrent Enrollment of HS and Other... (see BP 5010):
 1. The Council agreed to change “assessment” to “placement” within the entire document.
 2. No further changes.
 - f. AP 3415 - Immigration Enforcement Activities (no BP):
 1. Tina Duenas raised the question about keeping dorm eligibility if a student is taken by immigration. The Council agreed that the student will remain eligible to return until the original dorm contract has ended.
 2. No further changes.
 - g. AP 5017 - Responding to Inquiries of Immigration Status... (no BP): No changes.
- c. Board Policies / Administrative Procedures – First Reading
 - d. Sandra Hamilton-Slane motioned and Tina Duenas second to consider first readings of the following listed BP/APs and to hold BP/AP 5500, AP 5520 and AP 5530 for the next Student Services Council meeting due to time constraints.
 - e. Tim Johnston highlighted that Student Senate has already reviewed the following BP/APs and that this can decrease the time it will take for these BP/APs to go through the entire review process.
 - a. BP 5400 - Associated Students Organization: No changes.
 - b. AP 5400 - Associated Students Organization: No changes.
 - c. BP 5410 - Associated Students Elections: No changes.
 - d. AP 5410 - Associated Students Elections: No changes.
 - e. BP 5420 - Associated Students Finance: No changes.
 - f. AP 5420 - Associated Students Finance: No changes.
 - g. BP 5500 - Standards of Student Conduct: Held over for the next Council meeting.
 - h. AP 5500 - Standards of Student Conduct: Held over for the next Council meeting.
 - i. BP 5510 - Off-Campus Student Organizations: No changes.
 - j. AP 5510 - Off-Campus Student Organizations: No changes.
 - k. AP 5520 - Student Discipline Procedures (no BP): Held over for the next Council meeting.
 - l. AP 5530 - Student Rights and Grievances (no BP): Held over for the next Council meeting.
 - m. AP 5075 - Course Adds and Drops (no BP):
 1. A student can enroll into a class within the first 10% of the class without permission, only if a spot is available. If the student is on the waitlist they will be required to utilize add codes and/or Instructor signature during the first 10% of the class.
 2. The Council recommended pulling out and defining “non-participation”.
 3. The Council suggested to re-word the sentence: “An instructor may also drop a student through the instructor initiated drop process during the first 75% of the class for non-participation.” The Council wants to re-word the sentence in order to define the difference between a census drop and an instructor related drop.
 4. The Council also suggested to include wording that references the class syllabus.
 5. Becky McCall stated that she will take the lead on adjusting AP 5075 and will send out a modified version with all changes considered.

2. Discussion Agenda

- a. Fragrance-free workplace
 - a. The Council suggested putting a workgroup together to discuss fragrances, scents, deodorizers, etc. on the Shasta College campus in order to provide awareness to staff, students and faculty.
 1. The intent is to provide a friendly awareness of peoples sensitivities.
 - b. Workgroup member suggestions include: someone from physical plant, health and wellness, HR as well as anyone else that may find interest in the topic.
 - c. The Council agreed to create a workforce. Sandra Hamilton-Slane will take the lead on the workgroup and report back to the Council in the spring 2020 semester.
 1. The Council also suggested adding this type of awareness to the staff onboarding process.
- b. Student Equity Plan / Student Equity and Achievement Plan report

- a. Sandra Hamilton-Slane discussed that the reporting will be simplified due to the timing and information being reported. Sandra did state that the report may not include either Veterans or Foster Youth, currently unconfirmed.
- b. Sandra Hamilton-Slane stated she is interested in reviewing the work being done with the New Applicant Outreach project and see if we are getting in touch with the hard to reach populations.
- c. We no longer need Academic Senate approval since the SEAP plan is considered a report. The Report will only require the Chief Business Officer and the President's signature of approval.
- d. Budgets will now be carried over from year to year.
- e. Reporting access should open up within a week or two.
- f. The SEAP report is due Wednesday, January 1st.
- g. The Student Success Committee will oversee the Equity/SEAP plan and reporting.
- c. 2019-2020 Work Groups – next steps
 - a. Next steps is to design action items to guide the workgroups and to have the workgroups convene and report out starting in the spring 2020 semester.
 - b. Additions: Amber Perez added on to the Textbook workgroup.
 - c. Student Services Council Workgroup Leads:
 - 1. Onboarding – Sandra Hamilton-Slane and Becky McCall
 - 2. Textbook – Nadia Elwood
 - 3. Info Sharing – Jennifer McCandless
 - 4. Succession – Tim Johnston and Greg Smith
 - 5. ISLO, SLOs, etc. – Tim Johnston
 - 6. Student support services for fully online degree – John Yu
 - d. The Council suggested bringing all Student Services personnel together because it has not happened for a long time.

3. Information Items / Other

- a. Instructional Council
 - a. No updates.
- b. Food Resources
 - a. The Council discussed providing food resource awareness to the Board, Student Senate, Staff, Faculty and Students.
 - b. The current approach is to do more than help immediate needs, but to provide lasting resources in order to help limit hunger from reoccurring.
 - 1. Resources are being given out to students; including discussion about future sustainability beyond just food, but includes financial, etc.
 - c. The Council also discussed the curation of information to make sure the same information is evenly and correctly being shared among the entire campus.
 - d. Students have also expressed the need to hear about these services from their instructors.
 - 1. The Council agreed that it is important to keep faculty in the loop.
 - e. The Council stated that recently there has been issues with the food pantry due to staffing issues. Currently, Student Senate oversees the food pantry, but due to low membership the Student Life office has to provide the needed back-up support.
 - 1. Providing the back-up support has increased for Student Life and is pulling staff away from other needed job duties.
 - f. There have been instances when past students (no longer enrolled) try to gather from the food pantry.
 - g. The Council agree that, if needed, a task force should be created to figure out if the food pantry needs to be moved so that it can be staffed adequately. The task force should also work on Shasta College Community awareness campaigns and outreach.
 - 1. The Council recommended having the Student Senate President on the task force.
 - h. Sandra Hamilton-Slane will update a handout that will go before the Board, so as to reflect all the services and programs available to students.
- c. Communicating what we do – **Category discussion postponed due to time.**
 - a. International Student Outreach - Strategic Plan Objective 2.2.b – Expand access to student support services through the development of multilingual versions of current and future resources.
 - 1. Shasta College Destination Davis

2. International Admissions Page (Mandarin, Arabic, Japanese, Vietnamese)
- b. Newsletters
- c. Resource of the Month
- d. "Green Box"
- d. Enrollment Services – Enrollment White Paper
- e. Technology Priority List
- f. Area Updates / Announcements

4. Meeting adjourned at 11:00 am.

NEXT MEETING:

The next meeting is scheduled for Wednesday, October 16th from 9:00am – 11:00am in room 2314.

Minutes recorded by: James Konopitski, Administrative Secretary I, Enrollment Services.

DRAFT

SERVICE	DESCRIPTION	FUNDING SOURCE
Food pantry	Students with current ID cards can use the pantry located in Student Senate to receive 5-7 items of non- perishable food once every seven days. Canned good donations are made from local food banks such as the Salvation Army. Having a food pantry is a requirement for receiving "Hunger-free Campus" grants through the Chancellor's Office.	Student Senate and ID sales
Meal Vouchers	Students with current ID cards can receive a meal voucher for food service once a month from Student Senate.	"Hunger-free Campus" grant and Student Senate / ID sales
"Food for Thought"	All learning centers are supplied with nutritional snacks for students to eat while they are studying	Student Equity funds and "Hunger-Free Campus" grant
County Social Services	A representative from Shasta County Health and Human Services is on campus in the EOPS office suite one day a month. He is also available at the main county office at any time during the month. This representative provides students with referrals to housing, food, and medical coverage.	No cost
Fresh Success Grant	Since spring 2019, we have awarded \$28,000 to 149 students in Fresh Success Cash grants through Financial Aid. Awards are \$200 in semester; \$100 in summer. Students are eligible based on income, and limited to those NOT receiving services through other categorical programs since those programs provide similar funding.	"Hunger-free Campus" grant

SERVICE	DESCRIPTION	FUNDING
CalFresh referrals	<p>A dedicated advocate is able to assist students in qualifying applying for food stamp benefits. Eligibility for this benefit is expanding to allow students to qualify more easily. Active promotion of CalFresh enrollment is a requirement for receiving “Hunger-Free Campus” funding. In the past year, 78 students were directly assisted in submitting applications.</p>	No Cost - SCOE has a grant to provide this service
Referral to community food pantries	<p>Students are given a list of food resources that are available throughout the county.</p>	No cost
Housing and Food Insecurity Task Force	<p>Led by Student Services Manager Nadia Elwood. Participants include campus and community stakeholders. The focus is on information and resource sharing. Campus representatives learn about resources available in the community, and communicate back the needs of students so that community agencies can better meet those needs.</p>	No Cost

STRATEGIES TO INCREASE STUDENT ENROLLMENT AT SHASTA COLLEGE

WHITE PAPER

Student/Enrollment Services



August, 2019



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Executive Summary

This paper looks into strategies to increase student enrollment at Shasta College over the next few years. Many factors impact student enrollment. Based on an analysis of current data and past experience, it is recommended that the College focus on the following strategies:

1. **Distance Education.** The College has done twice as well as the average California community college in online education and this has contributed significantly to the College's enrollment. To keep the momentum going, we should consider:
 - Investing in Distance Education human capital. This includes requiring newly hired faculty to be able to teach online or willing to be trained to do so and new staff and administrators to be familiar with online instruction and associated student services.

Improve the technology infrastructure conducive to the further expansion of online instruction.

- Continue to develop online degree pathways.
2. **Non-credit.** Our Full-Time Equivalent Students (FTES) generated by non-credit courses as a percentage of the total college FTES is relatively low. Proposed strategies to develop this area include:
 - Conduct a survey to determine which of the 10 non-credit categories are in most demand in our region.
 - Develop non-credit curricula accordingly.
 - Determine and assign the resources needed to implement the programs.
 3. **Dual Enrollment.** While the College has experienced tremendous growth in FTES in dual enrollment over the last few years, there are signs of leveling off.
 4. **Increase retention.** The College's current retention rate is 60%. A 5% increase in retention would result in an increase of 465 students. The Shasta Summit early alert / student intervention pilot is promising.
 5. **Increase yield.** The College currently converts 55% of applicants to registered students. A 3% increase in yield would net 507 more students. The New Applicant Outreach Project is a promising approach designed to increase yield as well as address access / equity concerns.
 6. **Optimize class scheduling.** Class scheduling is an integral part of enrollment management. The success of the ACE program is one example. The FTES in the program have increased dramatically since its inception.

Background

This white paper is designed to provide insight on the strategies to increase enrollment at Shasta College over the next few years.

In part, enrollment at Shasta College is dependent upon external conditions. Figure 1 indicates that the Great Recession had a major impact on enrollment as many unemployed workers went back to the classroom for retraining. As the economy improved and the unemployment rate dropped, the college enrollment declined. This is consistent with results of other research [1] and further evidence to support the theory that community college enrollment increases during recession and decreases during economic expansion. It is, therefore, to be expected that enrollment will increase in the next recession.

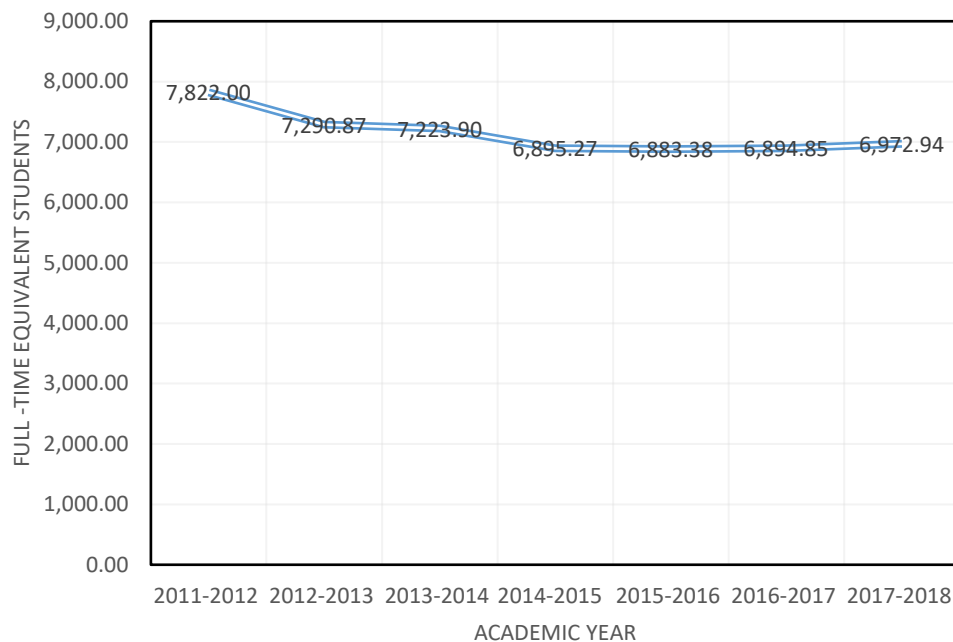


Figure 1. Enrollment at Shasta College since AY 2011-2012

The Economy

Beginning in June, 2009, the current economic expansion is the longest in US history. At some point, it is going to end. Economists predict that it will occur as early as the first half of 2020 [2]. Regardless of when the recession occurs, we would expect an increase in enrollment.

For example, the last recession officially ended in June of 2009, but the California Community College budget was hit the hardest during AY 2011-2012. The challenge of a recession for

community colleges is that the state budget is reduced at the same time that the number of students increases. To prepare for the next recession, the College should continue to preserve its reserves to weather the shortfall.

[The K-12 Pipeline](#)

The number of K-12 students in our region is another important external factor impacting our future enrollment. Table 2 shows the K-12 enrollment over the last five academic years in the three counties that the College serves. The K-12 enrollment trend mirrored that of the College.

From AY 2014-15 to AY 2017-18, the enrollment in K-12 increased by 1.96% and at College by 1.12%. Under normal economic conditions, it appears that the K-12 enrollment projection for the next few years would be a good predictor of our future enrollment. With the enrollment of those who are 24 years old or younger accounting for 61.4% of the College's total FTES in 2017-18, the K-12 enrollment trend seems to be a good proxy of the College enrollment trend.

Table 2. K-12 Enrollments at the Three Counties and Shasta College in the Last Five Years[3]

Academic Year	Shasta County	Tehama County	Trinity County	Total	College (FTES)
2014-15	26,626	10,576	1,517	38,719	6895.27
2015-16	26,315	10,705	1,509	38,529	6883.38
2016-17	26,462	10,822	1,652	38,936	6894.85
2017-18	26,935	10,958	1,584	39,477	6972.94
2018-19	26,977	10,914	1,597	39,488	

Table 3 is the projected K-12 enrollment in the College's service area. Enrollment is expected to increase by 6.26% by 2027-28 compared with 2018-19. The College enrollment would increase by about 3.58% based on past performance if we held other factors constant. The last column in Table 3 shows the projected College enrollments through 2027-2028.

It should be pointed out that Shasta College will fare better than the average community college in the State as the projected K-12 enrollment in California will decrease by 4.15% by 2027-28 [4].

Table 3. Projected K-12 Enrollment at the Three Counties and Shasta College in the Next Nine Years [4]

Academic Year	Shasta County	Tehama County	Trinity County	Total	College (FTES)*
2019-20	27,534	11,242	1,544	40,320	7058.02
2020-21	27,806	11,387	1,528	40,721	7098.49
2021-22	27,974	11,476	1,503	40,953	7121.91
2022-23	28,207	11,481	1,518	41,206	7147.44
2023-24	28,362	11,631	1,455	41,448	7171.87
2024-25	28,353	11,766	1,443	41,562	7183.38
2025-26	28,304	11,977	1,446	41,727	7200.03
2026-27	28,166	12,078	1,445	41,689	7196.19
2027-28	28,218	12,280	1,461	41,959	7223.44

*The College projections are not from CDOF.

Strategies

While statewide enrollment has declined, Figure 1 indicates that enrollment at Shasta College has been relatively stable since 2014-2015. As shown in Table 1, distance education (online), dual enrollment and the ACE program appear to be significant contributors to stable enrollment.

Additionally, non-credit courses, retention, outreach/marketing, financial aid and intake processes appear to be promising approaches to support enrollment growth.

Table 1. Total and FTES Generated by Online, Dual Enrollment and the ACE Program

Academic Year	Total	Online	Dual Enrollment	ACE
2015-2016	6,883.38	1476.58	242.48	0
2016-2017	6,894.85	1746.14	394.82	67.94
2017-2018	6,972.94	1957.17	413.36	172.19
2018-2019			412.46	221.67

Online Instruction

Currently the two main instructional delivering methods are online and face-to-face (FTF). Our location determines that we do not have a lot of competition for FTF classes because of the distance between our college and nearby ones. The two closest colleges, Butte and Siskiyou, are 88 miles and 68.5 miles away from Shasta, respectively. Both are out of commuting distance. Therefore, for FTF enrollment, we pretty much have a captive population in our region among community college going students. This is in stark contrast with the population centers such as the San Francisco Bay Area and Los Angeles area where several colleges can exist within a few miles of each other.

Online delivery could be a game changer as far as enrollment management is concerned. As shown in Table 4 and Figure 2, the College has done quite well over the last five years. The percent of FTES generated by online classes doubled the statewide average every year. For example, in 2017-2018, online instruction accounts for 28.07% of the total FTES at the College while the statewide rate is 14.05%. Our large geographical area is conducive to online instruction, but the College's effort to offer more online classes deserves much credit.

To increase our enrollment, we should attract as many such online students as possible. The College has taken some initiatives in this area. For example, the Bachelor degree for Health Information Management is entirely online. Additionally, the Academic Senate has worked with the academic divisions to identify online degree pathways for many programs.

Table 4. Shasta College vs. Statewide FTES Generated by Online Delivering

Academic Year	Shasta			State		
	Total	DE	Percent	Total	DE	Percent
2014-2015	6,895.27	1,331.97	19.32%	1,175,133.25	115,782.46	9.85%
2015-2016	6,883.38	1,476.58	21.45%	1,186,935.67	130,249.40	10.97%
2016-2017	6,894.85	1,746.14	25.33%	1,183,221.91	145,265.19	12.28%
2017-2018	6,972.94	1,957.17	28.07%	1,183,541.11	166,245.64	14.05%

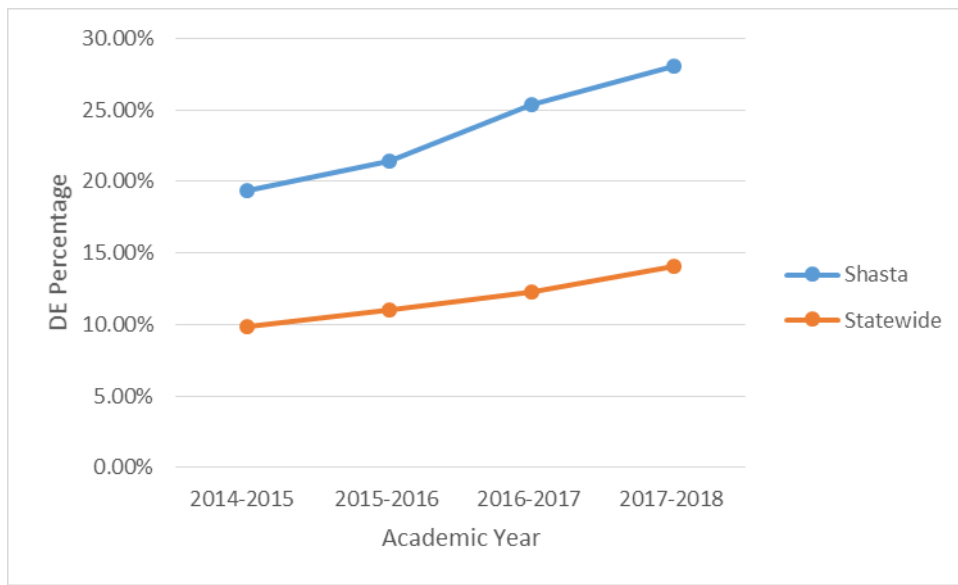


Figure 2. Online FTES as a percent of total FTES, Shasta vs. Statewide.

If a student can take an entire degree online without coming to the campus, this would give students outside our District an option to get a degree if their local college does not have such a degree or an online option.

In order to take advantage of this game-changing instruction delivery method to further increase our enrollment, we recommend the following:

- Investing in Distance Education human capital. This includes requiring newly hired faculty to be able to teach online or willing to be trained to do so and new staff and administrators to be familiar with online instruction and associated student services.
- Improve the technology infrastructure conducive to the further expansion of online instruction.
- Continue to develop online degree pathways.

Dual Enrollment

Dual enrollment helps students to take college classes early and broaden college access. Over the last few years, dual enrollment has contributed significantly to the College’s enrollment as show in Table 1, Figures 3 and 4. To sustain this growth, the Dual Enrollment Department has implemented various innovations such as the Online Facilitated Course model.

As shown in Figure 4, it seems that course approvals might have hampered the growth of Dual Enrollment. For example, from AY2017-18 to AY2018-19, the number of approved courses dropped from 140 to 126 even though more sections were offered while the number of requests was steady. We should conduct some research on this to find out what the obstacles are and try to remove them. We should encourage our current faculty to teach Dual Enrollment classes and provide incentives and supports for them.

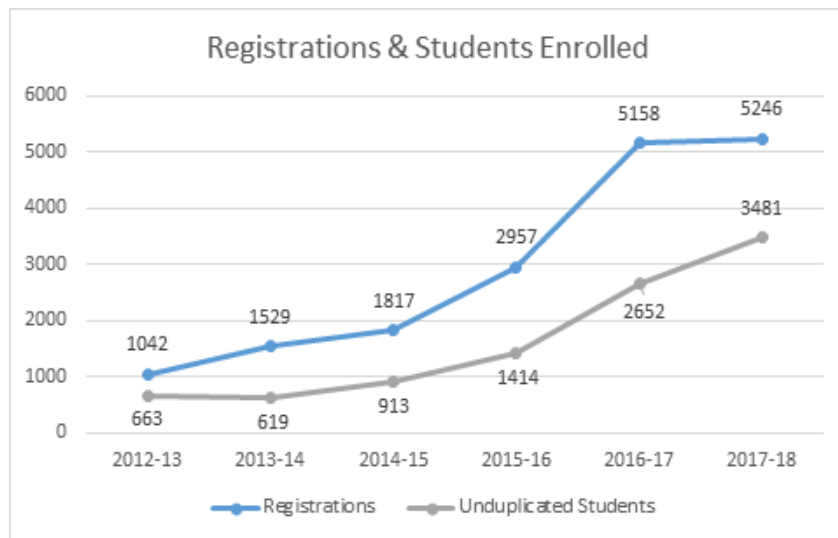


Figure 3. Number of students in Dual Enrollment classes. [7]

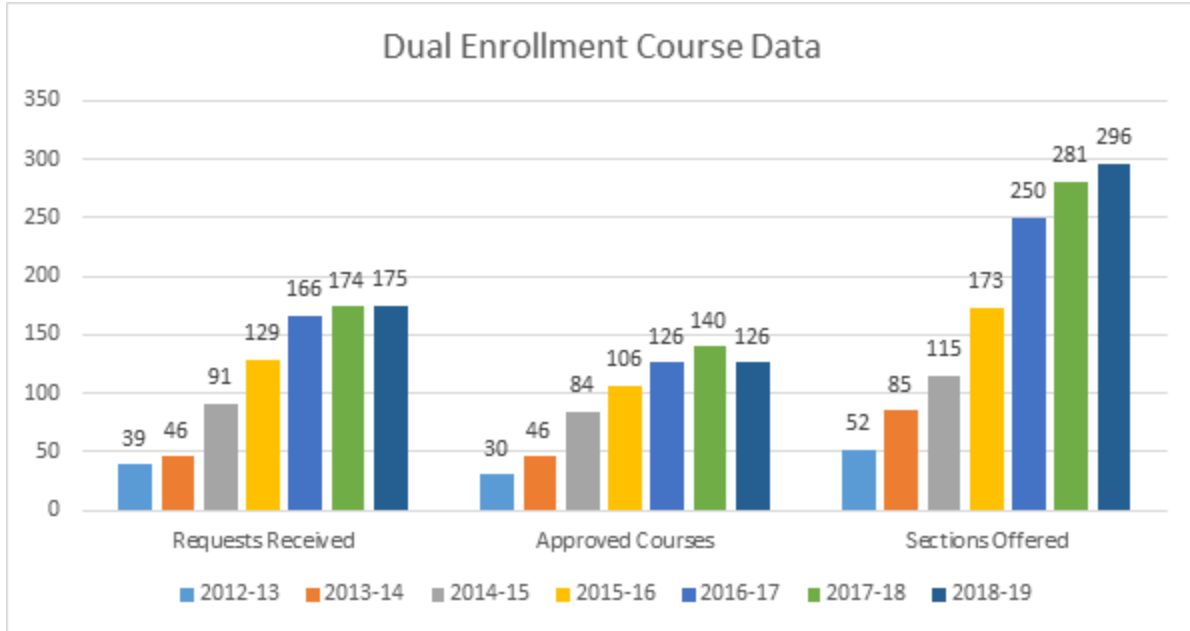


Figure 4. Number of Dual Enrollment courses and sections offered. [7]

[Instruction Scheduling](#)

Instruction scheduling should always be a part of enrollment management. In general, the more sections we schedule, the higher enrollment we would get assuming that the productivity is the same. However, more sections mean higher cost. The alternative is to schedule fewer sections with higher productivity. Productivity is defined as the ratio of FTES over FTEF (FTES/FTEF), where FTES is the number of Full-Time Equivalent Students and FTEF is the number of Full-Time Equivalent Faculty.

Creating a class schedule that is convenient to the students should also be part of an enrollment strategy. Many students have jobs and may not be able to attend classes during regular working hours. Evening and weekend classes may fit them well. Online classes provide a convenience that traditional classes cannot offer.

Scheduling short-term classes is another option to draw more students. The ACE program is a good example. The classes in the program are 8-weeks with evening and weekend offerings. As shown in Table 1, since the inception of the program in 2016-2017, the enrollment has more than tripled. Even though some of the students who take the short-term classes in the ACE students are regular students, the growth in enrollment shows the demand for such short-term courses.

Non-Credit

Non-credit programs and courses is another area that may have a lot of demand. Shasta College's non-credit FTES is relatively small in comparison with some other colleges. Table 5 shows the non-credit FTES as a percentage of total FTES for selected colleges. While Shasta's non-credit FTES is less than 3%, colleges like Santa Ana are consistently over 20%. Our neighbor, Butte, is over 10%. If our non-credit FTES was to reach Butte's level, we would have close to 8000 FTES. The potential in this area, therefore, cannot be overstated.

Table 5. Non-Credit FTES as Percentage of Total FTES for Selected Colleges [5]

Academic Year	Shasta	Butte	Santa Ana	Mt San Antonio
2014-2015	2.76%	12.73%	28.67%	18.68%
2015-2016	2.85%	14.81%	25.78%	19.45%
2016-2017	2.04%	10.93%	21.20%	20.36%
2017-2018	2.34%	12.62%	20.52%	22.42%

As listed in the Program and Course Approval Handbook (PCAH) from the California Community College Chancellor's Office [6], there are 10 categories of non-credit courses and they are:

1. English as a Second Language (ESL)
2. Immigrant Courses
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation

Details for each category is described in Appendix I. To expand our non-credit programs, we should consider the following ideas:

- Conduct a survey to determine which of the 10 non-credit categories are in most demand in our region.
- Develop non-credit curricula accordingly.
- Determine and assign the resources needed to implement the programs.

Retention

Retention also plays a significant role in enrollment management. Our current retention rate from Fall to Spring (2017-2018) is 60%. If we increase our retention rate by 5%, that is an increase of 465 students based on the Fall of 2017 enrollment of 9309 students.

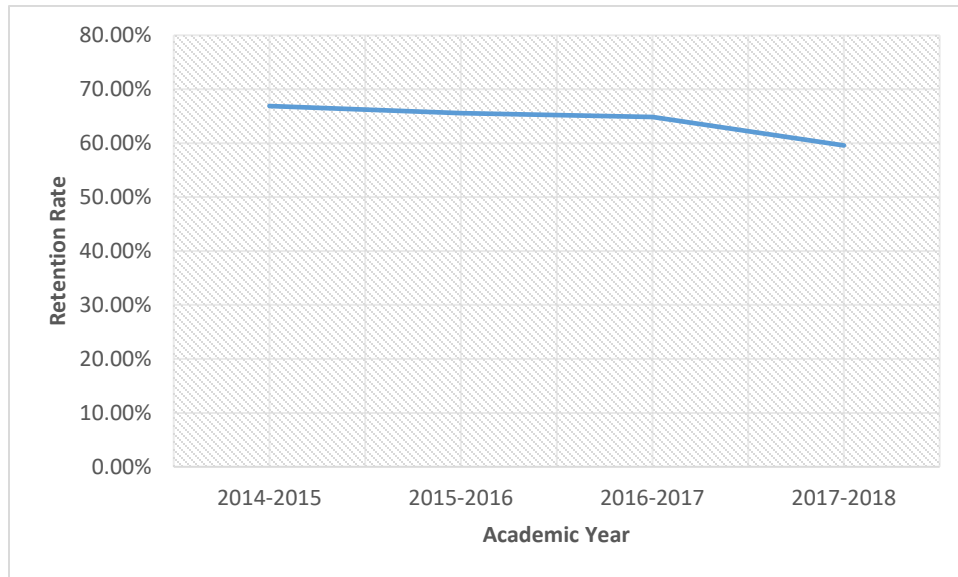


Figure 5. Retention rate over the last four years at Shasta.

The retention rate at the College has declined slightly over the last few years from 67% in 2014-15 to 60% in 2017-18 as shown in Figure 5. Many factors contribute to student retention including: their academic performance, experience with the instructors and student support/services staff, financial aid and student life on campus.

Since so many factors impact retention rate, there is no silver bullet to improve it. One good practice is early alert. Research on teaching and learning has shown that timely feedback significantly improve student learning [8]. New educational technologies such as the Hobsons Starfish system make it possible to provide just-in-time feedback and direct students to the appropriate resources for help, if needed.

Shasta College began to pilot the Hobsons Starfish system - Shasta Summit in Spring, 2018. The number of faculty and students participating in the pilot has steadily increased. Table 6 shows the pilot information over the last three semesters. The system allows the faculty to recognize students for their achievements (Kudos) and notify them about academic concerns (Flags) and provide students with the capability to make appointment with instructors online, services information and a success network. The initial feedbacks from the students and faculty seems to be very positive.

Table 6. Shasta Summit Pilot Data [9]

Semester	Number of Faculty	Number of Sections	Number of Students
Spring 2018	3	16	156
Fall 2018	11	59	555
Spring 2019	16	75	1098

The next step is probably to analyze the data to determine the resource needs in order to fully implement the system.

Other retention strategies may include:

- Peer and faculty mentoring and tutoring.
- Providing professional development opportunities to faculty on student retention in their classroom.
- Active teaching and learning and other pedagogies that are conducive to student retention.
- Use SLO and PLO assessment to guide teaching strategies for student success.

Outreach and Marketing

Outreach and marketing should be an integral part of enrollment management. Fortunately, Shasta College has one of the best marketing departments around. There are many ways that outreach and marketing can be conducted. These include online social media, traditional media, high school partners, CTE advisory committee, trade and professional associations, graduates, publicity (word of mouth), among others. Our marketing department has put ads on social media and traditional media such as radio. We partner with high schools on many event such as High School Counselors Day, College Preview Day and high student visits. The TRIO program works directly with secondary school students and help to bring them to the college.

Recently, the College started the New Applicant Outreach Project which has the potential to increase our yield. Yield is defined as the number of students who attend the college divided by the number of students admitted to the college. Our current yield is about 55% [11] and our Student Equity Plan calls for 58% by 2022, which amounts to an increase of 507 students based on the number of applicants in 2017-2018. In the New Applicant Outreach Project, the new applicant information is downloaded from CCCApply every week, students are sent a welcome package, followed by a phone call and two emails in the next three weeks. So a new applicant will be contacted four times within a month. This should be a highly effective approach in increasing our yield as research has shown that a simple reminder reduced “summer melt,” referring to students who gained admission, but failed to attend colleges in the fall [8]. This is true in some other areas as well. For example, simple reminders about upcoming loan payment deadlines significantly decrease late payment [8]. Therefore, we should fully support the New Application Outreach Project.

In CTE areas, advisory committees as well as trade and professional associations play important roles in student recruitment. For example, when Evergreen Valley College's Surveying and Geomatics program was developed, most of the students are recruited by the advisory committee members and local chapter of California Land Surveyor's Association through their connections [13]. Thus, it is imperative that our CTE programs build strong advisory committees and connect with local trade and professional associations.

Our graduates can be great ambassadors for reaching out to the community. One idea is to publish a newsletter or magazine to share success stories about our alumni.

Publicity will create a "word of mouth" effect. Timely news releases about College achievements such as receiving grants and awards will help to create such an effect.

For international student recruiting, we are using a multi-faceted approach as well. These include building international and domestic partnerships and using free resources such as EducationUSA which is the US State Department's arm to help the international recruiting efforts of US colleges and universities. We recently signed a contract with a Chinese education consulting firm to recruit students there and an MOU with UC Davis to build a pathway for their ESL students to study at Shasta College. We are working on a partnership with a University in Taiwan. We plan on bringing EducationUSA advisors and Consuls from the Chinese Consulate to learn about our programs and services so that they can help our international recruiting efforts. Participation in international recruiting activities, including virtual exhibitions, should also be considered. Collaboration with high schools to build a pathway for international students should be explored.

[Financial Aid](#)

Financial aid plays an important role in student retention and enrollment. According to Whalen and Shelley [12], a \$1,000 award can increase the six year graduation/retention rate by 9% in four-year colleges. Family finance is the single important factor for many families in determining where their students will go to college. The new Shasta College Promise Program, which waives tuition for first-time, full-time students, will help to increase enrollment by attracting students who may otherwise be unable to attend college.

We should also continue to explore other sources of scholarships to provide financial assistance to our students. Recently, the American Association of Civil Engineering Redding Chapter has started to offer scholarships to our engineering students. The National Science Foundation's Scholarship Program in STEM, which can award up to \$5 million in scholarships and related activities, is a good source for scholarships in STEM.

[Intake](#)

Making the intake process easier will also help enrollment. The implementation of AB 705 will remove an enrollment barrier for some students. The College's current efforts in providing online-orientation and automatic college planning will make the process more efficient. Other innovations, such as one-stop service, will also make the intake process easier for the students.

Acknowledgement

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Appendix I Non-Credit Categories

(Program and Course Approval Handbook, 6th Edition)

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

1. **English as A Second Language (ESL)** courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).
2. **Immigrant** courses are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).
3. **Elementary and Secondary Basic Skills** includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).
4. **Health and Safety** courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).
5. **Substantial Disabilities** courses are designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an

“assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5).

Educational Assistance Classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.

6. **Parenting** includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children’s education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).

7. **Home Economics** or family and consumer sciences includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).

8. **Courses for Older Adults** offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).

9. **Short-term Vocational Programs** are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training

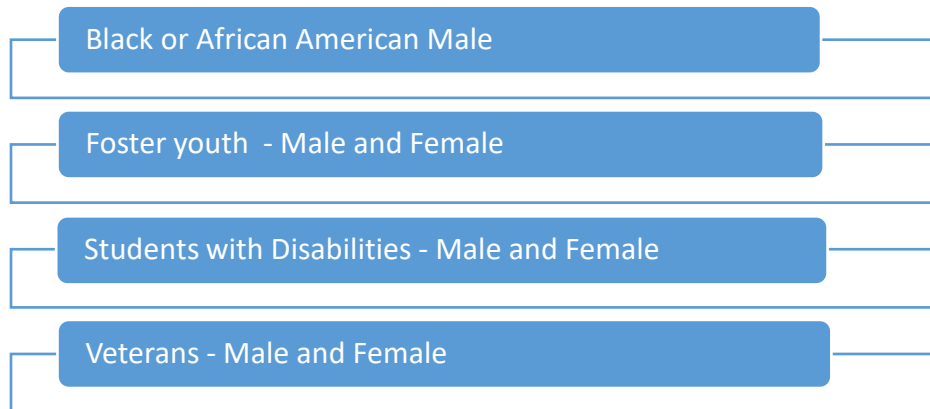
programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).

10. [Workforce Preparation](#) courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).

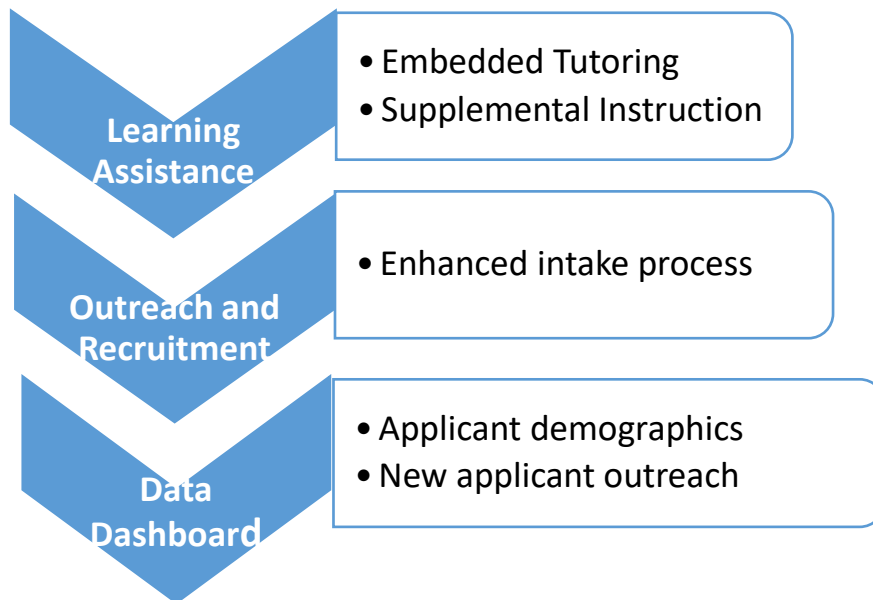
In addition to the ten eligible areas, title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

Student Equity Report – Due 1/1/20 [Will need Senate Approval]

1. Identify 3-5 target equity populations who experienced disproportionate impact based on your own data.



2. Identify 3-5 activities to improve outcomes for these populations



3. Expenditures – previous year

4. Brief Narrative – specific activity

Challenges

Success story

Outcomes

Immigration Enforcement Activities (NEW)

AP 3415

Reference: ***Education Code Sections 66093 and 66093.3***

Responding to Requests for Access for Immigration Enforcement Activities

District personnel shall provide guidance and offer ~~to~~ campus employees training addressing law enforcement access to campus buildings and student residences. This guide shall include the following required topics:

- Instructions that law enforcement officers cannot enter living quarters to make arrests without a judicial warrant, valid consent, or exigent circumstances.
- Instructions that District personnel, including campus ~~police~~safety, cannot consent to the entry into a residence or dormitory for the purpose of a search or arrest, but a judicial warrant or exigent circumstances may authorize officer entry without consent.
- Campus ~~police~~safety contact information to report concerns about the presence of officers engaged in immigration enforcement on any campus property.
- Samples of warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.
- Sample responses for student housing staff to use in response to officers seeking access for immigration enforcement purposes that avoids ~~instructional classroom~~ interruptions, and that preserves the peaceful conduct of the school's activities.

District personnel shall advise all students, faculty, and staff to immediately notify the office of the Superintendent/President ~~and Director of Campus Safety or designee~~, if they are advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered the campus for immigration enforcement purposes. ~~Campus police safety should also be notified as soon as possible.~~

No personnel may consent to entry of District facilities or portions thereof.

Immigration Enforcement Activities (NEW)

AP 3415

District personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to the office of the Superintendent/President, or designee, for purposes of verifying the legality of any warrant, court order, or subpoena.

If the officer declares that exigent circumstances exist and demands immediate access to the campus, District personnel should not refuse the officer's orders and immediately contact the [Superintendent/President Assistant Superintendent/Vice President of Administrative Services or designee and Director of Campus Safety](#).

The ~~office or designee of the~~ Superintendent/President's Office [and Director of Campus Safety](#) shall determine what type of authorization is being provided to support the officer's request for access:

- **A U.S. Immigrations and Customs Enforcement (ICE) "warrant."** Immediate compliance is not required. District personnel shall inform the officer that they cannot consent to any request without first consulting with the [Superintendent/President or designee Assistant Superintendent/Vice President of Administrative Services or designee](#). Provide copy of the warrant to the designated administrator (where possible, in consultation with legal counsel) as soon as possible.
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the [Superintendent/President or designee Assistant Superintendent/Vice President of Administrative Services or designee](#) before responding.
- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Inform the officer that the District cannot respond to the subpoena until after it has been reviewed by the [Superintendent/President or designee Assistant Superintendent/Vice President of Administrative Services or designee](#). Provide a copy of the subpoena to a designated administrator or legal counsel as soon as possible.
- **A notice to appear:** This document is not directed at the District. District personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to the [Superintendent/President or designee Assistant Superintendent/Vice President of Administrative Services or designee](#) as soon as possible.

Immigration Enforcement Activities (NEW)

AP 3415

District personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District personnel shall make a record of the contact and forward the information to the Office of the Superintendent / President.

In making record of the contact with an immigration enforcement officer, District personnel shall provide the following information:

- Name of the officer, and, if available, the officer's credentials and contact information;
- Identity of all school personnel who communicated with the officer;
- Details of the officer's request;
- Whether the officer presented a warrant, subpoena, or court order to accompany ~~his/her~~the request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;
- District personnel's response to the officer's request;
- Any further action taken by the immigration officer; and
- Photo or copy of any documents presented by the agent.

District personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Superintendent/President or designee Assistant Superintendent/Vice President of Administrative Services or designee.

In turn, the Superintendent/President or designee Assistant Superintendent/Vice President of Administrative Services or designee shall submit a timely report to the District's governing board and the Director of Campus Safety campus public safety office regarding the officer's requests and actions and the District's response(s).

Responding to Immigration Acts ~~Against~~Against Students or Family Members

If there is reason to suspect that a student, faculty member, or staff person has been taken into custody as the result of an immigration action, District personnel shall notify the person's emergency contact that the person may have been taken into custody.

~~District personnel shall designate a staff person~~ The Associate Vice President of Human Resources as a is designated as the point of contact for any student, faculty member, or staff person who may or could be subject to an immigration order or inquiry.

Immigration Enforcement Activities (NEW)

AP 3415

District personnel shall not discuss the personal information, including immigration status information, of any student, faculty member, or staff person with anyone, or reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.

~~The District maintains a personnel shall maintain a~~ contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it ~~from the Human Resource Department. At minimum, the list shall include the legal service provider's name and contact number, e-mail address, and office address.~~

If a student is detained or deported, or is unable to attend to ~~his/her~~their academic requirements because of an immigration order, the College shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its policy.

District personnel shall permit a student who is subject to an immigration order to reenroll if and when the student is able to return to the District, subject to and in compliance with its policy and will make reasonable and good-faith efforts to provide for a seamless transition in the student's reenrollment and reacquisition of campus services and support.

District personnel shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

CCLC-NEW 3/19

VPAS Office 8/15/19

Sent to Campus Safety 8/20/19

Service Animals (New, Legally Required)

AP 3440

Reference:

Civil Code Sections 54 et seq.; Penal Code Section 365.5; The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.; 28 Code of Federal Regulations Part 35; 28 Code of Federal Regulations Part 36; 34 Code of Federal Regulations Part 104.44(b)

The District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law.

The District will allow an individual with a disability to use a miniature horse as a service animal in District facilities and on District campuses if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the District has determined, based on the assessment factors provided in this procedure, that a reasonable accommodation can be made.

The District will allow an individual with a disability to be accompanied by ~~his/her~~ their service animal in all areas of the District's facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.

These procedures shall also be applicable to an individual who is training a service animal.

Service Animal Defined

A "service animal" for purposes of this procedure means any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

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

Service Animals (New, Legally Required)

AP 3440

everywhere at a District facility. If there is a question about whether an animal is a service animal, the DSPS/[PACE](#) Director or ADA Coordinator will resolve the question after consulting with the student.

Exceptions

The District may ask an individual with a disability to remove a service animal from the premises if:

- The animal is out of control and the animal's handler does not take effective action to control it; or
- The animal is not housebroken.

If a service animal is excluded under one of these exceptions, the District will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

Assessment Factors for Miniature Horses

The District shall consider the following factors:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken; and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

Therapy Animals

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.

Control

The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Disruptive or aggressive animals may be asked to leave Shasta College facilities. If the improper behavior happens repeatedly, the handler may be told not to bring the animal

Service Animals (New, Legally Required)

AP 3440

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.

Care or Supervision

The District is not responsible for the care or supervision of the animal. The handler must clean up after the service animal.

Inquiries by the District

The District may make two inquiries to determine whether an animal qualifies as a service animal:

- Whether the animal is required because of a disability; and
- What work or task the animal has been trained to perform.

The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet the definition of service animal under this procedure. There are no licensing or certification requirements for miniature horses.

No Surcharge

The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damage caused by ~~his or her~~ their service animal.

Refer to: AP 5140

New 7/11

Admissions

AP 5010

Reference: *Education Code Sections 76000; 34 Code of Federal Regulations 668.16(p) (U.S. Department of Education regulations on the ~~integrity~~ Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.C.6*

Admission

The Superintendent/President or designee is the designated authority and has responsibility for the admission process. The Superintendent / President, or designee, makes final admission determinations. ~~Current admission~~ Admission procedures are published in the ~~most recent version of the~~ college catalog, schedule of classes, and the Shasta College website.

- All prospective students who wish to attend Shasta College for the first time are required to complete an ~~Shasta College~~ application for admission ~~either in person or online~~. Students who are returning to Shasta College after an absence of two or more semesters must ~~update their student information with Admissions and Records~~ complete a new application for admission. Students who applied to Shasta College, but either never enrolled or dropped prior to census must ~~update their student information~~ complete a new application for admission.
- All information provided by the applicant on the admission application must be true and accurate as required by law. A student who knowingly falsifies any information required on the Shasta College application, or other college documents, is subject to disciplinary action.
- The application for admissions must be completed in full. If the application is submitted without all personal identifiable information (e.g. full legal name, date of birth, social security number (if applicable), current residence address, valid contact number, email, etc..) there may be a registration block on the students account until information is updated.
- Students under 18 years of age shall submit a copy of their high school diploma, completion of GED, or Certificate of Proficiency and parental consent at the time of application. If the student submits a high school diploma issued through a homeschool program, the student must submit a current private school affidavit filed with the State Superintendent of Public Instruction.
- Students under the age of 18 without a high school diploma, or equivalent, who are not currently enrolled in a secondary institution or approved home school, are not eligible for admission to Shasta College. A denied applicant may make an appeal to the Superintendent/President or designee.
- Students ~~18 years of age or older~~ with a high school diploma, or equivalent, are eligible for admission to Shasta College.

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Admissions

AP 5010

- Students 18 years of age or older without a high school diploma, or equivalent, are eligible for provisional admission to Shasta College.
- Applicants under the age of 18 who are currently enrolled in a public or private school and meet the criteria of E.C. Section 48000, are eligible to apply for admission to attend Shasta College as a “special part-time student”.
- Certified “highly gifted” students, whose application for admission has been denied, may appeal the decision. See AP 5011 – *Admissions and Concurrent Enrollment of High School and Other Young Students*.

Admission of each student includes the determination of California State residency. See AP 5015 – *Residency Determination*. Students determined to be California residents [or eligible as an AB540 students](#), are charged the California State Enrollment fee as set by the California Community College Chancellor’s office. All other fees apply.

Students determined to be non-residents are charged the non-resident tuition in addition to the resident enrollment fee.

Admission to impacted specialized programs (e.g. Baccalaureate degree program, Registered Nursing program) may require the completion of a program admission application and Board-approved admission requirements. Current program admission requirements are published by the respective program and made available on the college website. The Admission criteria, process and application for specialized programs are valid for the current application cycle only.

Shasta College is authorized to offer educational opportunity to international students. See AP 5012 – *International Students*.

The ~~Associate Vice President of Student Services / Dean of Enrollment Services Assistant Superintendent/Vice President of Instruction~~ shall be responsible for evaluating the validity of a student’s high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Board Reviewed 2/24/10

Board Reviewed 4/10/13

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

Board Reviewed 10/14/15 [MANDATED CHANGES]

Board Reviewed [Revised] 05/10/17

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**Admission and Concurrent Enrollment
of High School and Other Young Students**

AP 5011

References: *Education Code Sections 48800, 48800.5, 76001, 76002 and 76004; ACCJC Accreditation Standard II.C.6*

Special Part-Time Student

To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission is subject to seat availability. The student must submit to Admissions & Records:

- A completed district application for admission.
- A written and signed parental or guardian consent, on the District's Special Admit form.
- A written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the College Superintendent/ President or designee without the signature of a principal.)
- Prior school transcripts and writing samples upon request for [assessment/placement purposes.](#)
- Demonstration that the student is capable of profiting from instruction. The Superintendent / President or designee has the authority to make the final decision whether a student can benefit from instruction.

Special Full-Time Student

To be considered for admittance as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.

Admission is subject to seat availability. The student must submit to Admissions & Records:

- A completed district application for admission.
- A written and signed parental or guardian consent on the District's Special Admit form.
- A written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the College Superintendent/President or designee without the signature of a principal.)
- Prior school transcripts and writing samples upon request for [assessment/placement purposes.](#)

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

**Admission and Concurrent Enrollment
of High School and Other Young Students**

AP 5011

- Demonstration that the student is capable of profiting from instruction. The Superintendent/President or designee has the authority to make the final decision whether a student can benefit from instruction.
- Written approval of the governing board of the school district of attendance. The College Superintendent / President or designee has the authority to make the final decision whether a student can benefit from instruction.

Special Summer Session Student

To be considered for admittance as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.

- The student must submit to Admissions & Records:
- A completed district application for admission.
- A written and signed parental or guardian consent on the District's Special Admit form.
- A written and signed approval of the applicant's school principal that the student has availed ~~himself or herself of~~ all opportunities to enroll in an equivalent course at ~~his or her~~ their school of attendance.
- Prior school transcripts and writing samples upon request for ~~assessment~~placement purposes.
- Demonstration that the student has adequate preparation in the disciplines to be studied.

High School Students

For students attending high school, the Assistant Superintendent/Vice President of Student Services or designee will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the District shall be final.

This determination may be done by applying one or more of the following criteria:

- A review of the materials submitted by the student;
- A meeting with the student and ~~his/her~~ their parent or guardian;
- Consultation with the Assistant Superintendent/Vice President of Student Services or designee;

Admission and Concurrent Enrollment of High School and Other Young Students

AP 5011

- Consideration of the welfare and safety of the student and others; and/or
- Consideration of local, state, and/or federal laws.

Middle and Lower School Students

For students attending middle and lower schools, the determination shall be made by the Assistant Superintendent/Vice President of Student Services or designee. The school must provide transcripts and a letter signed by the principal indicating how in his or hertheir opinion the student can benefit from instruction. The Assistant Superintendent/Vice President of Student Services or designee will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others will not be affected. The decision of the Assistant Superintendent/Vice President of Student Services or designee shall be final. Once a decision has been made, the student, his/hertheir parent or guardian and the school principal shall be informed of the decision.

This determination may be done by applying the following criteria:

- A review of the materials submitted by the student;
- A meeting with the student and his/hertheir parent or guardian;
- Consultation with the Assistant Superintendent/Vice President of Student Services or designee;
- Consideration of the welfare and safety of the student and others;
- Consideration of local, state, and/or federal laws;
- Review of the content of the class in terms of sensitivity and possible effects on the minor;
- Requirements for supervision of the minor; and/or
- Times the class(es) meet and the effect on the safety of the minor.

Access and Academic Rigor

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline. Course content is not altered for special admit students and is intended for adults.

**Admission and Concurrent Enrollment
of High School and Other Young Students**

AP 5011

Agreements

Agreements between school District(s) and Shasta College are located in the Office of the Superintendent / President and may be reviewed with reasonable prior notification.

Credit granted for courses

Students enrolled under the provisions of this procedure shall earn college credit as identified in the college catalog. Credit for courses completed shall be at the level determined to be appropriate by the school district and community college district governing boards.

Unit Limits

Limits on the number of units for which special part time students may enroll.

- A special part-time student may enroll in up to, and including, 11 units per semester (fall or spring), or the equivalent thereof, at Shasta College.
- A special part-time student may enroll in up to, and including, 7 units per semester (summer), or the equivalent thereof, at Shasta College

Denial of request for full-time enrollment, including time constraints, for Highly Gifted Students

If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

Enrollment Priority

The governing board of Shasta College shall assign a lower enrollment priority to special part-time or full-time students in order to ensure that these students do not displace regularly admitted students.

FERPA

Shasta College Board policy prohibits the release of information without the written consent of the student. This applies to all Shasta college students, regardless of age.

State Apportionment

For the purposes of receiving state apportionments:

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**Admission and Concurrent Enrollment
of High School and Other Young Students**

AP 5011

- A community college district may include K-12 pupils who attend a community college within the District pursuant to Sections 48800 and 76001 in the District's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria. Records of enrollment of these students is maintained in the office of Admissions and Records.
- The class is open to the general public.
- The class is advertised as open to the general public in one or more of the following:
 - a. The college catalog.
 - b. The regular schedule of classes.
 - c. An addenda to the college catalog or regular schedule of classes.
- If a decision to offer a class on a high school campus is made after the publication of the regular schedule of classes, and the class is solely advertised to the general public through electronic media, the class shall be so advertised for a minimum of 30 continuous days prior to the first meeting of the class.
- If the class is offered at a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.
- If the class is a physical education class, no more than 10 percent of the maximum enrollment specified for that section of the course may be comprised of special part-time or full-time students. A community college district may not receive state apportionments for special part-time and full-time students enrolled in physical education courses in excess of 5 percent of the District's total reported full-time equivalent enrollment of special part-time and full-time students.

Board Reviewed [New] 05/10/17

Responding to Inquiries of Immigration Status, Citizenship Status and National Origin Information

AP 5017

Reference: Education Code Sections 66093, 66093.3, and 68076;
Title 5 Section 41905

Unless required by federal or state law, the District shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of immigration status or citizenship status information to satisfy the requirements of a special program, the District shall not use that documentation or information for decisions related to admissions or enrollment in courses or degree programs.

The District is not permitted to use immigration status, citizenship status, or national origin information in personal statements outside the application process, other than for legitimate educational interests, including the provision of a service or benefit relating to the student, such as health care, counseling, job placement or financial aid.

If the District learns of a student's immigration status through its application process (including answers to personal insight questions), the District shall create policies and procedures to protect such personal identifiable information and retain the information only to the extent it is necessary or required by law. The District shall avoid the disclosure of information that might indicate a student or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA) or state law.

Where permitted by law, the Associate Vice President of Student Services/Dean of Enrollment Services or designee shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status or citizenship status, and that do not reveal information related to citizenship or immigration status.

Examples of documents that can be used as proof of residency include but are not limited to:

- Registering a motor vehicle operated in California;
- Obtaining a California driver's license or California identification card;
- Filing a resident or nonresident California state income tax return;
- Listing a California address on a federal income tax return;
- Listing a permanent military address or home of record in California;
- A professional or vocational license obtained from a California state licensing agency (e.g., nursing, teaching credentials);
- Maintaining active resident memberships in California based professional organizations (e.g., police union, teachers' union); and
- Maintaining an active bank account at a California bank.

**Responding to Inquiries of Immigration Status, Citizenship Status
and National Origin Information**

AP 5017

Where Shasta College is permitted by law to request a minor student's parent's residency information in order to determine tuition or aid, the college shall only require documentation or information that is available to persons regardless of immigration status (as noted above).

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this administrative procedure, Shasta College's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this administrative procedure.

Specifically, where Shasta College must determine a student's residency for purposes of in-state tuition, the college shall not inquire about a parent/guardian's citizenship or immigration status, and shall enumerate alternative means of establishing a parent/guardian's residency. If the student is considered a minor dependent of a California resident, the college shall only require documents to determine whether the parent has resided in California for one year (e.g. vehicle registration, lease agreements, etc.)

NEW 3/19

Shasta-Tehama-Trinity Joint Community College District
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Service Animals (New, Legally Required)

BP 3440

Reference: The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.; 28 Code of Federal Regulations Part 35; 28 Code of Federal Regulations Part 36; 34 Code of Federal Regulations Part 104.44(b)

In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.

Admissions and Concurrent Enrollment

BP 5010

Reference: *Education Code Sections 76000, 76001, 76002 and 76038; Labor Code Section 3077; 34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.C.6*

Open Enrollment

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 or possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or ~~his or her~~ designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.

Admission

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special full-time student. ([See AP 5011](#))

Any student enrolled in K-12 may attend summer session. ([See AP 5011](#))

The Superintendent/President shall establish procedures regarding ability to benefit and admission of high school and younger students.

Admissions and Concurrent Enrollment

BP 5010

Denial of Requests for Admission

If the Board denies a request for special full time or part time enrollment by a K-12 student who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Superintendent/President shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a student who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the District based on enrollment of high school students shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

See Administrative Procedure 5010

Board Approved 3/12/03

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

Board Approved Revisions 3/10/10

Board Approved Revisions 1/15/14

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

Board Approved 10/14/15 [MANDATED CHANGES]

Board Approved [Revised] 05/10/17

Course Adds and Drops

AP 5075

Reference: **Title 5, Sections ~~55758-55024~~ and 58004**

Students shall refer to the ~~official~~ current version of the class schedule and college catalog, posted online, for information on the process ~~of for~~ adding/dropping courses.

~~Course Adds~~ Adding Courses

Students may add classes through the registration period online or in person.

- Students may add a class up to census day through the 10% point of the class with instructor approval ~~if there is an open seat in the section without instructor approval. If there is not an open seat in the section, students must obtain instructor approval to register through an online add code or signed registration form.~~
- After the registration period concludes, classes may only be added by formal request through a late add petition process. The petition must be approved and signed by the Instructor, the Dean of the Division, the Assistant Superintendent/Vice President of Instruction from the student to Dean of Enrollment Services Chief Instruction Officer or designee, and the Registrar (or designee).

~~Students shall refer to the current class schedule for information on the process of adding courses.~~

Course ~~Drops~~/Withdrawals

Course drops or withdrawals are authorized through the last day of the fourteenth week of instruction or 75% of the term, whichever is less.

- A student may drop a class and have no notation appear on ~~without record on~~ their transcripts through the census date of each class.
- After the census date of each class and up to 75% of the term, a student may withdraw from a class. The notation of a "W" will appear on the student's transcript and will not be used in the calculation of the grade point average. The "W" will count towards attempted units for Academic Progress as well as Satisfactory Academic Progress for Financial Aid purposes.
- Instructors shall manager their class rosters through clear their roll ~~the census process and withdrawal of inactive students not later than the end of the last business day before the census day.~~ An instructor may also drop a student, through the instructor initiated drop process, during the first 75% of the class for non-participation.
- It is the student's responsibility to withdraw ~~al~~ from a course they no longer attend and/or participate in through Admissions and Records.

Course Adds and Drops

AP 5075

~~Instructors shall clear their rolls of inactive students on the official District roster up to and including census day.~~

“Inactive students” include:

- Students identified as no-shows.
- Students who officially withdraw.
- Students who are no longer participating in the courses and ~~are therefore dropped by the instructor~~ have “stopped-out” from attendance and participation. Instructors have the authority to drop a student with this status, however it is the student’s responsibility to officially withdraw from the course.

~~Students may be permitted to enroll in a class after having received the maximum authorized number of “W” symbols as long as the students will receive a grade or a non-evaluative symbol other than a “W” upon completion of the course, if the District policy permits additional withdrawals for which it does not receive apportionment and the official designated in the District’s policy approves such withdrawal after a review of a petition submitted by the student.~~

~~A military withdrawal (“MW”) will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt. A military withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol of “MW” may be assigned at any time after the period established by the District during which no notation is made for withdrawals. In no case shall a military withdrawal result in a student being assigned an “FW” grade.~~

If a student stops attending and/or participating in a class past the official withdrawal period, an Instructor may assign a failing withdrawal (“FW”). A failing withdrawal (“FW”) will count towards the student’s Academic Progress and Satisfactory Academic Progress (SAP) for Financial Aid Purposes. The failing withdrawal (“FW”) will be counted towards the number of withdrawals and as an enrollment attempt.

~~An excused withdrawal (“EW”) will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt, nor will it be counted in progress probation and dismissal calculations. An excused withdrawal occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his/her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is subject to immigration action, or other extenuating circumstance making completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be~~

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Course Adds and Drops

AP 5075

applied if the failure to complete the course(s) was the result of the student's behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the District's required documentation substantiating the condition, a withdrawal symbol of "EW" may be assigned at any time after the period established by the District during which no notation is made for withdrawals. In no case shall an excused withdrawal result in a student being assigned an "FW" grade.

Board Reviewed 7/14/10
Academic Senate Approved 4/23/12
Board Reviewed 6/13/12

Student Organizations

AP 5400

Reference: **Education Code Sections 76060-76067**

Student Senate

The students of the District are authorized to establish a student body association. The Board hereby recognizes the Student Senate as the student body association of the District. Day and evening students as well as off-campus students shall be encouraged to participate.

The Student Senate will conduct an annual District election of officers. The officers will oversee the meetings, expenditures, authorizations, and policies established. A ~~simple 2/3~~ majority of the ~~elected voting members of the~~ Student Senate executive officers shall constitute a quorum.

The Student Senate shall have student representative positions for each Division and if possible for each Campus within the District. Students interested in being a representative will fill out an application of interest. Representative applications will be available during regular office hours in the Student Senate office. At the close of the application period all eligible applicants will undergo a review process conducted by the ~~elected~~ Student Senate officers. Appointments will be announced at the next regularly scheduled Student Senate meeting. The following should take place:

1. The Student Senate shall conduct weekly meetings and post agendas for each meeting seventy-two hours in advance of the meeting in a designated area accessible to all students. Meetings will be conducted in compliance with the Ralph Brown Act.
2. A District academic employee (usually the ~~Dean of Students~~Director of Student Life and/or the Student Senate ~~faculty~~ advisor) must be present at all official Student Senate meetings at which time motions are made, action is taken and minutes are prepared.
3. All financial/monetary transactions in which funds are deposited or disbursed must be processed through the District Business Office.

Student Activities

1. All student activities and events must have required documents on file for Use of Facilities with Administrative Services Office.
2. The ~~Dean of Students~~Director of Student Life must be notified in writing of the time, place, and nature of a proposed student activity at least ~~ten~~five days prior to the date of the event. The ~~Dean of Students~~Director of Student Life will have the authority to approve or disapprove all student activities.
3. All student activities must have adequate faculty or administrative supervision as determined by the ~~Dean of Students~~Director of Student Life.
4. Security supervision of student activities may be required by the ~~Dean of Students~~Director of Student Life for athletic events, dances, concerts and other activities in which large numbers of people are likely to congregate. The organization or club sponsoring the event will ordinarily bear the cost of security supervision.

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Student Organizations

AP 5400

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Student Organizations

AP 5400

Clubs/Student Organizations

Any five Shasta College students plus a faculty advisor may form an interest or service club within the District provided the following process is adhered to:

1. Submit a completed club application packet to~~Petition~~ the Student Senate for approval which will include the following:
 - a. Petition with at least five student signatures and at least one faculty advisor signature.
 - b. A copy of the club's organizational constitution
 - c. A copy of the club's intended budget
 - d. A signed copy of the club's Advisor Agreement form
 - ~~a-e.~~ A signed copy of the club's Officer Agreement form
- ~~2. Submit a club application packet to the Student Senate for approval.~~
- ~~3.2.~~ All financial/monetary transactions in which funds are deposited or disbursed must be processed through the District Business Office.
- ~~4.3.~~ Have a ~~college academic employee~~ faculty advisor or designee present at all official club meetings at which time motions are made, action is taken and minutes are prepared.

Any club that has been inactive for two consecutive semesters shall be deemed null and void and all monies shall become the property of the general fund of the Student Senate.

When certification or decertification of a club is disputed, the question shall be determined by the following appeal procedure:

1. The appeal is taken to the Student Senate.
2. The Student Senate will make a recommendation to the ~~Dean of Students~~Director of Student Life regarding the certification or decertification of the club in question. The ~~Dean of Students~~Director of Student Life will then make a recommendation to the Assistant Superintendent/Vice President of Student Services.
3. The Assistant Superintendent/Vice President of Student Services has the authority to affirm or deny the certification or decertification of the club.

Other Student Organizations

Other student organizations (such as Phi Theta Kappa, Shasta College Beta Mu Mu Chapter), shall be extended the same rights and privileges as student clubs and will be officially recognized by the District. These organizations will adhere to all state laws and regulations and District policies and procedures outlined above.

Student Organizations

AP 5400

~~Other student organizations can be recognized by the District provided the following process is adhered to:~~

- ~~1) Petition the Student Senate for approval.~~
- ~~2) Submit an application packet to the Student Senate for approval.~~
- ~~3) All financial/monetary transactions in which funds are deposited or disbursed must be processed through the District Business Office.~~
- ~~4) Have a college academic advisor present at all official club meetings at which time motions are made, action is taken and minutes are prepared.~~

~~Any student organization that has been inactive for two consecutive semesters shall be deemed null and void and all monies shall become the property of the general fund of the Student Senate or the appropriate state, national, or international organization.~~

~~When certification or decertification of a student organization is disputed, the question shall be determined by the following appeal procedure:~~

- ~~1. The appeal is taken to the Student Senate.~~
- ~~2. The Student Senate will make a recommendation to the Dean of Students Director of Student Life regarding the certification or decertification of the student organization in question. The Dean of Students Director of Student Life will then make a recommendation to the Vice President of Student Services.~~
- ~~3. The Vice President of Student Services has the authority to affirm or deny the certification or decertification of the student organization.~~

No student organization may organize or operate with the intent to participate in hazing or commit any act that injures, degrades or disgraces any fellow student or person.

Board Reviewed 12/10/08

Student Senate Elections

AP 5410

Reference: ***Education Code Sections 7606~~10~~-76067***

Each spring, the Student Senate shall conduct an annual District-wide election of new officers. The elected positions within the Student Senate shall be President, Vice President, Treasurer, Secretary, Public Relations Officer, and Events and Activities Officer.

Any student who is elected to serve as an officer in the Student Senate shall meet the following requirements:

1. Must be enrolled in a minimum of five semester units at the time of election and throughout the term.
2. Must maintain a minimum GPA of 2.00.

Board Reviewed 12/10/08

Student Organizations Finance

AP 5420

Reference: **Education Code Sections ~~76060 and 76063-76065~~; Community College Accounting Manual**

The Student Senate, clubs and other student organizations will have all funds deposited and disbursed by the District Business Office. The Business Office shall supervise and maintain the financial records and transactions; including budget preparation, auditing, purchase orders, check preparation, financial records, the issuance of purchase orders and the establishment of appropriate financial controls such as concession reports, ticket reports and the issuance and collection of receipt books.

The [fund](#) books, financial records and procedures of all student organizations are subject to an annual audit.

The reports of the student organizations annual audit are submitted to the District Governing Board.

Audit information, except that containing personnel or other confidential information, shall be released to the student organizations by the Vice President of Administrative Services.

The funds shall be deposited, loaned or invested in one or more of the following ways authorized by law:

- Deposits in trust accounts of the centralized State Treasury system pursuant to Sections 16305 to 16305.7, inclusive, of the Government Code or in a bank or banks whose accounts are insured by the Federal Deposit Insurance Corporation.
- Investment certificates or withdrawable shares in state-chartered savings and loan associations and savings accounts of federal savings and loan associations, if the associations are doing business in this state and have their accounts insured by the Federal Savings and Loan Insurance Corporation and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.
- Purchase of any of the securities authorized for investment by Section 16430 of the Government Code or investment by the Treasurer in those securities.
- Participation in funds that are exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and that are open exclusively to nonprofit colleges, universities, and independent schools.
- Investment certificates or withdrawable shares in federal or state credit unions, if the credit unions are doing business in this state and have their accounts insured by the National Credit Union Administration and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.
- Loans, with or without interest, to any student body organization established in another community college of the District for a period not to exceed three years.

Student Organizations Finance

AP 5420

- Investment of money in permanent improvements to any community college District property including, but not limited to, buildings, automobile parking facilities, gymnasiums, swimming pools, stadium and playing fields, where those facilities, or portions thereof, are used for conducting student extracurricular activities or student spectator sports, or when those improvements are for the benefit of the student body.

All funds shall be expended subject to such procedures as may be established by each of the student organizations, subject to the approval of each of the following three persons. Approval by the following will be obtained each time before any funds are expended:

- The ~~Superintendent/President or designee~~ Director of Student Life,
- The ~~officer or academic~~ employee who is the designated adviser of the particular student club or organization and,
- An officer of the particular student organization.

Other Agency Funds (Fund 89)

Other student organization's funds (non-clubs) will be classified as "Other Agency Funds."

Other agency funds are used to account for any other monies for which the district is the fiscal agent. A written agreement between both parties clearly defining the roles and responsibilities of each must be executed.

The governing Board shall adopt rules, responsibilities, and procedures to ensure the safeguarding of monies within this fund and the appropriate distribution of monies from this fund.

This fund may also function as an internal clearing account for grants, contributions, or revenues that must be allocated to more than one fund or when the user fund is not immediately known.

Such funds may be established and maintained in the appropriate county treasury, or as an alternative, the governing board may establish a bank account for each fund. Refer to Special Accounting Applications for requirements concerning separate bank accounts.

Student Representation Fee Trust Fund

The Student Representation Fee Trust Fund is used to account for monies collected pursuant to Education Code Section 76060.5 that provides for a student representation fee of one dollar per semester if approved by two-thirds of the students voting in the election. The election shall not be sufficient to establish the fee unless the number of students who vote in the election equals or exceeds the average of the number of students who voted in the previous three student association elections. The fee is to be expended to provide for the support of governmental affairs

Student Organizations Finance

AP 5420

representatives who may be stating their positions and viewpoints before city, county, and district governments and before offices and agencies of the State government. The district may charge a fee to recover its actual cost of administering these fees up to, but not more than, 7 percent of the fees collected and deposited.

A student may, for religious, political, financial, or moral issues, refuse to pay the student representation fee. The refusal must be in writing and submitted to college officials on the appropriate District-approved form.

Fees collected pursuant to Education Code Section 76060.5 shall be under the custody of the District's chief fiscal officer and, subject to approval of the governing board, shall be deposited or invested in one or more of the following ways: in an insured bank, state-chartered savings and loan association, credit union, centralized State Treasury system, or other depository or investment as authorized by Education Code Section 76063.

Student Representation Fee Trust Fund monies shall be expended in accordance with procedures established by the student organization consistent with the requirements of Education Code Section 76063. Each disbursement shall be subject to the approval of:

- the Assistant Superintendent/Vice President of Administrative Services;
- the Assistant Superintendent/Vice President of Student Services;
- ~~the~~ the Dean of Students Director of Student Life (?); and
- an officer of the Student Senate.

Board Reviewed 12/10/08

Off-Campus Student Organizations

AP 5510

Reference: **34 Code of Federal Regulations Section 668.46(b) (7)**

When a student is involved in an off-campus offense, police officers may assist with the investigation in cooperation with local, state, or federal law enforcement. Redding Police Department police routinely work and communicate with campus officers on any serious incidents occurring on-campus or in the immediate neighborhood and business areas surrounding campus. Students may live in the neighborhoods surrounding the campus. Although Redding Police Department has primary jurisdiction in all areas off campus, campus officers can and do respond to student-related incidents that occur in close proximity to campus. Campus officers have direct radio communications with the city police, fire department, and ambulance services to facilitate rapid response in any emergency situation.

~~This information will be included in the Shasta College Campus Safety Annual Report in compliance with the Clery Act. The Campus Safety Annual Report will include applicable information from law enforcement agencies regarding student-related incidents occurring off-campus.~~

Board Reviewed 4/11/12

Student Rights and Grievances

AP 5530

Reference: **Title IX, Education Amendments of 1972; Education Code Section 76224(a); HEA Title IV, CFR, Sections 600.9 and 668.4(3)(b); WASC Accreditation Standard II.B.2.c; 34 Code of Federal Regulations Parts 106.1 et seq.; AC-CJC Accreditation Eligibility Requirement 20; ACCJC accreditation-Accreditation Standard IV.D**

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student.

This procedure ~~applies shall include~~, but ~~is not to be~~ limited to, grievances regarding:

- Sex discrimination in education programs and activities as prohibited by Title IX of the Higher Education Amendments of 1972 (see AP 3435 Discrimination and Harassments Complaints and Investigations for sexual misconduct complaints under Title IX);
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors;
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120;
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

This procedure does not apply to:

- ~~Grade changes. Procedures to be used to file such a complaint are set forth in the District's Board Policy and Administrative Procedure 4230.~~
- ~~Student disciplinary actions which are covered under separate Board policies and Administrative Procedures. Procedures to be used to file such a complaint are set forth in the District's Board Policy and Administrative Procedure 5520.~~
- Unlawful discrimination, including sex discrimination. Procedures to be used to file such a complaint are set forth in the District's ~~Board Policy and~~ Administrative Procedure 34350.
- Police citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation.

Student Rights and Grievances

AP 5530

Definitions

~~**Informal Resolution-** Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the college administration.~~

Party- The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College GrievanceHearing Authority or Discipline Officer.

Superintendent/President – The Superintendent/President or a designated representative of the Superintendent/President.

Student- A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent- Any person claimed by a grievant complainant to be responsible for the alleged grievance.

~~**School Day-** Unless otherwise provided, Any-day shall mean a day during which the District college is in session and regular classes are held, excluding Saturdays and Sundays.~~

Informal Resolution- Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration.

~~**Student** A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).~~

Procedures

The Superintendent/President shall appoint an employee who shall assist students in seeking resolution by informal means, ~~and formal means along with conducting a hearing when necessary.~~ This person shall be called the Grievance Discipline Officer. The Grievance Discipline Officer and the student may also seek the assistance of the Associated Student Senate Organization in attempting to resolve a grievance informally.

Informal meetings and discussions between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall

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any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Any student who believes he/she has a grievance shall file a Statement of Grievance with the Grievance-Discipline Officer within ten (10) ~~school~~ days of the incident on which the grievance is based, or 10 days after the student learns of the basis for the grievance, whichever is later. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Within two (2) ~~school~~ days following receipt of the Statement of Grievance Form, the Grievance-Discipline Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

If at the end of ten (10) ~~school~~ days following the student's first meeting with the Grievance-Discipline Officer, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a ~~formal~~ grievance hearing ~~as described below (Fourth Level)~~.

Levels for Resolving a Student Grievance

FIRST LEVEL – Informal Grievance

Any student with a grievance should first attempt to resolve the matter by means of an informal meeting with the person(s) against whom the student has the grievance. This discussion must take place within ten (10) school days of the alleged incident.

SECOND LEVEL – Informal Grievance

If the grievance cannot be resolved ~~or if the discussion does not take place~~ as specified at the first level within ten (10) school days, the ~~complainant grievant~~ should contact the immediate supervisor or Dean of the appropriate department or program. This discussion must take place within ten (10) school days after contact at the second level. The Supervisor or Dean has ten (10) school days to respond to the student's grievance.

THIRD LEVEL – Informal Grievance

If the grievance cannot be resolved at the second level within ten (10) school days, the ~~complainant grievant~~ should contact the Grievance-Discipline Officer. The Grievance-Discipline Officer will review the grievance with the supervisor or administrator and attempt to resolve the grievance informally. This discussion must take place within ten (10) school days after contact at the third level. The Grievance-Discipline Officer has ten (10) school days to respond to the student's grievance.

FOURTH LEVEL – Formal Grievance and Hearing

If the grievance cannot be resolved informally at the third level, the ~~complainant grievant~~ will be asked to state the grievance in writing within ten (10) school days. Then a formal hearing will be scheduled within ten (10) school days of receipt of the written complaint. The employee being grieved shall have the opportunity to respond in writing. The Grievance-Discipline Officer, as appointed by the Superintendent/President, will conduct the hearing.

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The determination of whether the Statement of the Grievance presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The complainant grievant is a student as defined in these procedures, which include applicants and former students;
- The complainant grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Grievance-Discipline Officer shall notify the student in writing of the rejection of the Request for a Grievance, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within ten (10) school days of the date the decision is made by the Grievance-Discipline Officer.

If the Request for Grievance Hearing satisfies each of the requirements, the Grievance-Discipline Officer shall schedule a grievance hearing. The hearing will begin within ten (10) school days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than ~~ten-five~~ (105) school days' notice of the date, time and place of the hearing.

The hearing will comply with principles of due process, including the right to confront and cross examine witnesses. The decision of the Grievance-Discipline Officer shall be final on all matters relating to the conduct of the hearing.

~~The hearing will include the grievant(s) and the person(s) grieved against. Each shall be entitled to:~~

- ~~1) representation of his/her choice, including legal counsel when mutually agreed;~~
- ~~2) the right to present witnesses and evidence; and~~
- ~~3) the right to question opposing witnesses.~~

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter. Hearings shall be closed and confidential unless all parties request agree that it be open to the public. – Any such request must be made no less than five (5) days prior to the date of the hearing. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary only be present while testifying, unless all parties and the committee agree to allow them to remain for all or any other portion of the hearing.

Formal rules of evidence shall not apply. Any relevant evidence, as determined by the Discipline Officer shall be admitted.

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The hearing shall be recorded by the District, and shall be the only recording made. The Grievance Officer shall start the hearing by asking each person present to identify themselves by name and thereafter shall ask witnesses to identify themselves by name. No witness who refuses to be recorded may shall be permitted to give testimony, and will shall be considered to be unavailable. The recording shall remain in the custody of the District. Any party to the grievance may request a copy of the recording from the District in writing. The District shall make a copy available to the requesting party within 20 days.

Unless the Grievance Officer determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant(s) or grievants shall make the first presentation, followed by the respondent or respondent(s). The grievant(s) may present rebuttal evidence after the respondent(s) presents' evidence. The burden shall be on the grievant(s) or grievants to prove by substantial evidence that the allegations facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent himself/herself/themselves, and may also have the right to be represented by a person of his/her/their choice; except that a party shall not be represented by an attorney unless, in the judgment of the Grievance Officer, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented ~~not less than~~ at least ten (10) days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The Grievance Officer may also request legal assistance through the Superintendent/President.

The Grievance Officer shall have ten (10) school days after the date of the hearing to render a written decision to the Superintendent/President. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matters outside of that record. The record consists of the original grievance, any written responses, and the oral and written evidence produced at the hearing.

Within ten (10) school days following receipt of the Grievance Officer's decision and recommendation(s), the Superintendent/President shall send ~~to~~ all parties his/hers written decision, together with the Grievance Officer's decision and recommendations. The Superintendent/President may accept or reject the findings, decisions, and recommendations of the Grievance Officer. If the Superintendent/President does not accept the decision, ~~or a finding,~~ or recommendation of the Grievance Officer, the Superintendent/President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Superintendent/President shall be final, subject only to appeal as provided below.

Appeal Process

Any appeal relating to a Grievance Officer's decision that the Statement of the Grievance ~~does not failed to~~ present a grievance as defined in these procedures shall be made in writing to the Superintendent/President within ten (10) school days of that decision. The Superintendent/President shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not

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consider any other matters. The Superintendent/President's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual ~~con-~~
~~currency~~-agreement by all parties.

Record of Grievance

A record of the grievance against an employee of the District may only be entered into an employee's personnel file in compliance with District personnel policies, an employee's contract, applicable collective bargaining agreements, and the disciplinary process.

Note: The District is committed to resolving student complaints and/or grievances in a fair and equitable manner. Students should work through the District's process first before escalating issues to other agencies. Issues that are not resolved at the District level may be presented to the California Community Colleges Chancellor's Office (CCCCO) at: www.californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx

This ~~Policy~~ Administrative Procedure and the related ~~Administrative Procedure~~ Policy is not available for use by any student or applicant for admission who believes that he/she has been subjected to unlawful discrimination, including sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972. The basis for filing a complaint of unlawful discrimination and the procedures to be used to file such a complaint are set forth in the District's Board Policy and Administrative Procedure 34350 – Discrimination and Harassment Complaints and Investigations ~~Prohibition of Unlawful Discrimination or Harassment~~, which can be obtained in the Human Resources Office in the Shasta College Administration Building 100, Room 121, 11555 Old Oregon Trail, Redding, CA 96003 or on the District's web site at: www.shastacollege.edu.

Board Reviewed 1/17/07

Board Reviewed Revisions 11/09/11

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

Board Reviewed Revisions 11/18/15

Student Organizations

BP 5400

Reference: ***Education Code Sections 76060-76067***

Student Senate

The students of the District are authorized to establish a student body association. The Board hereby recognizes the Student Senate as the student body association of the District.

~~The District Board may authorize the students of a college to organize more than one student body association when the Board finds that day students and evening students each need an association or geographic circumstances make the organization of only one association impractical or inconvenient.~~

The Student Senate is recognized as the official voice for the students in the District decision-making processes. It may conduct other activities as approved by the Superintendent/President. The Student Senate activities shall not conflict with the authority or responsibility of the District Board or its officers or employees.

The Student Senate shall conduct its business, activities, and its use of District property in accordance with state laws and regulations and policies and procedures established by the District. The use of District property shall not be construed as transferring ownership or control of the property.

Student Activities

A student activity is an extra-curricular event sponsored by a recognized Shasta College club or student organization.

All student activities must have the prior approval of the ~~Dean of Students~~ [Director of Student Life](#), be scheduled following all District use of facility procedures through the Administrative Services Office and be in keeping with the guidelines for student activities.

Clubs

Any five Shasta College students plus a faculty advisor may form an interest or service club. Clubs must be established and operated in accordance with the appropriate administrative procedure.

Other Student Organizations

Other student organizations (such as Phi Theta Kappa, Shasta College Beta Mu Mu Chapter), shall be extended the same rights and privileges as student clubs and will be officially

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recognized by the District. These organizations will adhere to all state laws and regulations and District policies and procedures.

See Administrative Procedure 5400

Board Approved 4/11/01

Board Approved Revisions 12/10/08

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

Student Senate Elections

BP 5410

Reference: ~~Education Code Sections 760610-76067~~ ~~Education Code Sections 76060-76067~~

The Student Senate shall conduct an annual District-wide election of new officers. The elections shall be conducted in accordance with procedures established by the District.

Any student elected as an officer in the Student Senate shall meet both of the following requirements:

- The student shall be enrolled in the District at the time of election and throughout his/her term of office, with a minimum of five semester units or the equivalent.
- The student shall meet and maintain ~~the~~ minimum standards of scholarship (see ~~BP 4220 titled Standards of Scholarship and related administrative procedures~~).GPA of 2.00.

See Administrative Procedure 5410

Board Approved 4/11/01

Board Approved Revisions 12/10/08

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

Student Organizations Finance

BP 5420

Reference: **Education Code Sections ~~76060 and 76063~~–76065**

Student Organizations: the Student Senate, clubs, and other student organizations will have all funds deposited and disbursed by the District Business Office. The Business Office shall supervise and maintain the financial records and transactions including budget preparation, auditing, purchase orders, check preparation, financial records, the issuance of purchase orders, and the establishment of appropriate financial controls such as concession reports, ticket reports, and the issuance and collection of receipt books.

The funds shall be deposited, loaned or invested in one or more of the ways authorized by law.

All funds shall be expended according to procedures established by each of the student organizations, subject to the approval of each of the following three persons. Approval by the following will be obtained each time before any funds may be expended:

- the ~~Superintendent/President or designee~~ Director of Student Life;
- the ~~academic~~-employee who is the designated adviser of the particular club or student organization; and
- an officer of the particular student organization.

The funds of the various student organizations shall be subject to an annual audit.

See Administrative Procedure 5420

Board Approved 4/09/03

Board Approved Revisions 12/10/08

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