Shasta College

Student Services Council Meeting
October 18, 2017 • 9:00 AM
Room 2314

MINUTES

Committee Members Present					
X	Stacey Bartlett		Sue Huizinga		Jenna Barry Highfield - Guest
	Sharon Brisolara	X	Tim Johnston	X	Sara Phillips - Guest
X	Tina Duenas	X	Becky McCall		
X	Nadia Elwood	X	Kevin O'Rorke		
X	Sandra Hamilton Slane				

CALL TO ORDER

The meeting was called to order by Tim at 9:07 a.m.

1. Approval of Minutes
   It was moved by Becky and seconded by Nadia to approve the Student Services Council October 18, 2017 minutes with revisions. All in favor to approve the minutes.

2. Introducing Susan Saephanh - Web Content Coordinator
   - Unable to join

3. Accreditation – debriefing
   - Any feedback?
   - Financial aid – not an easy visit from the team, they drilled down and wanted data and information.
     o Wanted to know about the loans, and default rates.
     o How many are borrowing – Sub, status of loans
     o Caught off guard that they were asking for such information in the interview
   - No commendations for Student Services
   - Recommendations – Committee review process
     o Program review process
     o Collegial – interested in improvement and how can we help move forward
   - Certain questions sounded like they wanted to know what we do so they can use that information that their own colleges.
   - Didn't ask about Title 9 related. Did ask about discipline process – it is very case by case.
   - Nothing around the Student complaint process, only questions about how to maintain it and sent examples but that was it.
   - It was beneficial in taking time to update the form.
   - Student group meetings were fun.
   - Anything to be done in terms of preparation:
     o Integrated program review

- o Bylaws of program review committee can change the bylaws, AP 4020 is a big faculty piece. Wanting to bring in someone from Equity and Inclusion and find the cross over and find out how we can integrate both.
- o We would benefit on the student services side to partner with instructional
- o Need to start having dialogue with Frank to partner Student Service and Instructional
- o How does everyone feel about that? If we were to break it down and amplify it more in line with instructional.
  - Any thoughts? – What is the timeline on instructional for program review
  - Every 2 years, program review there is an update done annually.
  - Qualification – 3 modes, 1) Qualification – Good to go, 2) With qualification – ask them to review, 3) discontinuance – multiple steps before it can be discontinued.
  - Program reviews are done in your area. Each component is its own class or area.
    - Not sure how we would integrate currently with the structure.
  - Financial Aid side of program review – How often and what is the purpose?
    - Backing up annual area plan, but what else?
    - Too much busy work and not actually doing anything useful
  - Another school: One year after the program review – site team with an external person for the whole day and they would do a program review, and give you recommendations, and college council would review that in one year to see what progress has really been made
  - Program review process, once it goes to College Council, they typically don't review it, and they just approve it.
  - What is the meaning of this process?
  - o What is the relationship between curriculum and program review?
    - What was the role of Student Services?
  - o Every 5 years.
  - o General interest in advancing the idea – get those in February. Everyone agrees to wait until the final outcome in February.
- Is program review done only in TracDat? (There is a difference on the Student Service side and the Instruction side)
  - o Took the forms and put those into a database. It didn't flow well from a paper form to electronic but they did not review that since the initial implementation.
  - o Steps get you the result but it doesn't necessarily do that.
- Looking at other schools and comparing what they've done. Trying to figure out how to make it meaningful and robust.
- Specialization is not optimized but there might need to be some translation on what that meant. In class scheduling there is a lot of times in the day where class rooms are vacant. Notion of going to a blocked schedule was to get classes available Tuesday, Thursday but now classes being offered online so those class rooms started to empty out. Horizontal schedule makes afternoons and Fridays completely vacant.
- Most faculty don't teach on Fridays where they don't have to be on campus. Many out of town teachers. 8am-9pm (utilization of classrooms)
- Facilities planning – how to present to faculty, when students are trying to schedule but courses are overlapping by 10-15 minutes and now it doesn't work.
- ITV schedule – separate program to schedule their classes.
- Guided pathways – that will work and then let students come to us. Guided pathways should be able to help with the overlapping courses. Options like ACE program – working students have some place to go. We need to block scheduling to really make it consistent and make programs populate in all the times.
- Commission will meet Mid Jan – Feb we will get the final recommendations.

4. New Faculty Ranking
   - Time of year when Instructional Deans will rank
   - EOPS counselor starting in January
   - Non Tenure Deaf instructor
   - Randomly selected order – equal time (happening 10/19/2017)

5. Annual Area Plan Integrated Plan – Second Reading
   a) Timeline
      1) Nov 1 – Submit proposals and present initiatives
      2) Nov 15 – Submit proposals
      3) Nov 29 – Finalize rankings and scores due
      4) Dec 1 – Initiatives due to College council
      5) Revise the ranking sheets
   b) Stagger 1st – 15th, and by the 15th, everyone has their initiatives in place. No rankings until after the 15th. Give a week or so to vote. Rankings due by November 29th, put them together within a day or two, release it by the 1st. How to rank and separated from items and staff.
      1) With bond information – we have space needs. Program space, shared offices. What is the process moving forward for these? We should still bring annual area plans to help then inform with the new buildings. If facilities are planning, if there are certain things you want in your own program – add that into TracDat so that way the facilities committee and look at those while they are planning the new student services building.
   c) We can pitch programs, staff, but faculty would be different. How did AG and Health Sciences get their own counselors? We have the capacity to bring on someone new. Would something like that have to go through the ranking? If it was additional funding then yes. Stacey would like a counselor for Communications & Arts.
   d) Student Services – If it looks like there may be a dip in the categorical funds coming, we may need to address that. Starting now with a need – relying on Student Services dollars for everything and then those can get cut. Imagine if each program was cut by dollars, what seed are you wanting to plant now?
   e) If things are working, make it institutional. Ranking items with items we want to move forward and now things that might be discontinued.
   f) If things that are more tangential to the core, and if they are not of value to the community then we will re rank.
   g) Butte College – Things that were mandated and make sure those were funded by institution.
   h) We do have a lot of autonomy. You can develop your own budgets and plan for reductions
   i) Tableau Data Review
      1) Evidence and access Tableau data. See if it speaks truth to Tableau as you work through TracDat. Please preface initiatives with the date. Take a look at as a step by step TracDat.
      2) Tim will send this out with the timeline. Rankings due to Natalie by November 29th.

6. SSLO/SAO
   a) Cycle of Review
      1) Affirm
      2) 342 responses as of this morning – Went live on Friday 10/13/17 and ends 10/31/17
      3) Skip logic.
      4) Fall collect data division wide, this is our macro division wide effort, it doesn't exclude the departmental surveys. Ex. Daniel and Field Trip surveys. Any point of service surveys (A&R), it doesn't prevent that. Take a look in the spring of the results and process and any program reviews this would speak to. OR Here is the data collection, analyze results (1 semester), implementing process changes (1year), and then do you want to come back in 2019 to reassess and to help inform Annual Area Planning.

        a. Depends on how fast the changes occur. Don't change the instrument when measuring for process change. Run the survey twice, make sure it is valid and tweak that.

        b. This fall and next fall (sending surveys). We can get findings that are problematic, we will need to dig deeper into this. You can remind the student's program specific. Targeted survey, same survey.

        c. If there are changes we need to make we can act right away.

        d. Peter is doing another survey – they have a $150 survey. How they perceive information? If we are incentivizing surveys, and some are not, we need some rules.

    b) Survey – review student feedback on the instrument

7. Financial Aid Update
    a) Completion Grant (attachment)
        1) Review attachment from Becky.
        2) FT Student Success Grant – Cal B or C, certified for FT, automatically applied and rolls into California Community College Completion grant (helping students complete their degree) They have to stay on PACE. With this grant, there will not be any overpayments, they will just be out of the program. They have the full year to get out because Fall 15 units fail a course, they take 15 units, but they take 3 units in summer. They are back in the program. The requirements all go based off of what program they are in. Communicate it appropriately out to all students and explain exactly what the program is.
    b) Changing the Ed Plan from Partial/Complete to Abbreviated/Comprehensive.
    c) Campus Logic
        1) Demo for this group with Campus Logic and it got approved
        2) Go live in February or March
        3) Communication management for Financial Aid. Instead printing out docs, it is electronic forms and streamlines process. Text alerts and Single Sign on – fully integrated. Single Sign on should be implemented by spring.
        4) If we need to verify their address, or social, they can take a photo with their phone and take us paperless. Students can print out if they'd like to. Student can always go back to see what they've submitted.
        5) 13 community colleges in California – Simpson also uses this.
    d) BOG waiver – renaming California College Promise Program – implement this for colleges 18/19. Colleges have to meet the requirements. First time students – be full time status and submit FAFSA. Open to institution for created their program.
        1) Many of our students already get the BOG, First year students.
    e) Students entering the new Completion program, if they have less than 30 units and going towards a 2 year degree. If they have less than 30 units they can still get it.
    f) Emergency aid for Dreamers – AB 540, AB 200. Dream Act Application and unmet need. Roll the amount over until next year.

8. Technology priority list

9. CalWORKs
    a) Student Employment in categorical work study
        1) AP7270 Student Employment – Enrolled in at least 6 units. When we update, it was encompassing PT students. In CalWORKs work study a 2.0 is not required, as long as county CalWORKs is supporting.
    b) Review local requirements re. student hiring students
        1) Take out the 2.0 requirement. CCLC doesn't require it.

2) AP 7270 Student Employment – Changing language in the Administrative Policies.

3)Come together as a consensus and bring those changes to Cabinet.

4)Keys, Cash, Kids instances (for student workers)

5)Risk evaluation for finger printing students, etc.

6) We have students denied to work in a place, offenses from over 5-10 years ago.

7)We have gone more restrictive than what ED CODE is requiring us to be in.

8)The person employing needs to know but they should be able to know.

9)Pull Ed Code for each one.

10. Texting Protocol work group

11. Outreach / Marketing plan work group

Meeting Adjourn: 11:05

Parking Lot:

First-Year Experience	Program Review
SAO / SSLO Data Collection	Regroup
TracDat - screen update	Dub labs app
CCSSE/Adult Learning Focused Institution (ALFI)	FAQ
Guided Pathways	Guided Pathways
Concurrent Enrollment Fees	Learning goals / progress checks
Hobsons Starfish update / branding	Increase access/support
Early Alert workflow	Student success – no wrong door
Marketing plan / marketing	Application follow-up workflow
Website	

NEXT MEETING

The next meeting is scheduled for Wednesday, November 1, 2017 in Room 2314.

Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services

Student Employment   **AP 7270**

Reference: ***Education Code Sections 69950-69969.5, 88003, 87000, 87010, 87011***

A student employed by the District on a part-time basis and meeting the relevant enrollment criteria below is defined as a student worker. While Shasta College provides employment opportunities for its students through various funded programs, the District believes that a student worker's primary role is that of a student. The following criteria define student worker eligibility:

GUIDELINES FOR STUDENT EMPLOYMENT

A.   Students must meet one of the following categories in order to be a paid employee at Shasta College:

    1.   District Student Employment – Must be enrolled in at least six (6) units at Shasta College during the fall or spring terms. Students must also maintain a minimum 2.0 GPA each term and maintain Satisfactory Academic Progress. For clarification purposes:

        a. Enrollment status must be maintained throughout the term of employment. Falling below the minimum number of units may impact the student worker's employment with the District. Exception: Summer term student workers who are not enrolled in any classes may be eligible based upon enrolment status as of the end of the previous or subsequent term (spring or fall) as indicated below. The Student Employment Coordinator will verify student enrollment requirements.

        b. Students who are enrolled and eligible to work during the spring semester may work during the subsequent summer break period.

        c. Students who are enrolled in the fall semester may work during the preceding summer break period.

    2.   Work Study Employment – Must be enrolled in at least six (6) units at Shasta College, maintain a minimum 2.0 GPA each term, maintain Satisfactory Academic Progress, and participate in one of the following: 1) Federal Work Study Program or 2) Work programs financed by categorical funds.

        a. ~~Award Period:~~ ~~Federal Work Study~~ students are awarded for the academic year: July 1 through June 30. The student must stop working no later than the last day of instruction each academic year; even if he/she has not earned all of his/her allocation. Shasta College reserves the right to adjust Federal Work Study awards at any time due to changes in availability of funding. Students are "at will" employees.

        b. ~~In order to spread potential earnings throughout the year, the student and employer should consider the amount of the student's Federal Work Study award and rate of pay when determining the number of hours~~

~~assigned to work each week.~~ Federal Work Study students performing jobs comparable to those of other student workers are paid comparable wages as non-Federal Work Study and other student workers.

~~3.~~   ~~Part-Time Students. Part-time students may work in college work-study or work experience programs financed by state or federal funds (including Federal Work Study, EOPS, CARE, DSPS, Co-Operative Education, VATEA, CalWORKs, etc.) Part-time students may be enrolled in fewer than nine (9) units, but must be enrolled in at least six (6) units during the fall or spring terms or less if permitted by eligibility requirements of the program that is providing funding.~~

B.   Students must be legally eligible to work. All student workers must pass a LiveScan background check. The full cost of the LiveScan will be paid for by the District.

No person may serve as a student worker if:

- He/she has been convicted of or if he/she has charges pending which pertains to any sexual offense (as defined in Education Code Section 87010) or controlled substance offense (as defined in Education Code Section 87011).

- He/she has been convicted of a crime and the Associate Vice President of Human Resources determines that the nature of the crime is too serious to serve as a student worker or if the crime was too recent.

- He/she will be ineligible if they are not in good standing as it relates to the Student Code of Conduct until cleared by the Vice President of Student Services and the Associate Vice President of Human Resources.

C.   Student employees are not part of the classified service.

D.   Individuals must adhere to the following regulations:

1.   District student workers' job assignments are contingent upon the employing department's budget. If funding permits, the student may work the complete fiscal year, July 1 – June 30.

2.   Job Placement Steps. Student workers will consult the Student Employment Handbook for a complete description of job placement steps, job responsibilities and payment processes. Student workers must not promote religious doctrine or involve political lobbying. The student may not replace or fill a permanent staff position.

3.   All student employment is temporary and based on the needs of the District. Students may not work more than a <u>total</u> of 20 hours per week regardless of the number of positions in which employed, while class is in session. Students may be allowed to work more than 20 hours per week during non-school periods including winter break, summer, and spring break.

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4. Students with appropriate authorization may be allowed to work up to 28 hours per week during non-school periods including winter break, summer, and spring break. Students are not allowed to work more than 8 hours in a day. Students are not allowed to work on days that the college is closed and/or holidays. Students are not permitted to work during scheduled class times. Students are not permitted to take work home. Overtime is not allowed for students.

5. Breaks and Lunch. Student workers are entitled to a 15-minute break after working 4 consecutive hours and two 15-minute breaks when working a full, 8-hour day. If he/she is working 6 or more consecutive hours, he/she must also take a 30-minute unpaid lunch break. Breaks may not be taken at the beginning or end of the work period and are not cumulative.

6. Benefits. Human Resources shall maintain a list of Board approved positions and pay rates. Student employees are covered during working hours by Workers' Compensation Insurance against job-related illness or injury. Work-study students and student workers are not entitled to other employment benefits such as District-paid health and welfare benefits, social security, Medicare, retirement benefits, shift differentials, overtime, paid holidays, vacation, unemployment insurance or permanent status. Federal Work Study funds cannot pay sick leave.

   Student workers are provided with twenty-four (24) hours of paid sick leave per fiscal year. Sick leave hours represent 1/1, one hour of sick leave for one hour of scheduled work. Students must notify the work coordinator of their absence prior to the start of scheduled work time, and must indicate sick hours on the time card. Unused sick leave does not accrue, and will not be carried forward into the next fiscal year.

7. Nepotism. The District does not prohibit the employment of relatives [or domestic partners as defined by Family Code Section 290 et seq.] in the same department or division, with the exception that they shall not be assigned to a regular position within the same department, division or site that has an immediate family member who is in a position to recommend or influence personnel decisions.

   Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative [or domestic partner as defined by Family Code Section 290 et seq.].

   Immediate family means spouse, parents, grandparents, siblings, children, grandchildren and in-laws or any other relative living in the employee's home.

   The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interest.

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Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place spouses in the same department, division or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

8. Educational worksite learning and internship courses are not covered by these guidelines.

Revisions Submitted by Student Services 8/24/15
Reviewed by the Board's Ad Hoc Committee on Policy 2/17/16
Reviewed by the Board's Ad Hoc Committee on Policy 4/13/16
Board Reviewed Revisions 4/13/16