

Minutes
**Enrollment Management
Committee**

Wednesday, March 20, 2013

Room 2314

3:00 – 4:00 p.m.



1. *Present:* Sandra Hamilton Slane, Frank Nigro, Cindy Dupre, Melinda Kashuba, Kathie Dahl, Teal McMillan, Craig Thompson, Jason Kelly, Lorelei Hartzler, Tom Orr

Absent: Keith Brookshaw, Cheryl Cruse, Marc Beam, Joan Bosworth

Guests: Meridith Randall

2. Call to order at 3:00pm
3. Approval of minutes: Motion to approve February 20th minutes with corrections: Orr/Thompson. Motion carries by voice vote. Abstentions: Kashuba and Dahl.
4. Reports
 - A. Update from ad hoc committee (Meridith Randall): Scheduling group met last week, and had Melinda there for the first time.
 - The committee continues to look at different configurations of schedules. The committee chose one to overlay on the present academic calendar.
 - Sara McCurry went through all the faculty emails of concern before break, and extracted the biggest unresolved concerns. From that an FAQ document will be developed and distributed by the end of semester. All negotiations with the union will start in the fall.
 - Tom showed an example of the different options. This document will be made available once the committee completes the research. Models will be put together to see how the minutes calculate through the 17 week term. Some concerns included the jump from 5 to 11 flex days. Flex days can be independent, not scheduled, and can come within the semester, but must be within the non-instructional day. It cannot be concurrent with the teaching day, but can be part of the day (used as hours).
 - Academic departments may have some latitude on scheduling the flex days so that people within the department can get together. Reporting may change slightly with the need to keep records, including approvals. A Faculty committee may be formed to review the flex time and participation, or this may be done at the Division level.
 - The semester will start or end later or earlier for the spring term. For fall semester, start and end is the same, we just take off the entire week of

Thanksgiving, which is in line with local schools. Basically, there will be three less days of instruction per semester term.

- This committee asked for a survey of current students which will include: current conflicts in scheduling; preference on changing scheduling, including the different scenarios being discussed. The 17 week schedule allows for intersession and/or a longer summer session. Clinical needs for the Nursing program are a concern, but there may be a way to alter that schedule. Wanda is investigating other college schedules and how clinical needs are met. Football is also a concern. There will be a need for daily census rather than weekly (positive attendance). Craig Thompson indicates the 16 week (4 day/week instruction) works best for football. Most colleges have two days with longer class sessions. Students may have that preference as well. Deans talked about going back to an earlier schedule (7:30am) and may also include Friday/Saturday schedule.

B. Recruitment/Outreach efforts (Meridith Randall): Instructional Council passed this onto the President. Kevin O'Rorke, Peter Griggs, and Meridith have met several times. Target date is April. Peter is investigating/putting together a marketing plan. K-12 enrollment is declining, though we will still target those. The committee will forward a matrix for different ways to advertise. O'Rorke, Griggs, and Randall are meeting again next week and going from there. Enrollment Management Committee needs to forward specific suggestions to Peter. The goal is to have a consistent level of marketing and then ramp up for high enrollment times. We will make an effort to diffuse the wrong information out there.

Additional marketing discussion includes:

- The possibility of having a sign for Shasta College on I-5. We have one on 299, but not on I5. CalTrans will only allow one sign on a state highway, which eliminated our opportunity to have it on I5. Perhaps we can look at joint signs with Simpson so we each have one on each highway. Cost is approximately \$1500 each.
- The overall first impression that people get when they drive into the south entrance. We could clean up the easement south of the sign, and the walking bridge. Landscapers are short staffed. We currently have 4 grounds keepers versus 6. Even the main parking lot needs to have some landscaping. Looks like a deserted facility. We are lacking curb appeal!!!
- Entry appeal needs a lot of work. When students are coming on recruiting trips, and we are apologizing for the look of the campus, it gets embarrassing. Tom will bring this to the facilities committee. Park setting is nice, but the facilities are getting old and need to be kept up. The Welding program is working on something to replace the wire at the entry.

C. Presentation (Sandra Hamilton Slane): High school students and Shasta College: (See handouts). Sandra spoke to the different dual enrollment options available.

Concurrent students are enrolled in both high school and college. No enrollment fees for these students. They are limited to 11 college credits, and not considered full time. Those students go through the math and English assessment process. History courses have 'advisory' and students that don't meet the advisory will have

to have a dean signature to stay in the course. Even if they are in a course higher than they should be in, the grade will stay on the record (see form for concurrent enrollment). We treat them as adults; course content isn't changed. The student must have the principal's signature. Charter or home schools have an administrator that the state recognizes. A&R will require an affidavit from the state for any home or charter schools. We want to transition the students from high school to college more effectively. K-12 attendance is monitored by the high schools rather than by us.

College Connection is a dedicated program for students to take courses in their area of study in addition to English and Math. Diploma comes from their high school, but they take their entire senior year here.

Dual enrollment gives the student credits for both college and high schools. We contribute stipends and the high school pays the instructor. High schools get ADA for 240 minutes of high school classes. Anything beyond that comes to us and we are given full FTES. Approval for courses for 2013/14 will happen next month through the divisions. Faculty will observe the content and review the instruction of the classes that are taught dually. They share assignments, outlines, and hand-pick the teachers to do this. Dual enrollment coordinator has been hired now, Liz Kohn, and she is also working in the TRiO Talent Search program. She comes from College Options. She is the liaison for dual enrollment and will make sure there is accountability from the instructors to our divisions for review. This is an evolving program, even from the high school perspective.

Older Shasta College students can attend these courses at the high schools as well. Classes must be open enrollment (open campus) so that the older students can take part. In the past, the student could elect whether or not to include the grade on their transcript; that is no longer an option for the student. The grade is forced at this point. If the student moves, they will earn an F. Much early training must be given to the student before starting. Courses include Vet Tech, History, English, French, math, Statistics, some CTE's. This is another way to give the students a jump start on their college career.

The **Gateway to College** model is described in the attached *Hechinger Report*, which reports that programs such as this are 'increasingly being used for at-risk students.' We are one of the only rural schools for at-risk youth. Students will come back, remediate, and work toward a degree or certificate. At-risk doesn't mean low level of math or English, just a life change that caused them to leave school. We will work to get the students remediated and then get them on a college path. Nancy Berkey (director) will be contacting instructors to participate. The goal is to have 40 students in the fall (between two cohorts). It will be a continuation diploma. There are fast timelines and high standards. We are in line with current national trends.

- D. Other: High School recruitment marketing program is undergoing with Sandra and Peter. We are promoting successful students on their college and future. "You can get there from here" is a slogan being considered. U-Prep is on Monday. Foothill and Shasta will be soon. We visit 7 schools for assessment testing. We are now up to 700 slots for Freshman Fast Track (FFT) orientation. Additional orientations will take place for others up through July. FFT is televised from Trinity to Intermountain. Suggestion was made to add job fairs to the recruitment efforts. We could represent our programs and the different occupations they afford in the job fairs.

Include math and other sciences so the students will know what they can do with those degrees. We will send a counselor with Melinda into the high schools. Most participants are 11th graders, but will come as young as 10th grade. Seniors don't come often.

5. Other: Draft of the participatory governance was reviewed. It includes our committee with a description of where it functions in the governance structure. (See attached). This is the last piece for follow-up for accreditation.
6. Discussion/action items
 - A. None.
7. Upcoming meetings: Boardroom, 3-4pm.
 - April 17
 - May 15
8. Adjournment motioned by Thompson at 4:03pm

High School Students at Shasta College

There are a variety of ways that students can enroll in Shasta College courses while still enrolled in high school. Regardless of which method they use to enroll, all students are coded as part-time, special admit students, they are unable to register for classes until continuing and returning students have enrolled, and do not pay per-unit enrollment fees. Part-time, special admit students are limited to no more than 11 units/semester.

Enrollment of high school students is governed by Board Policy 5010 – Admissions and Concurrent Enrollment.

High school students are required to complete an application to Shasta College and the English and math placement assessments if required for the courses they are enrolling in. Students are required to submit a concurrent enrollment form that is signed by their high school principal, counselor, and their parent/guardian.

Concurrent enrollment

Students can enroll in any course for which they meet the course requirements. This includes online courses and face-to-face courses at any campus. Students must submit a *Special Admit for Concurrent Enrollment* form that is signed by their high school administrator, counselor, and parent/guardian.

Enrollment as a part-time special admit student allows the student to earn both college credits and credits towards high school graduation. Some students who are deficient in high school credits will take a college class to accelerate their earned credits. Others take courses in the summer to allow for extra time at high school for participation in music, sports, or other extracurricular activities. Students who attend alternative schools and homeschool programs frequently supplement that instruction with college courses.

College Connection

College Connection is a one year alternative education program conducted in partnership with Shasta College and participating high schools. It allows selected high school seniors to attend Shasta College daily to concurrently earn high school and college credit. The primary goals of the program are to provide accelerated, challenging courses for the academic college-bound student and to provide highly motivated vocational students an opportunity to develop skills as they work towards an A.A. or A.S. degree or certificate. This provides a high quality alternative educational opportunity for high school seniors who are ready to bridge the educational gap between the secondary experience and the world of higher education.

Participating high schools include

Anderson Union High School
Burney High School
Central Valley High School
Corning High School
Enterprise High School
Fall River High School

Foothill High School
Red Bluff High School
Shasta High School
Shasta College
Trinity High School
West Valley High School

Additional guidelines

- ◇ Up to 120 students can enroll each year
- ◇ Students enroll in 6-9 units of Shasta College courses based on student choice
- ◇ Students enroll in American Govt/Econ, and English to fulfill their HS graduation requirements
- ◇ Courses available only on main campus

Dual Enrollment

Students can attend classes at their local high school and earn college credits. Specific high school courses are articulated through Shasta College with the approval of content-area faculty. These courses generally have only high school students enrolled, however they are listed in our schedule of courses and are open to enrollment by any Shasta College student. They generally follow the high school campus schedule of daily classes.

The intent of the Shasta College Dual Enrollment program is to provide educational enrichment opportunities for a limited number of eligible high school students, and also to help ensure a smoother transition from high school to college for students by providing them with greater exposure to the collegiate atmosphere (California Educational Code 48800).

The grade earned by students in dually-enrolled courses appears on their Shasta College official transcript. All Shasta College policies regarding course assignments, attendance, drop/add dates, and grades apply to dually-enrolled courses.

Gateway to College

Gateway to College is a nationally-recognized dual credit program that serves youth who have dropped out of high school or are significantly behind in credits and unlikely to graduate. Students will begin with the Foundation Experience: a learning community where they will take reading, writing and math. The students then transition into college classes as they work towards a high school diploma and an Associate degree. All classes will be taught on the Shasta College campus, and each student will be assigned a mentor/advisor, thereby providing support and individual attention vitally important to this student population.

Working in partnership with the Shasta Union High School District, this grant will provide \$325,000 over the next three years for planning, implementation, general support, and technical assistance. The grant period runs from December 1, 2012 to December 31, 2015. The Project Director is Nancy Berkey.

The Gateway to College program is currently selecting staff and recruiting students. This program was approved by the Shasta College Board on Dec 12, 2012.

High school recruitment

Shasta College counselors are going to the local high schools for presentations during March and April. A promotional campaign featuring graduates from local high schools who came to Shasta College and then went on to 4-year universities is being developed by Sandra Hamilton Slane and Peter Griggs.

Staff from the Assessment Office went to seven different high schools to provide assessment testing onsite. The Counseling Office has scheduled 24 orientation sessions during March that can accommodate 700 graduating high school seniors from all three counties.

A newsletter update was sent to all high school counselors to notify them of summer course options and orientation dates. Announcements are being made at the high schools to encourage students to apply, assess, and attend orientation.

Demographic projections

According to demographic data in the Shasta College Educational Master Plan, the population for the three counties combined is projected to grow 38% over the next twenty years, with the absolute number of residents projected to increase in each age cohort.

In Shasta County the proportion of the people in each age cohort is relatively stable, with a slight decrease in the proportion of people in the traditional college-going age cohorts (ages 15-19 and 20-24) offset by the slight increase in the proportion of people 55 and older. In both Tehama and Trinity Counties the increased proportion of the people in the traditional college-going age cohorts (15-19 and 20-24) is offset by the increased proportion of people 14 and younger. In Trinity County, the increased proportion of people between 25 and 39 is offset by the decreased proportion of people aged 44 and older.

In each county the age cohorts with the lowest projected growth rates are in the traditional college-going age cohorts (ages 15-19 and 20-24).

Number of High School Students Taking College Courses Surges

Tuesday, March 19, 2013, 14:35

Source: The Hechinger Report, in DiverseEducation.com

There's been a surge in the number of high-schoolers taking college classes, and it's not the nerdy bright kids anymore. That's the takeaway from some new data tables published by the National Center for Education Statistics (NCES) that were publicly released in March, but dated February 2013.

The new data report that about 1.3 million U.S. high school students took classes for college credit during the 2010-11 school year. That's a 67 percent increase since the last time the NCES counted during the 2002-03 school year, when about 800,000 high-schoolers took college classes.

Another way to see the rapid growth is by the number of high schools participating. The NCES data report that almost 15,000 public high schools (82 percent) enrolled students in 2 million college courses. That's 4,000 more high schools than in 2002-03.

These are not AP courses, but supposedly actual college classes. They're often taught by a community college, but sometimes by a four-year university. Students don't always get a taste of college life. In many cases, these "college" classes are physically held at the students' high school and taught by high school teachers. The new data show that 64 percent of the colleges that sponsor dual-credit programs held at least some of their classes in a high school. And 79 percent of those schools use either exclusively high school instructors or a mix of college and high school instructors to teach the classes.

Of course, the rapid growth of college credits in high school and the use of high school instructors would make anyone wonder whether these are watered-down college courses. Are these students really getting college-caliber instruction for their college credits? When the students get to college, do they have to take these courses again? Are they falling behind their peers? These data don't answer that question.

I talked with Joni Swanson, who wrote her dissertation on dual enrollment programs and is actively involved with the National Alliance of Concurrent Enrollment Partnerships. She mentioned a couple of earlier studies in Oregon and Florida, which she said show that the students who take college courses in high school are keeping pace with their peers when they get to college. But we have nothing on a national level.

The interesting development is the transformation of these college credits, from a gifted education option to a college-readiness program. When I was in high school in the 1980s, there was one wunderkind in my high school who took an advanced calculus class at a local community college. He was two years ahead of grade level in math and completed high-school calculus his junior year. It's a classic example of how these programs started as an option for

bright high-schoolers who have exhausted their high school curriculum, but don't want to start college at age 16 and miss their senior prom.

"There are many more academically middle students. These are definitely not programs for the top five percent anymore," Swanson said. Swanson said many high schools are using college courses as a way of combatting senioritis, the universal affliction of boredom that hits at the end of high school. They're being promoted to students who are on the fence about going to college, to give them a taste of what college will be like.

And they're increasingly being used to motivate kids who can barely pass their high school classes and are at risk for dropping out. The NCES data reported that more than 22,000 high-school students enrolled in college courses during the 2010-11 academic year in programs that were specifically targeted to at-risk students. That's more than triple the number in 2002-03, when 6,400 at-risk high school students were taking college classes. We have no idea how many of these students completed the classes, received credits and eventually went onto college.

Swanson says there's a big data challenge in figuring out if these programs are successful. That's because students often move out of state after high school, and it's hard to track them down.

What's clear is that these dual enrollment programs are already becoming institutionally entrenched before we know whether they work. In Iowa, for example, every community college is required to offer dual credit courses to high school students.

Education By The Numbers is a blog published by The Hechinger Report.

<http://www.ccnewsnow.com/number-of-high-school-students-taking-college-courses-surges/>.

Accessed on March 19, 2013.

Shasta-Tehama-Trinity Joint
Community College District

Participatory Governance Manual



Shasta College

www.shastacollege.edu

Mission Statement, Vision & Values

Institutional Goals and Institutional Student Learning Outcomes

Mission

The mission of the Shasta-Tehama-Trinity Joint Community College District is to provide students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills.

Vision

Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth.

Values

Student Learning and Growth – Create an academic and cultural environment that provides, promotes and enhances opportunities for student learning and growth.

Quality Staffing – Attract, retain and develop an exceptional group of diverse employees who support student learning and growth.

Fiscal Integrity – Ensure the fiscal integrity of the District to fulfill its mission.

Community Connection – Foster the community's awareness, excitement and appreciation of Shasta College, its students and its programs.

Positive Campus Climate – Cultivate and embrace an environment that enhances student and employee well-being.

Institutional Goals 2012- 2030

1. Shasta-Tehama Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
2. Shasta-Tehama Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the district's large geographic area.
3. Shasta-Tehama Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.
4. Shasta-Tehama Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link to the allocation of resources to planning priorities.

Institutional Student Learning Outcomes

- Critical Thinking
- Information Competency
- Effective Communication
- Quantitative Reasoning
- Self-Efficacy
- Workplace Skills
- Community and Global Awareness

Shasta-Tehama-Trinity Joint Community College District

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Introduction and Purpose

This document serves as an overview of the participatory governance process and the linkage to the various campus committees. It serves as a model to facilitate broad participation and communication by all members of the college community including students, faculty, staff and administration while demonstrating how various constituent groups and committee are interconnected. The purpose of the campus committees/councils in the governance process is to assist in campus dialogue and to make recommendations to the District Superintendent/President to the Board of Trustees.

This model was developed to facilitate campus wide involvement, and to foster participation in decision making at the institution. The Academic Senate has rights and responsibilities within participatory governance that are defined by AB1725 and are reflected in Title 5, California Code of Regulations, Section 53200 (appendix A). Participatory governance at Shasta College must function amicably with, but apart from, collective bargaining laws and the negotiated agreements between the bargaining units. The California School Employees Association (CSEA) represents classified staff and the California Teachers Association (CTA) represents the faculty in all matters pertaining to hours, wages, and working conditions.

Overview of Decisions at the College

Various decisions are made daily at Shasta College, not all of which can or should follow the integrated planning processes. In some cases, education laws may dictate another process, or the urgency of the decision may require more expedient action. In addition, most staff has different levels of authority for decision-making within their areas. For example, a faculty member has authority to decide how to reach student learning outcomes, but cannot decide to stop following the course outline of record. Most classified staff can decide how to organize their work, but cannot decide to ignore or miss deadlines. And managers often can decide how to re-allocate funds within their budgets, but cannot decide to augment their budgets without approval.

The following list attempts to categorize the most common types of decisions and/or guidelines that should be involved:

Negotiated agreements: Classified staff and faculty each have a union charged with negotiating about working conditions, salary, and other related issues. Negotiations take place on a strict schedule and involve designated employees to represent the District and the union negotiating.

Academic Senate purview: Within the California community colleges, the Academic Senate has some level of authority for specific decisions, often referred to as “10 + 1.” Each college was given the authority to determine whether to have its Board “rely primarily” on Senate recommendations or reach “mutual agreement.” At Shasta College, Board Policy 2510 governs Senate decisions; parts are quoted below:

Academic Senate(s) (Title 5, Sections 53200-53206)

1. The administration of the College and the Governing Board shall rely primarily on the advice and judgment of the Academic Senate regarding the academic and professional matters listed below:
 - a. Curriculum, including establishing prerequisites and placing courses with disciplines
 - b. Degree, certificate requirements, and grading policies

Mutual Agreement Areas:

The District Governing Board, or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Governing Board for the following matters:

- Educational program development.
- Standards or policies regarding student preparation and success.
- District and College governance structures, as related to faculty roles.
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

Student authority: Students have been given some restricted authority, such as levying certain fees on themselves, as well as the ability to participate in developing policies and procedures that affect them.

Students (Title 5, Section 51023.7)

College policies and procedures that have or will have a “significant effect on students” include the following:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and
10. any other college policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students.

The Governing Board shall give reasonable consideration to recommendations and positions developed by students regarding college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Emergency situations:

The Superintendent/President possesses the authority to make decisions to deal with emergency situations, such as authorizing repairs, personnel expenses or other necessary actions. The Superintendent/President or designee is responsible for establishing and maintaining a central command post for the purpose of coordinating communications and support efforts. Depending on the type of emergency, the central command post may be established in the President’s Office, the Security Office or the Physical Plant Division Office. The command post shall consist of the following individuals: Superintendent/President or Designee - Vice President for Academic Affairs, Vice President of Administrative Services, Vice President of Student Services, Director Physical Plant Services, Director of Campus Safety, Fire Chief, and the Public Information Officer. The command group has the authority to declare emergencies, make policy decisions, commit resources, obligate funds, and obtain the resources necessary to protect the campus community. The responsibility for the decision to evacuate and to reoccupy buildings and the campus rests with the Superintendent/President or designee. The Superintendent/President or designee is responsible to act as the district’s spokesperson when addressing the various media regarding campus emergencies.

Augments:

At Shasta College, managers may request augments to support initiatives documented in their Annual Area Plans. Initiatives are prioritized by the appropriate council and then forwarded to College Council

for final prioritization. Once a Prioritized Action Plan is approved the Superintendent/President will make the final determination for which initiatives will be supported with new funds in the following year. In the case where an emergency augmentation is needed the manager will forward the request to the appropriate Vice President with a detailed explanation of their need. The Superintendent/President then makes the final determination as to whether or not to grant the augmentation.

Management Staff:

The management staff is also granted an opportunity to participate in the decision making process at Shasta College. The Superintendent/President is responsible to identify those to be included in the management processes and clearly determine what their roles will be within the structure. Since policy implementation is regularly delegated to managers it is critical that they be involved in developing policies and procedures at the college.

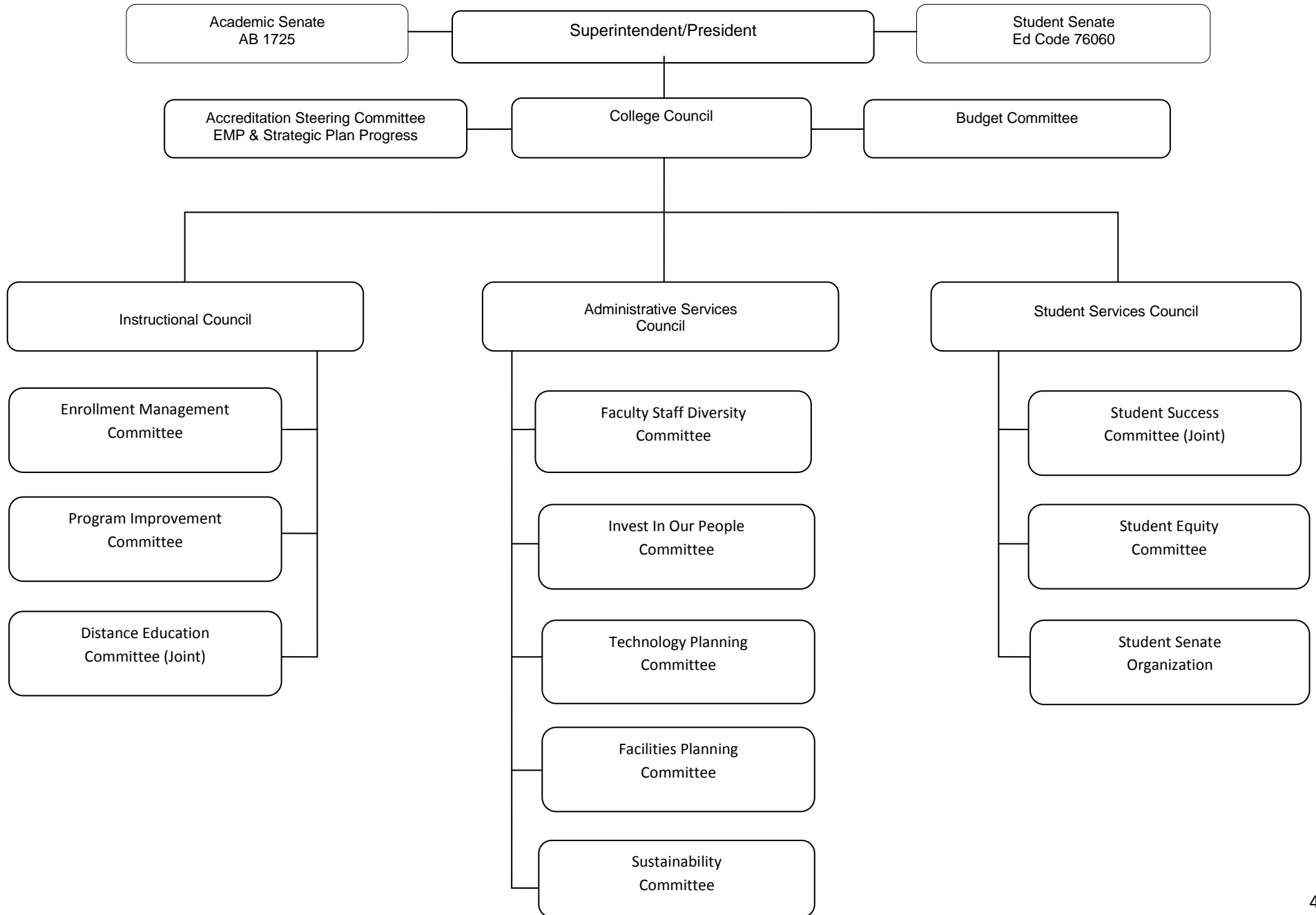
Organizational Structure and Superintendent/President Responsibility- BP 2430 & 3100:

Ensuring that the decision making process works is a primary task of the Superintendent/President. Although regulations delegate participation in decision-making to others, they do not supersede the President's responsibility to make decisions. The Superintendent/President is accountable to the board of trustees and District for the outcomes of those decisions. Additionally, the Superintendent/President has responsibility for establishing timelines, developing structures and processes, and providing information to the campus community. The Superintendent/President is the critical link between constituencies and the Board of Trustees and usually serves as the designee of the board in governance matters.

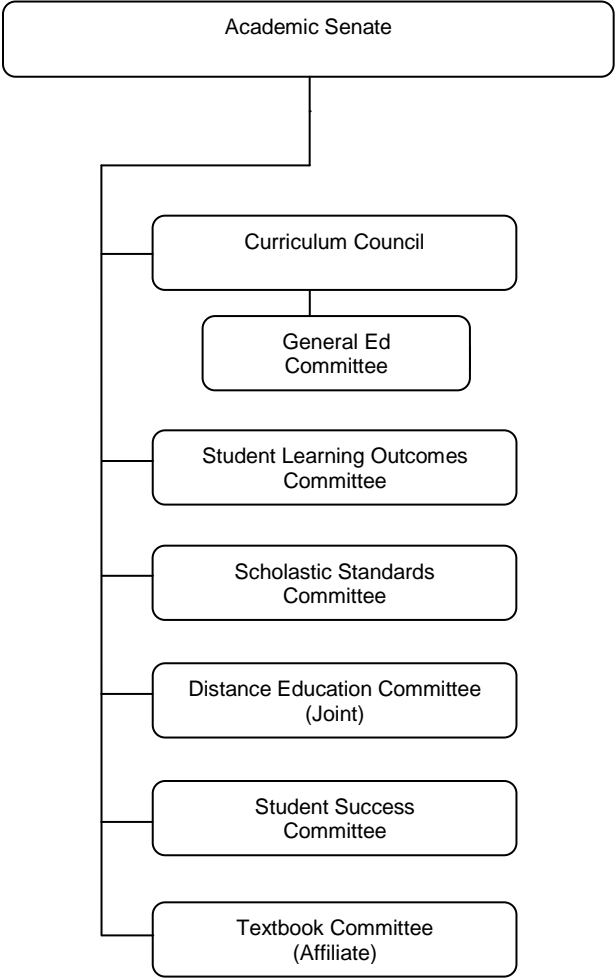
Ideally, the Superintendent/President and the various constituencies groups are in agreement. However, if agreement is not reached or not reached in a timely manner, the President still has the responsibility for taking action or making a final decision. In doing so, the President should present the issue, the processes used leading to the recommendation(s), the points of agreement and disagreement among constituencies, the decision options available and the President's recommended action. If the decision requires Board approval, the decision of the Board of Trustees is final and the President then has the responsibility for implementing that decision through established processes.

Organizational Structure

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT Participatory Committee Structure

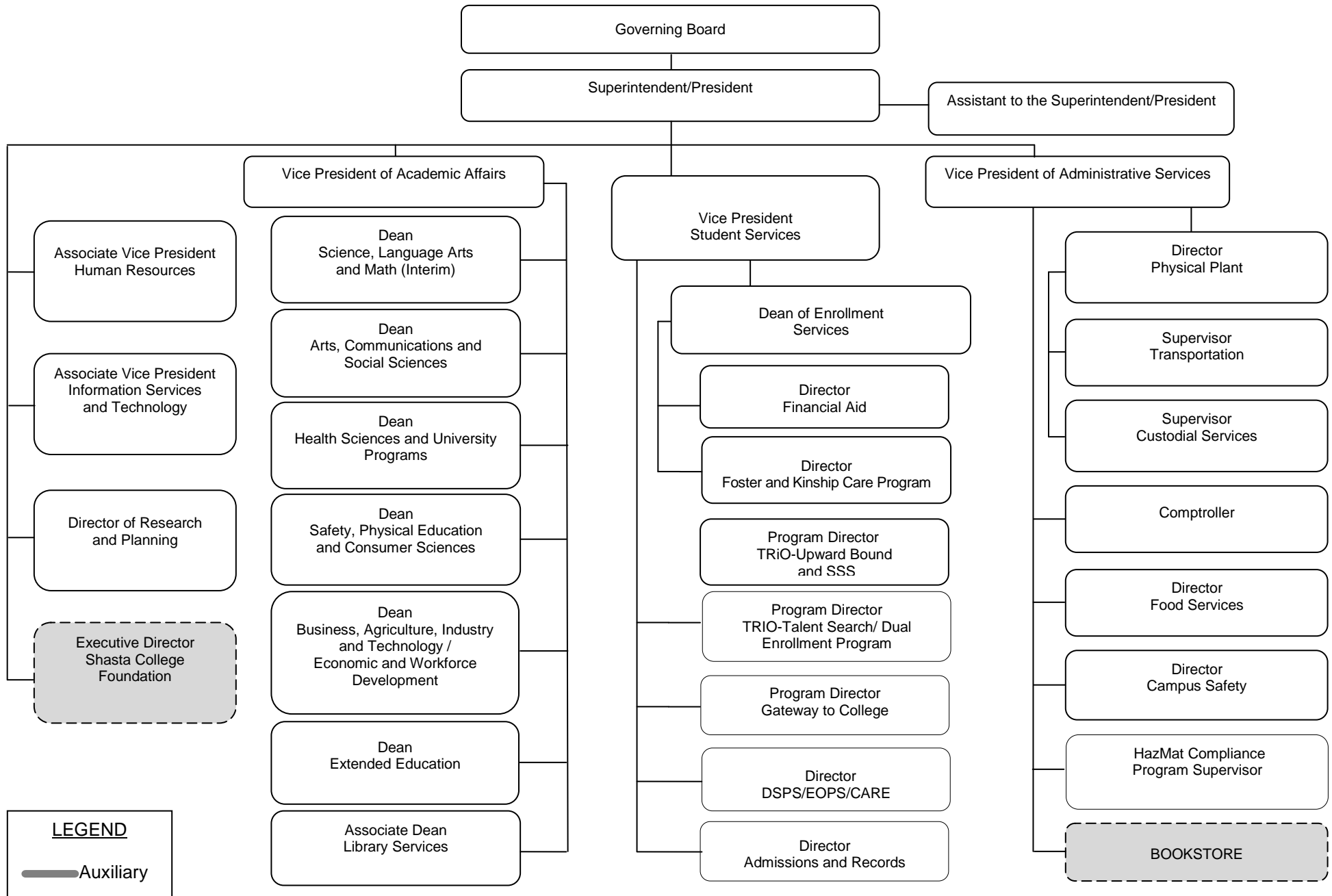


SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Participatory Committee Structure



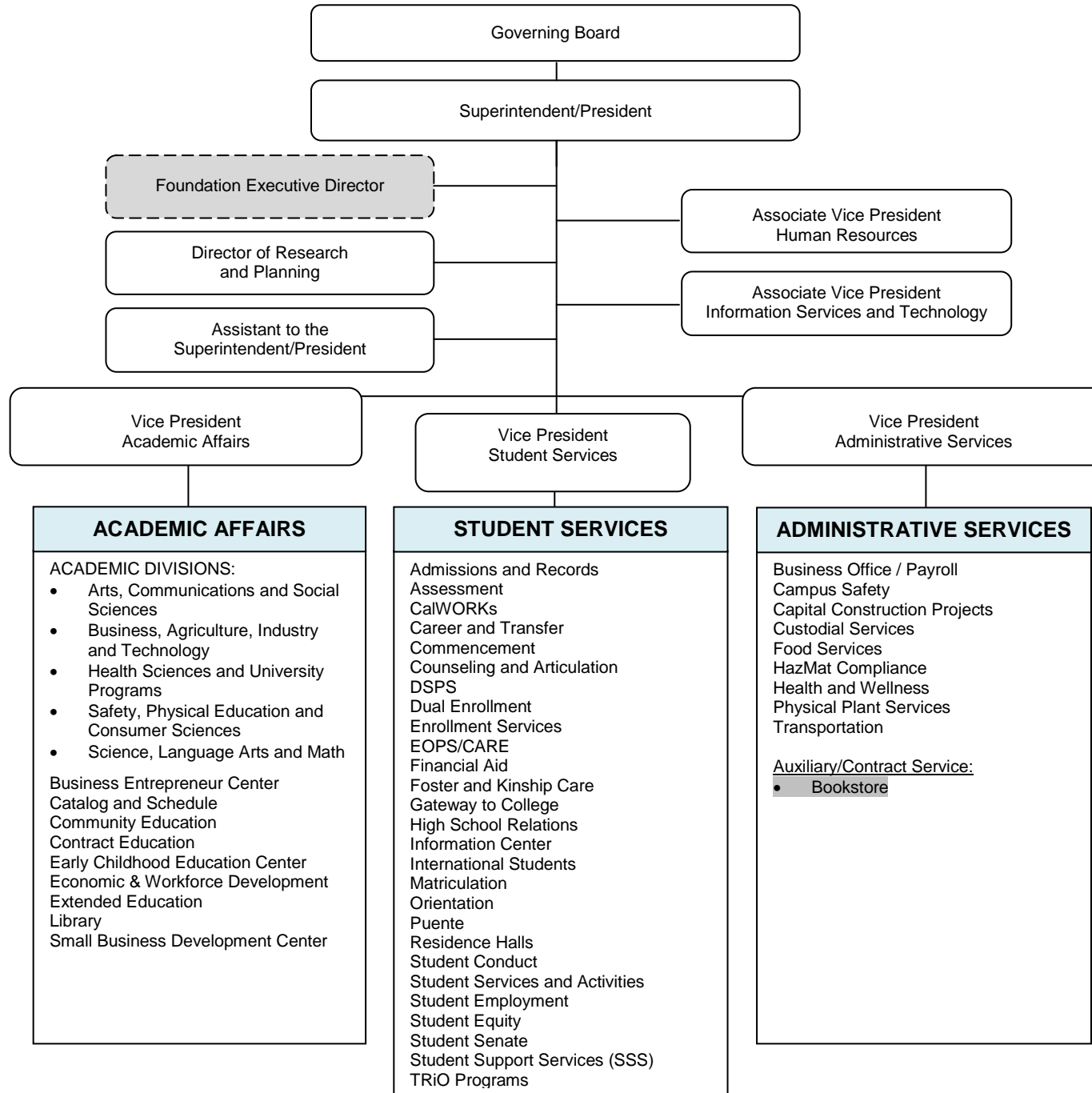
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Administrative Assignments



SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Administrative Functions

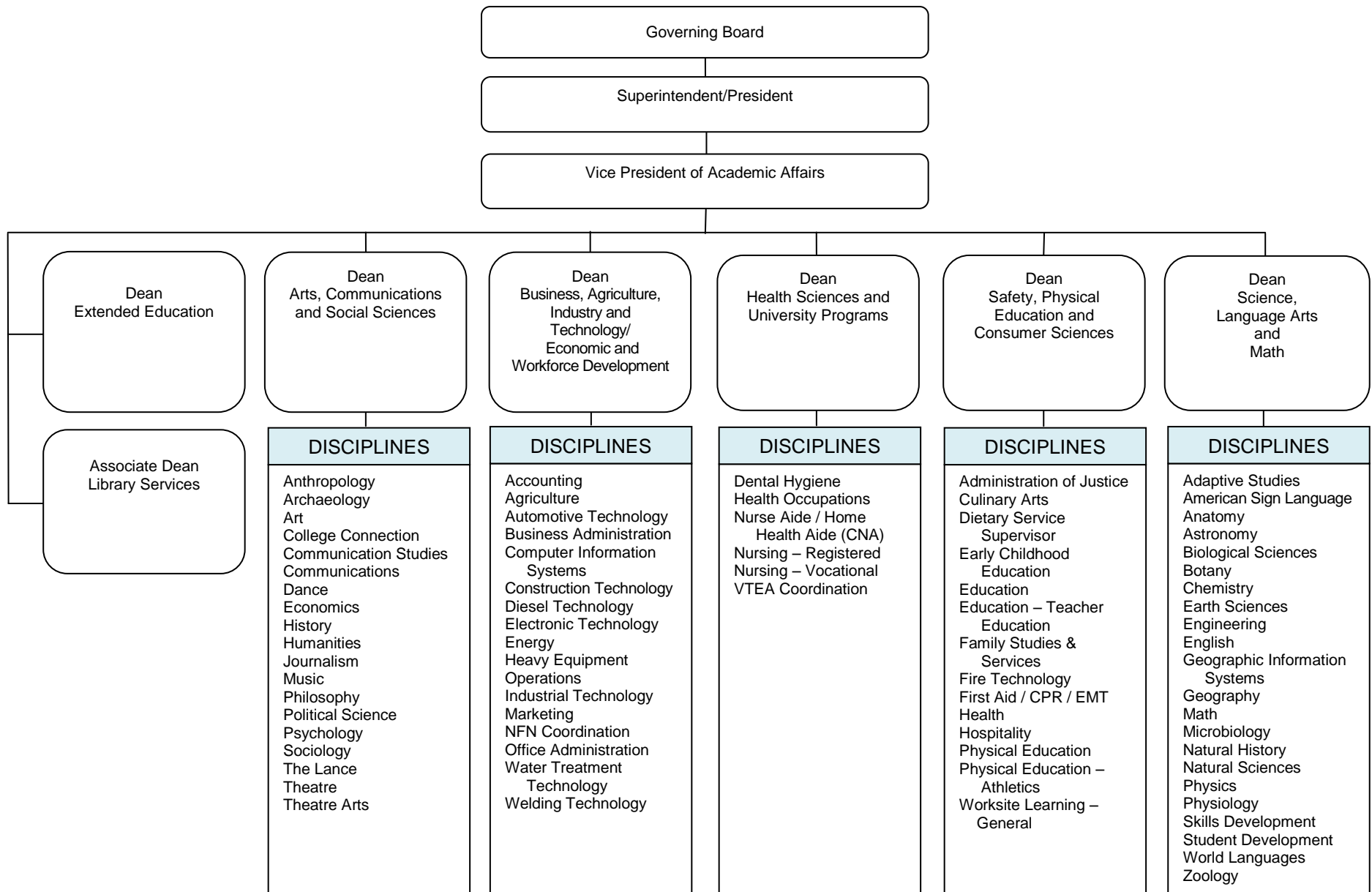


LEGEND

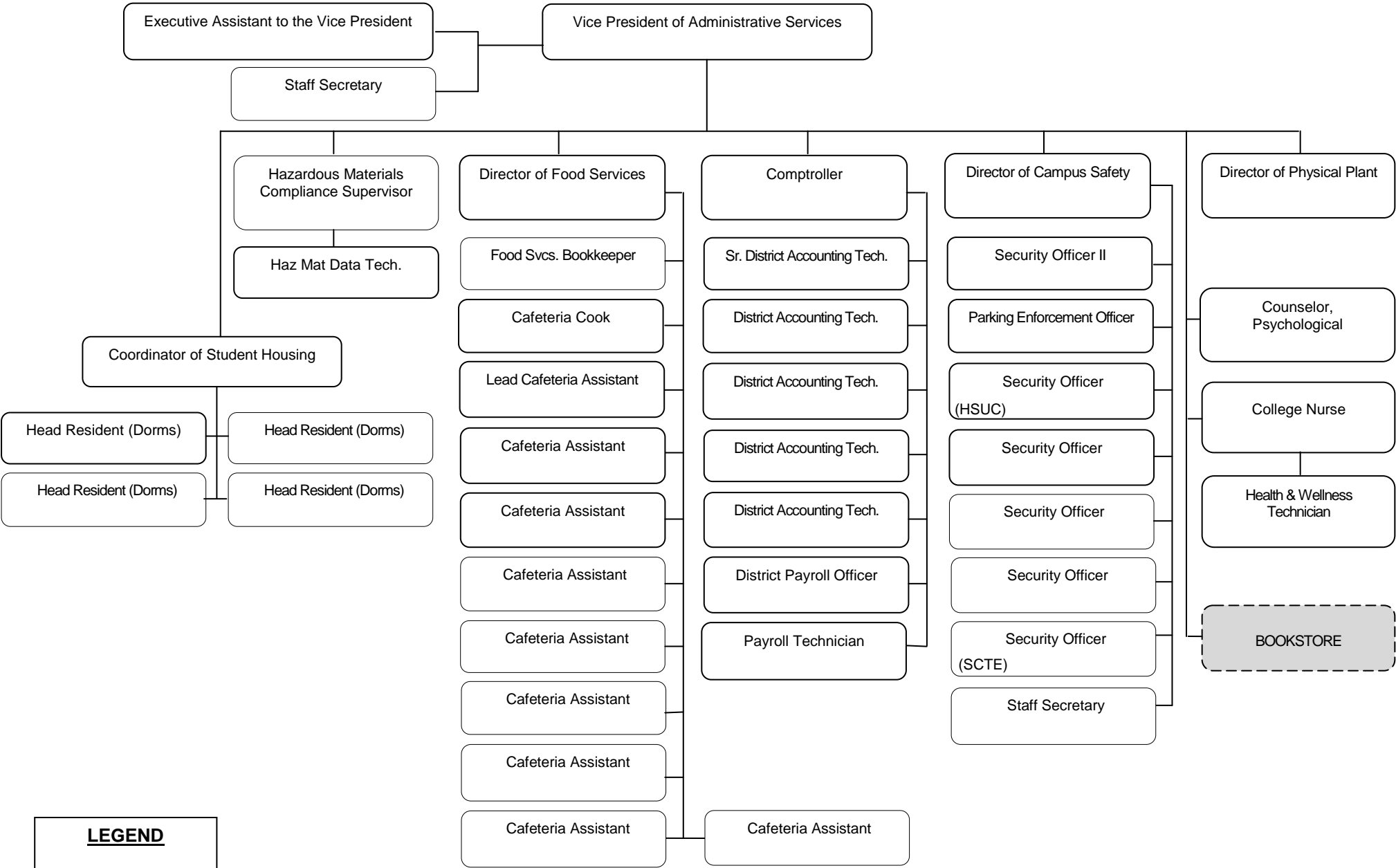
— Auxiliary

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

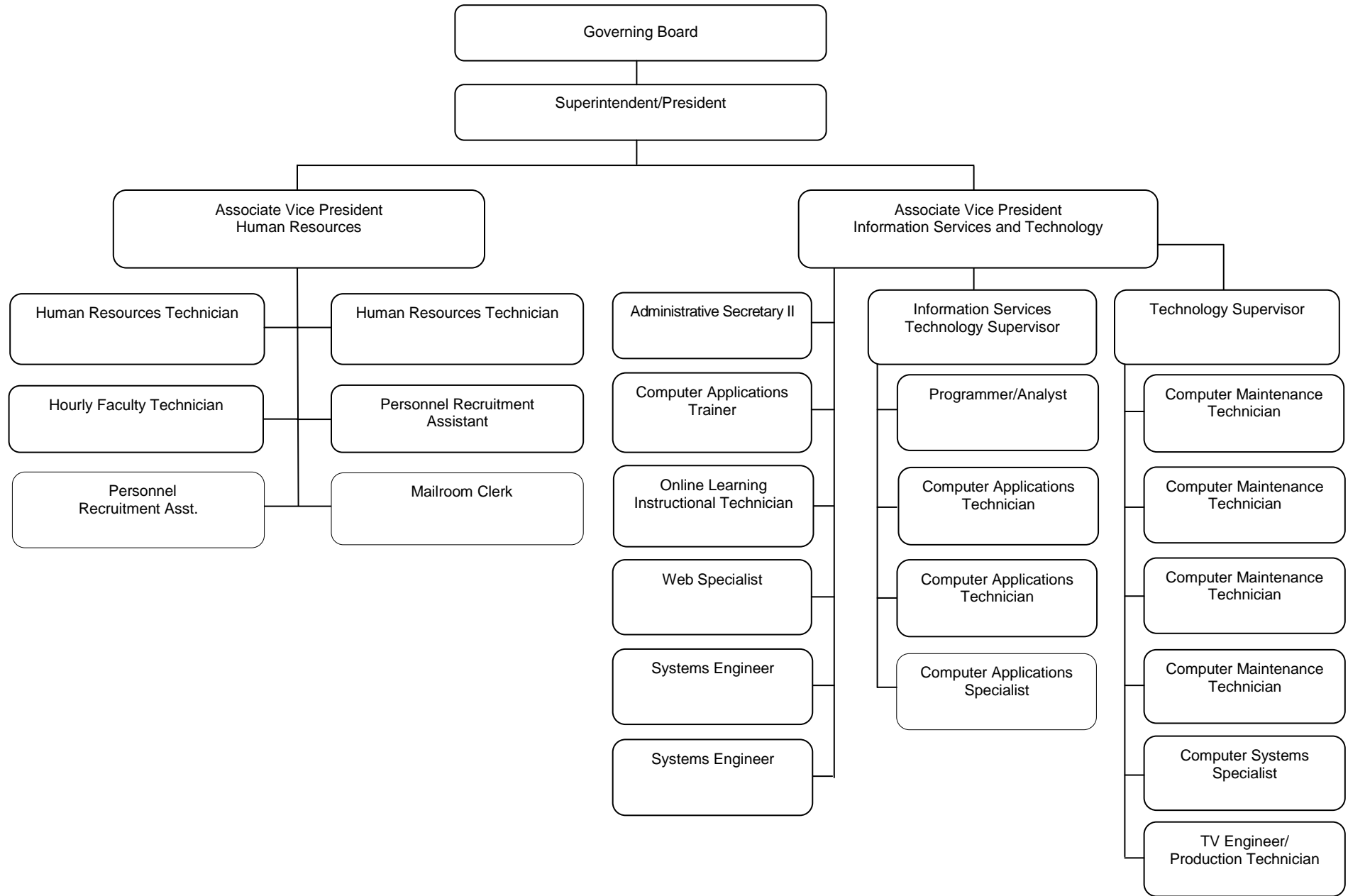
Division Assignments



SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Administrative Services

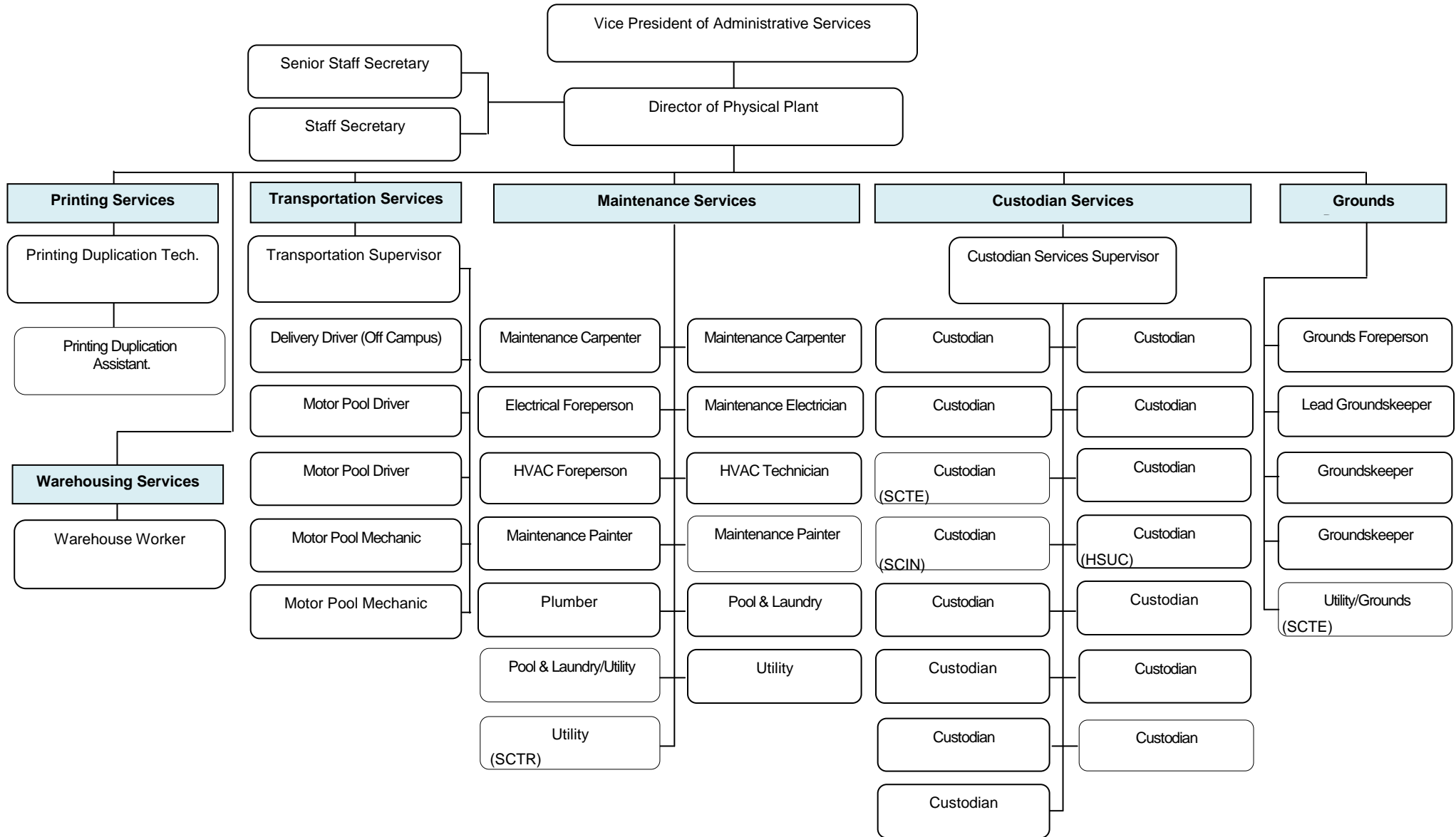


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Human Resources / Information Services and Technology

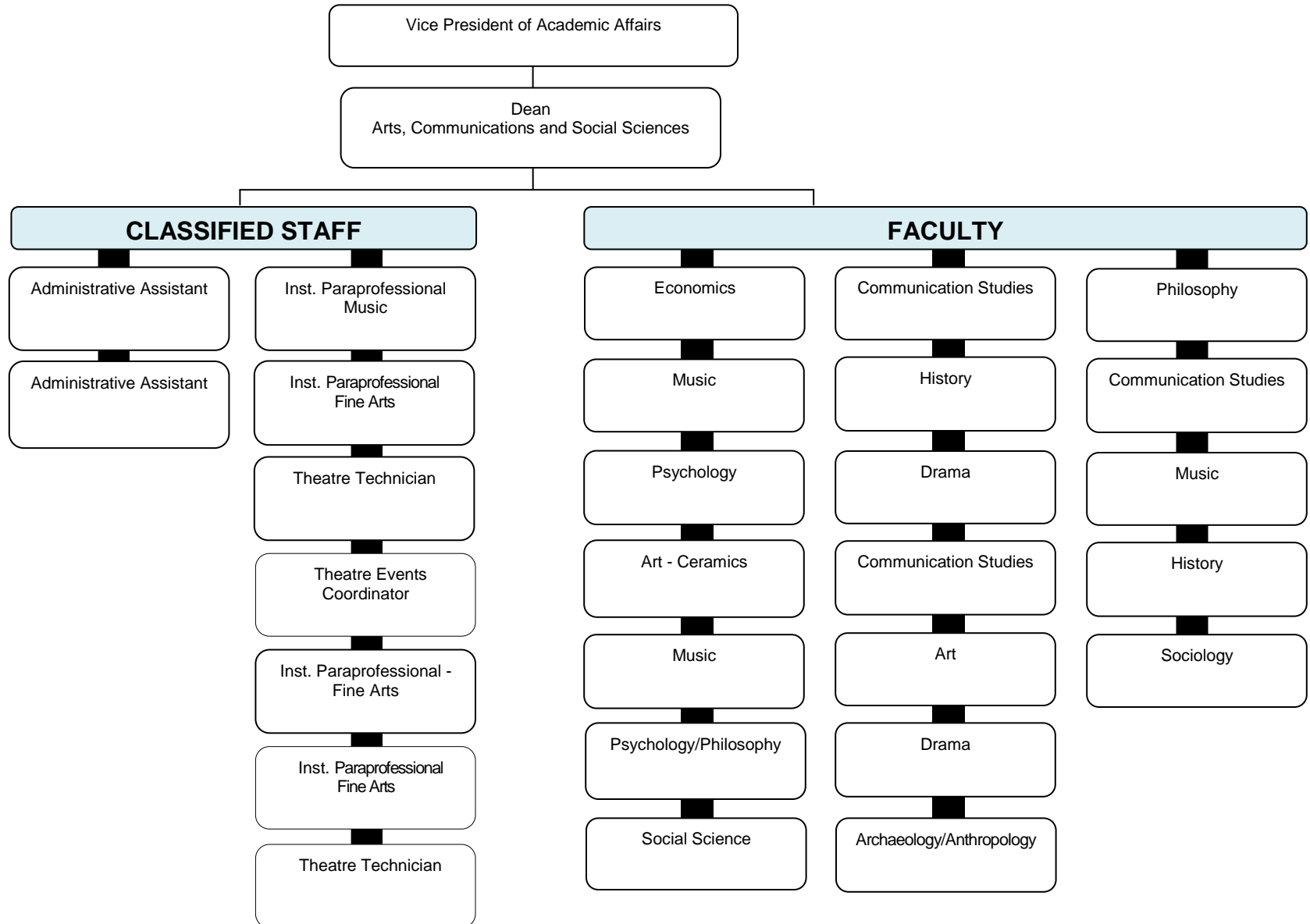


SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

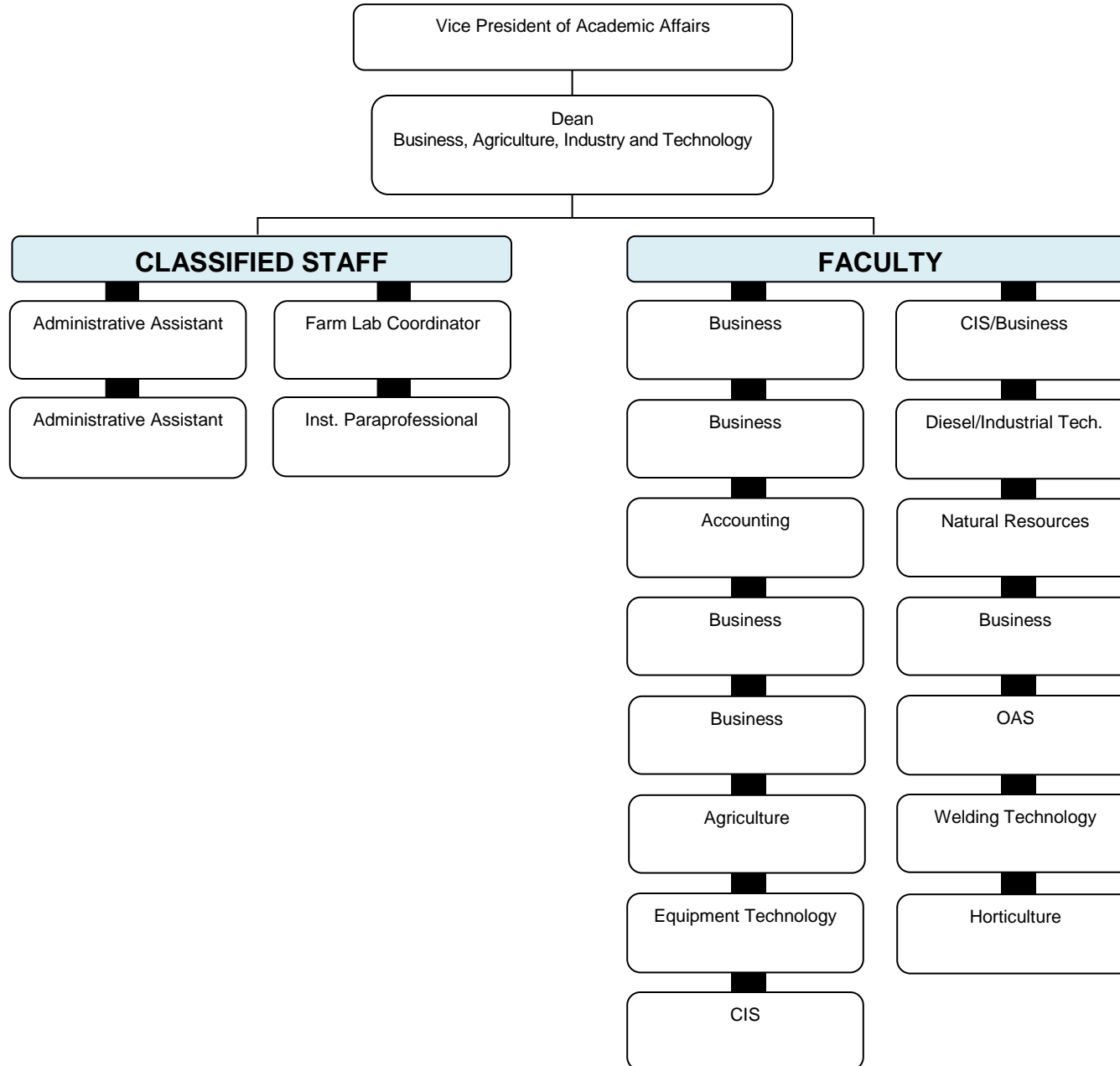
Administrative Services Physical Plant



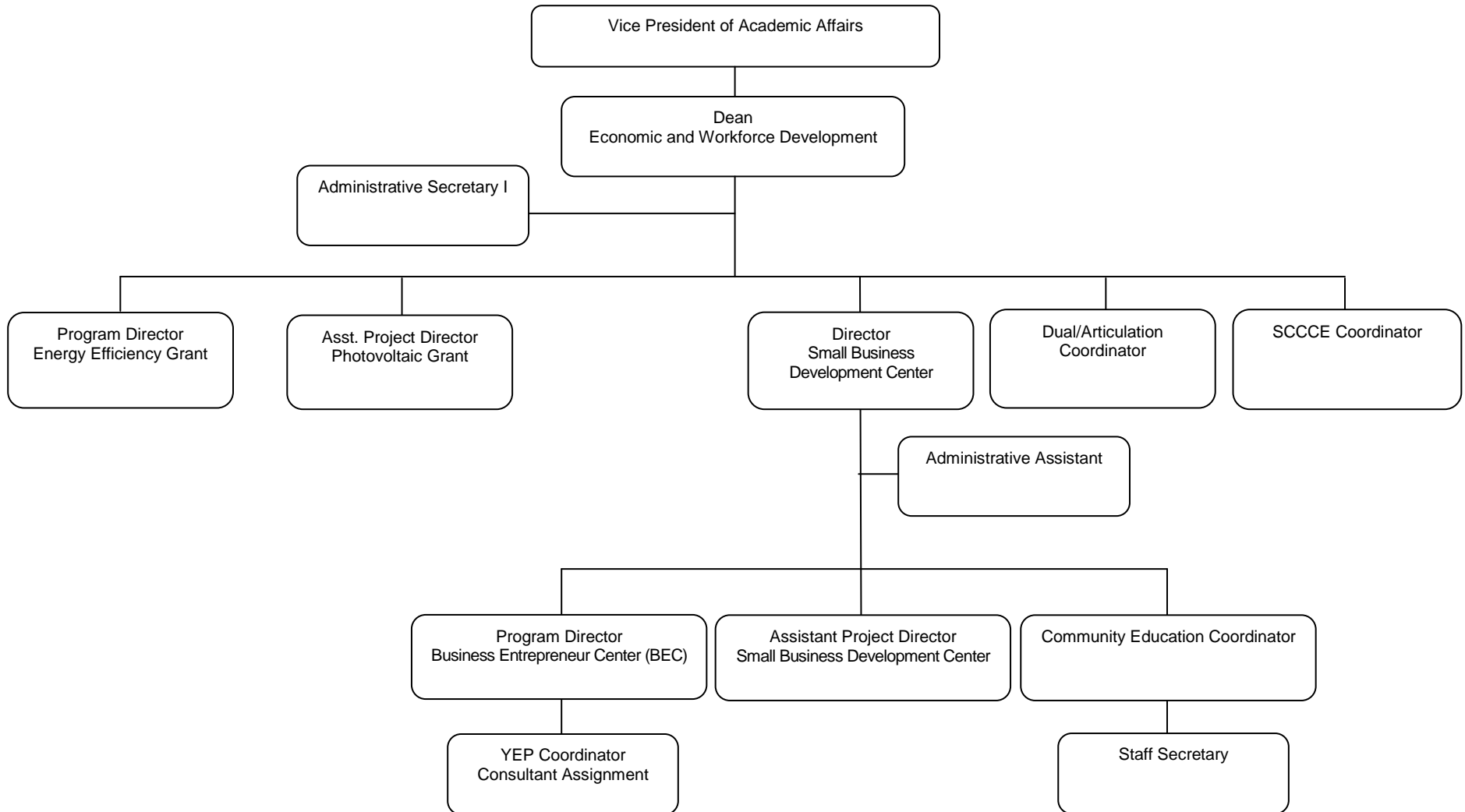
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Arts, Communications and Social Sciences (ACSS)



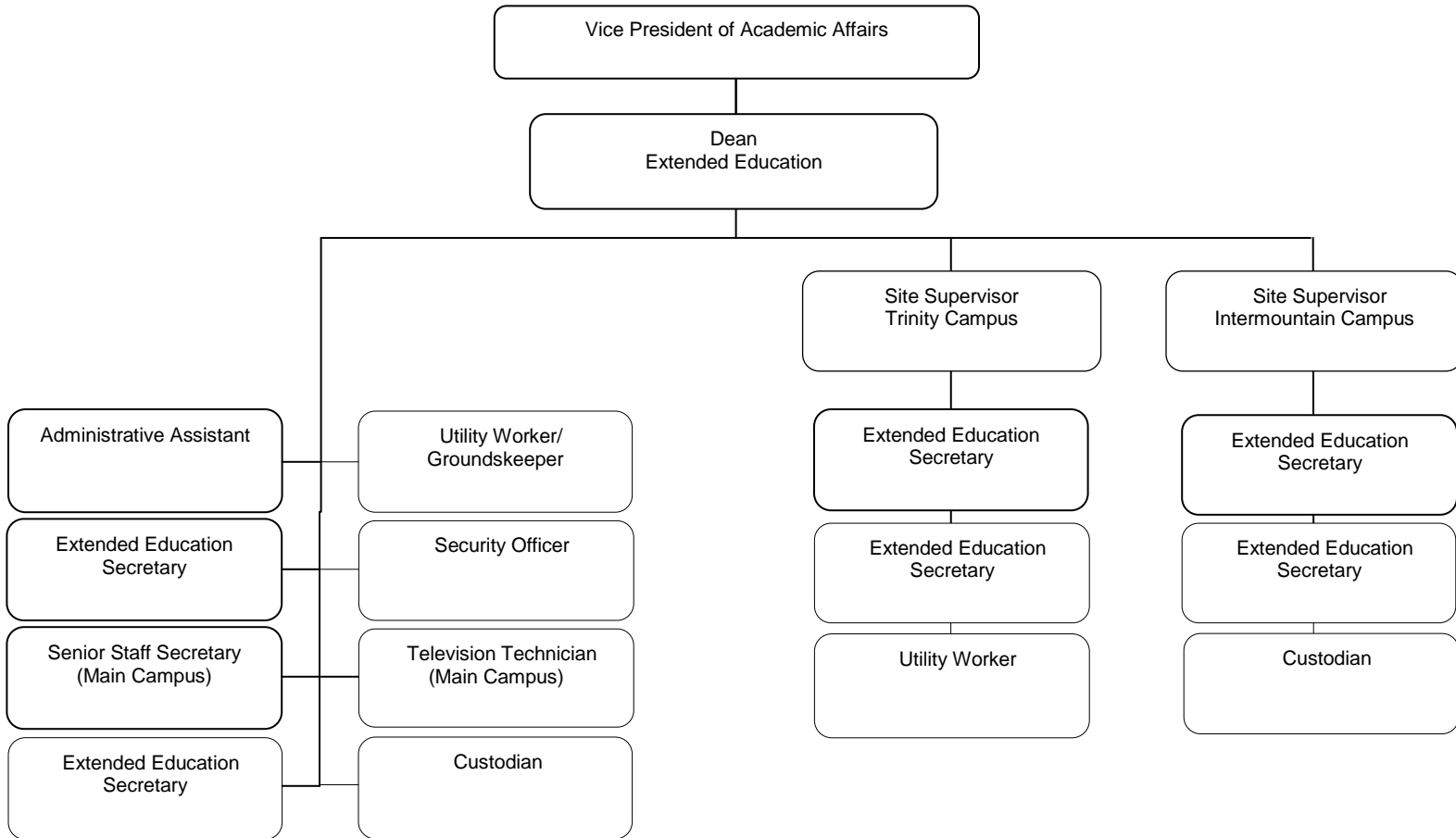
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Business, Agriculture, Industry and Technology (BAIT)



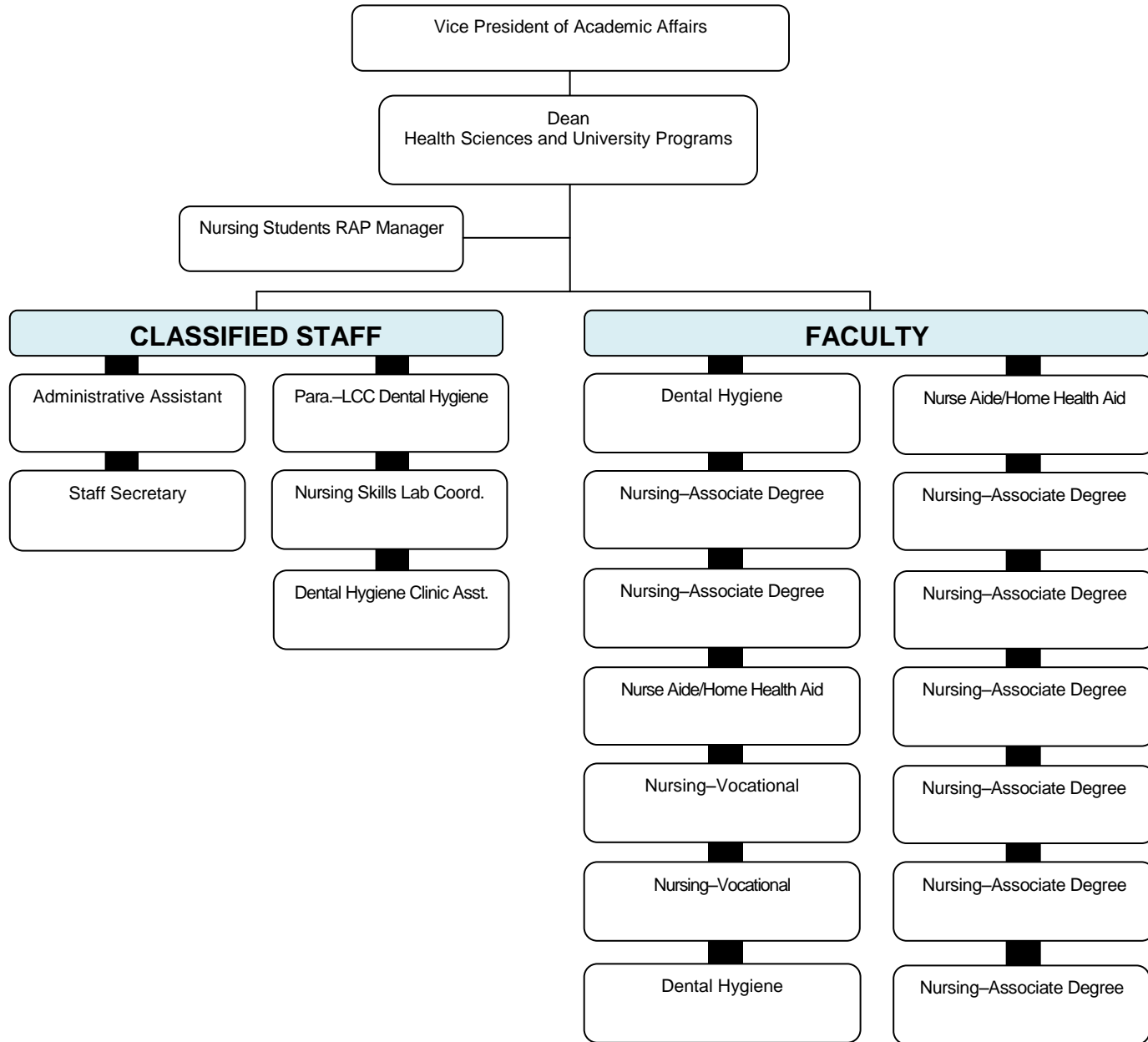
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Economic and Workforce Development (EWD)



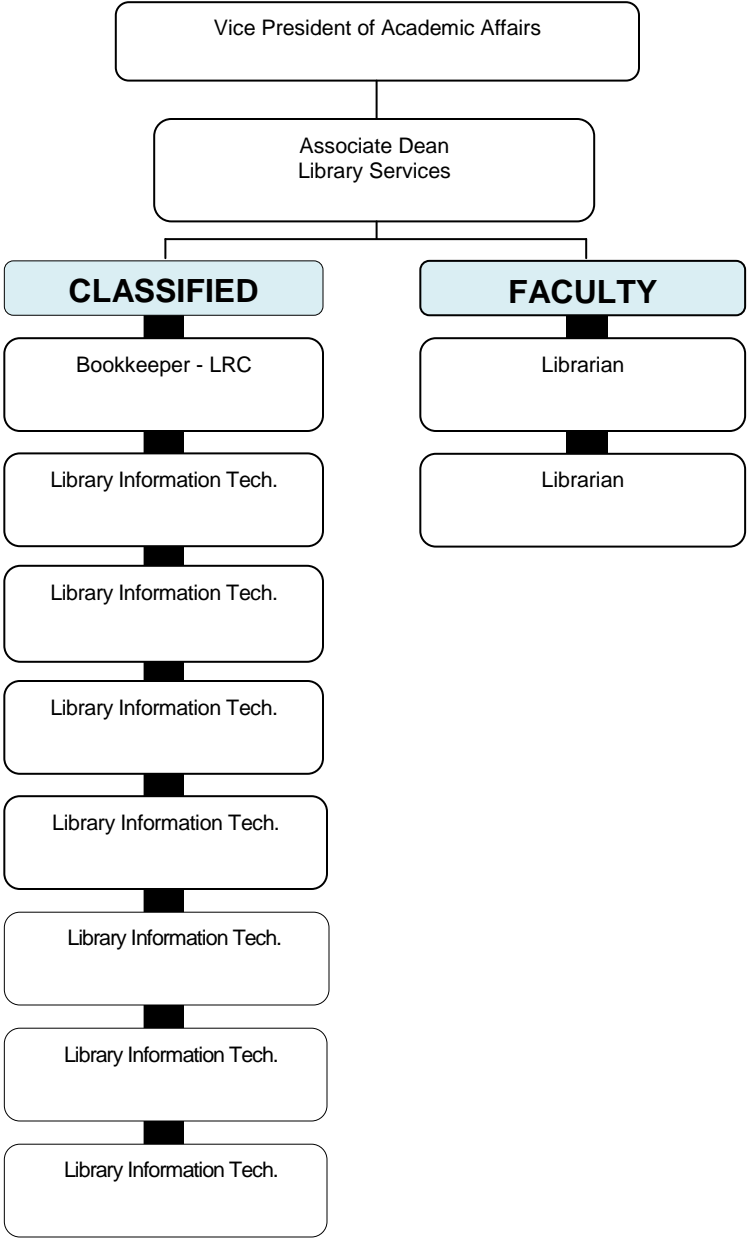
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Extended Education



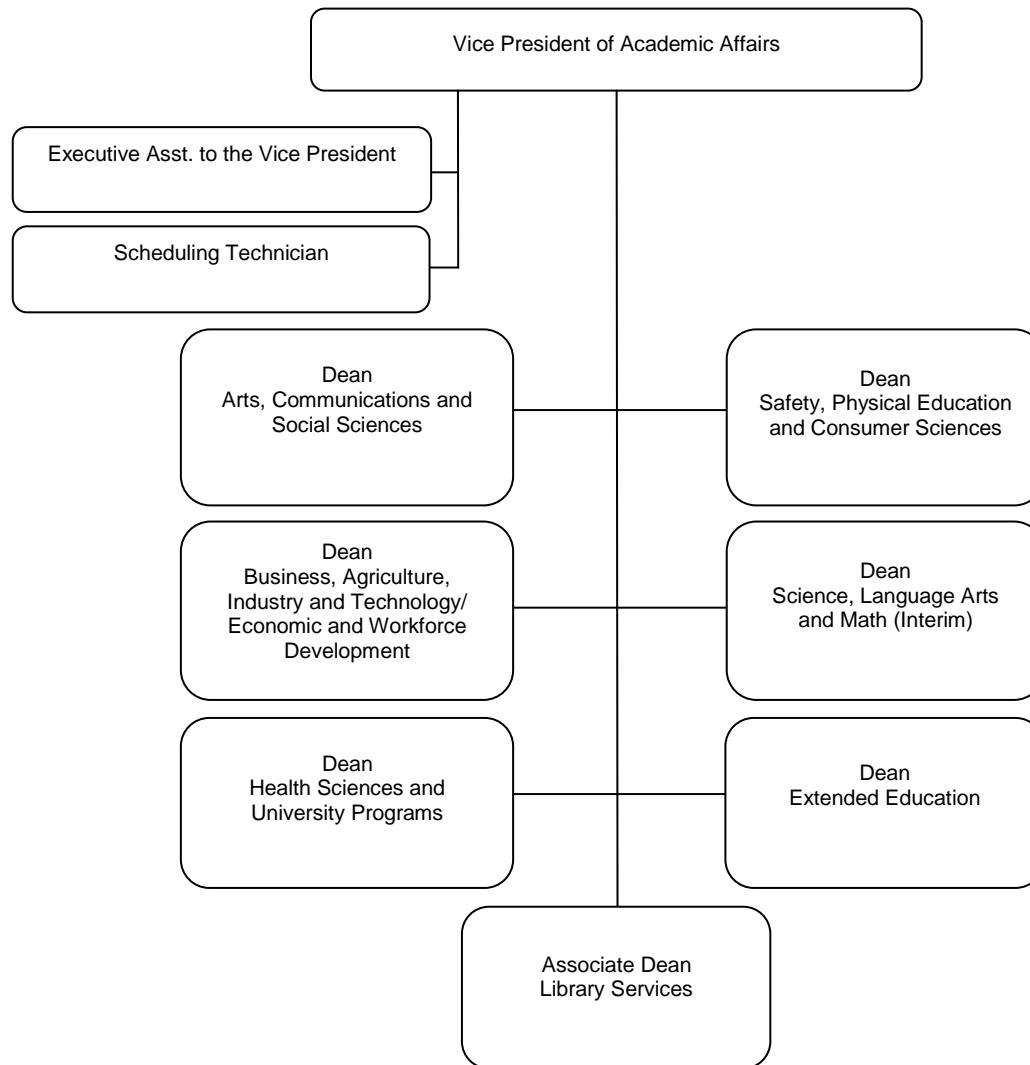
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Health Sciences and University Programs (HSUP)



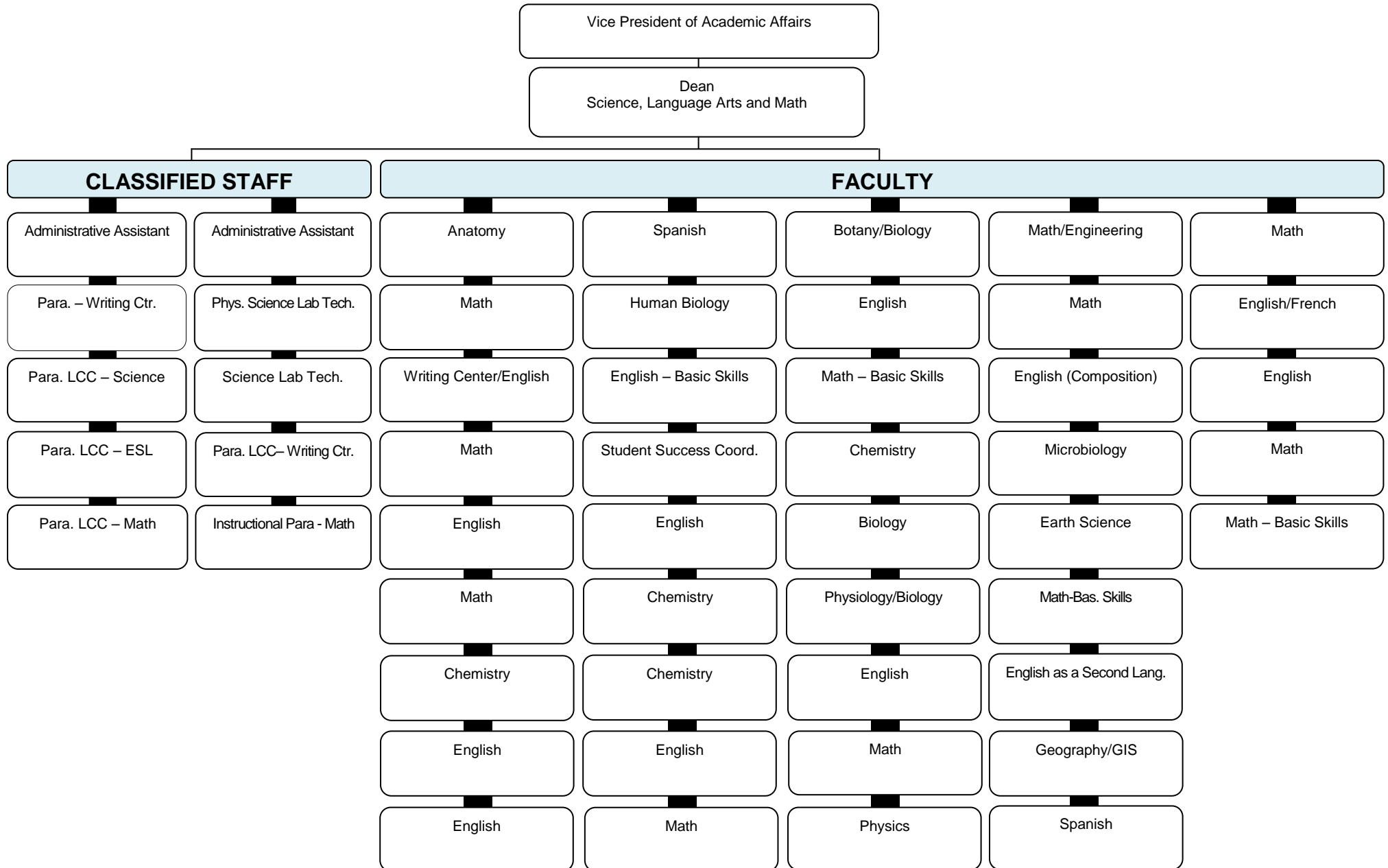
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Library



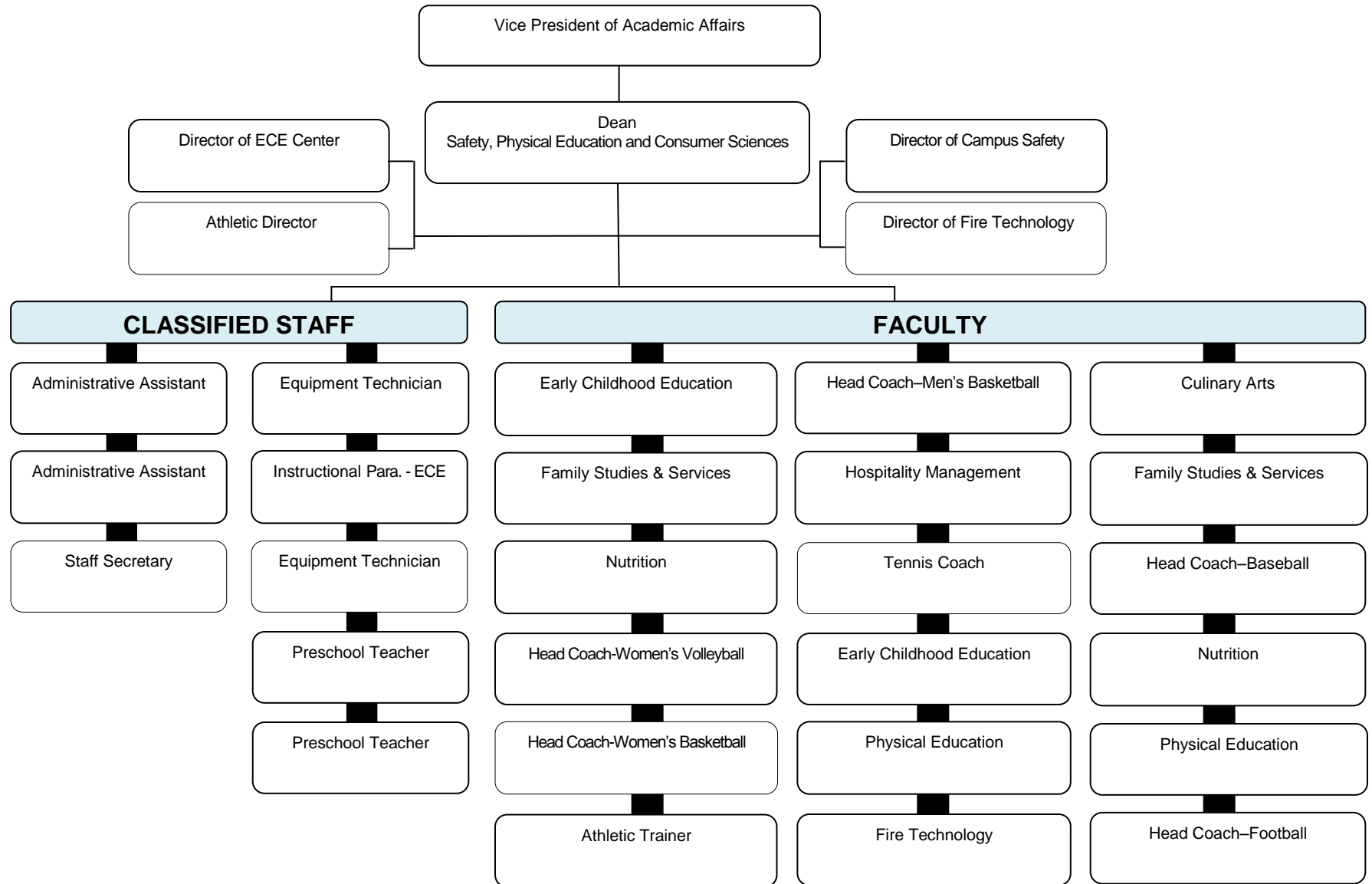
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Overview



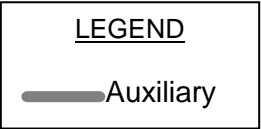
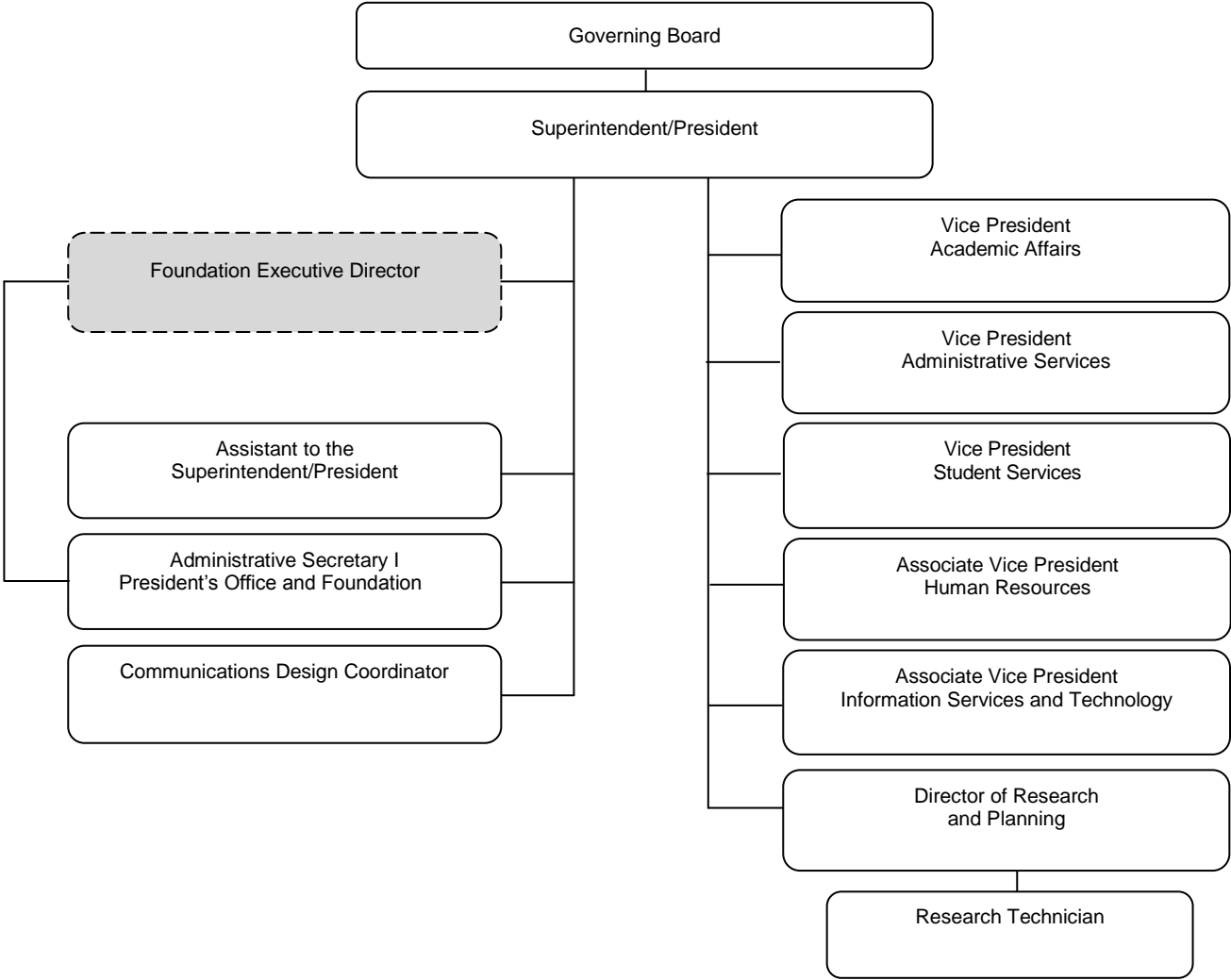
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Science, Language Arts and Math (SLAM)



SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Safety, Physical Education and Consumer Sciences (SPECS)

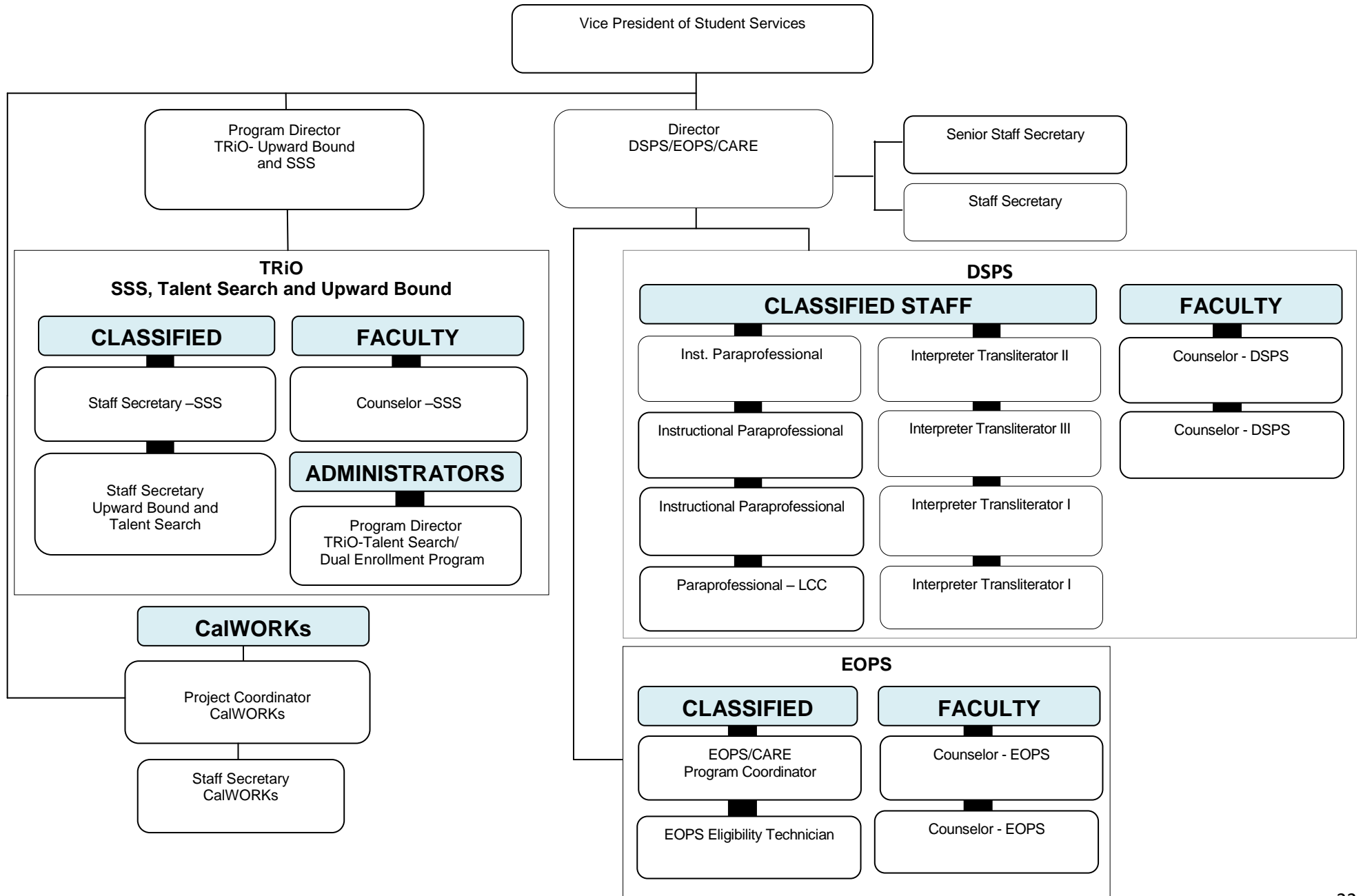


SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
President's Office

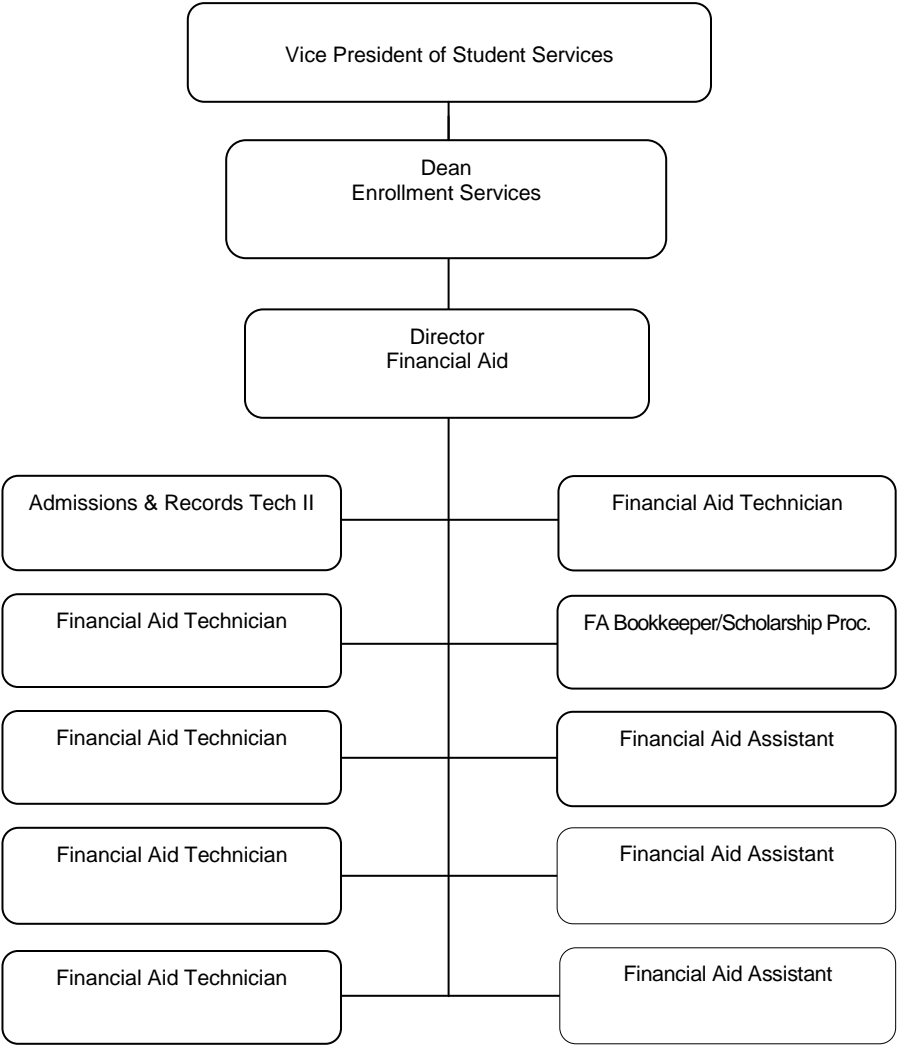


SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Student Services EOPS – DSPS – TRiO

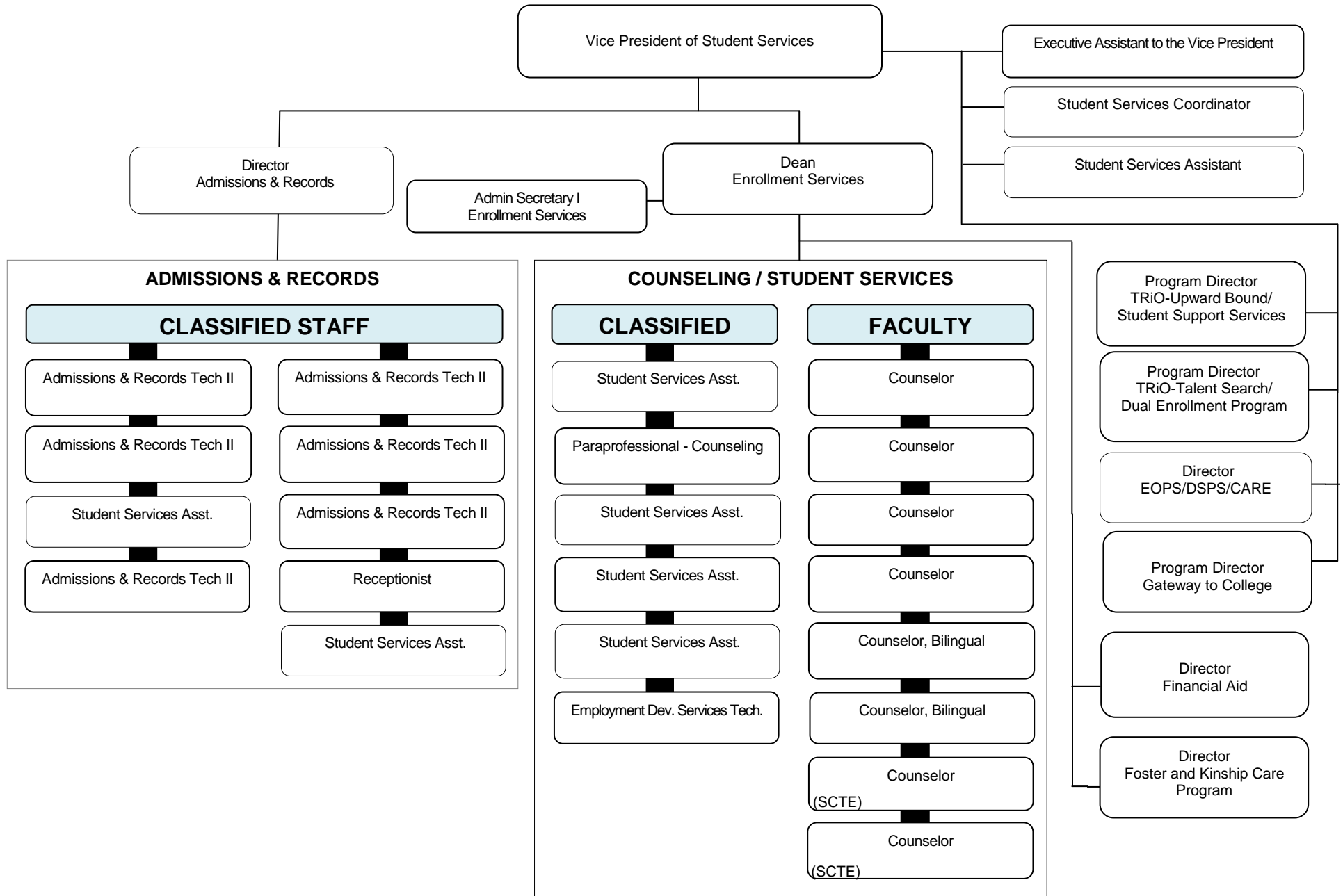


SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Student Services
Financial Aid



SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Student Services Overview



Academic Senate

Purpose and Responsibilities:

The primary purposes of the Academic Senate, as outlined in Title 5, Section 53200 of the California Code of Regulations, are to consult collegially with and make recommendations to the Board of Trustees or its designee with respect to district-wide academic and professional matters, and to represent the faculty of Shasta College in the formation of statewide policies on academic and professional matters. The Academic Senate shall:

A. Represent the faculty of Shasta College in the formation and implementation of district policies on the following academic and professional matters:

- Curriculum, including establishing prerequisites;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic and professional matters as mutually agreed upon.

B. Actively participate at the state level with the state Academic Senate for California Community Colleges (ASCCC)

Standing subcommittees; affiliate and joint committees:

- Curriculum Committee
- General Education
- Scholastic Standards
- Student Success Committee
- Textbook Committee

Reporting: The Academic Senate makes recommendations to the Superintendent/President and the Board of Trustees.

Executive Committee Membership:	1 President 1 Past President 1 Vice President 1 Secretary 11 Division Representatives 7 At Large Faculty Representatives 3 Adjunct Representatives 4 Co-chair of Standing Committees (<i>non-voting</i>) 1 Vice President of Academic Affairs (<i>non-voting</i>)
Membership:	Every full time and adjunct faculty member employed by Shasta College, whose assignment is not designated supervisory, managerial, or administrative, shall be considered a member of the Academic Senate.
Chair:	The President of the Academic Senate shall be elected by the Executive Committee from the membership of the full-time faculty. The President shall be elected by the Executive Committee using plurality voting.

Accreditation Steering Committee

Purpose and Responsibilities:

The Accreditation Steering Committee is a sub-committee of the College Council and established in accordance with Shasta College's 2009-2012 Strategic Plan. The Council is responsible to set the composition of the committee.

The Committee will act as the primary oversight and planning committee for accreditation purposes, studies, reports, and issues. The charge of the Committee as set forth by the Council is to:

- Review the College's progress in meeting accreditation standards and recommendations;
- Report its findings to the Council, and to the Board if needed;
- Organize, direct, and review the college self-study processes and reports;
- Recommend participants for self-study committees;
- Define self-study committee roles, responsibilities and expectations; and
- Review and be familiar with previous college accreditation reports, ACCJC standards, and college planning documents (i.e. Strategic Plan, Program Review, etc.).

Reporting: The Accreditation Steering Committee reports and makes recommendations to the College Council.

Membership:	1 Vice President of Academic Affairs / Liaison Officer 1 Instruction Administrator 1 Student Services Administrator 1 Administrative Services Administrator 1 Research & Planning Administrator 3 Faculty Representatives 2 Classified Representatives 1 Confidential Classified Representative 1 Student Representative
Chair:	1 Administrator 1 Faculty Member (Co-Chair)

Purpose and Responsibilities:

The scope and primary function of the Budget Committee is to:

- Inform College Council on fiscal impact of plans and recommendations.
- Systematically assess the effective use of financial resources and use the results of the assessments as the basis for making recommendations to the College Council.
- Ensure that the budget planning process is timely, accurate, participatory, and comprehensive.
- Assure integration of fiscal planning into the college's participatory planning process, specifically its inclusion in the development of strategic and educational planning.
- Review state budget allocations and their impacts on the college.
- Review tentative and final budgets for reasonableness of budget amounts and underlying assumptions.
- Wear the Shasta Hat!

Reporting: The Budget Committee reports and makes recommendations to College Council.

Membership:	3 Administrator Representatives 3 Faculty Representatives 3 Classified Representatives 1 Student Representative
Chair:	1 Vice President of Administrative Services

Purpose and Responsibilities:

The College Council is the central participatory planning committee for Shasta College and is a key component of Shasta's integrated planning and institutional review processes. The College Council is responsible for establishing the institution's direction by developing the institutional mission statement and long-term goals, in concert with the Governing Board and Accreditation Standards.

The College Council will act as the primary participatory college committee and specifically to:

- Advocate for effective college planning processes being in place and used;
- Oversee the development of the college's strategic plan and educational master plan;
- Develop college-wide priorities and make recommendations to the Superintendent/President regarding budgeting, staffing, equipment and facilities based on an analysis of information received from college committees and bodies;
- Review the college Mission Statement at least once every three years and ensure alignment of the college mission and goals with the State Community College mission and goals;
- Analyze for recommendation the District's Board Policies and Administrative Procedures to ensure development based upon a culture of evidence and consultation with constituencies;
- Establish ad-hoc committees, sub-committees, and task forces where and when appropriate; and
- Communicate ideas and recommendations to the college community.

Reporting: College Council reports and makes recommendations to the Superintendent/President.

Membership:	<u>10 Voting Members:</u> 3 Administrator Representatives 3 Faculty Representatives (one of which will be the Academic Senate President) 2 Classified Representatives 1 Confidential Classified Representative 1 Student Representative <u>4 Non-Voting Members:</u> 1 Superintendent/President 2 Associate Vice President Representatives 1 Director of Research and Planning
Chair:	1 Administrative Representative 1 Faculty Member (Co-Chair)

Distance Education Committee

Purpose and Responsibilities:

The Shasta College Distance Education Committee was formed in 1997 to review issues of concern and to formulate recommendations affecting policy, budget, purchasing, staffing, and planning decisions of online and interactive television delivery of instruction.

Distance education is defined as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This includes online, hybrid, and web enhanced instruction in addition to instruction using the college's extensive interactive television (ITV) network. The committee consists of 20 voting members.

Reporting: The Distance Education Committee reports and makes recommendation to the Vice President of Academic Affairs, the College Council, and the Academic Senate.

Membership:	<ul style="list-style-type: none">1 Dean of Extended Education (Co-Chair)1 Associate Vice President of Information Services & Technology1 Student Service Administrator1 Vice President of Academic Affairs (<i>ex officio</i>) <p><u>Faculty Representatives from Academic Divisions</u></p> <ul style="list-style-type: none">2 from Arts, Communication & Social Sciences2 from Business, Agriculture, & Industrial Technology1 from Health Sciences & University Programs2 from Science, Language Arts, & Mathematics2 from Safety, Physical Education & Consumer Sciences1 Counseling Representative2 At-large Representatives1 Adjunct Faculty Representative1 Library Services Representative <p><u>Staff</u></p> <ul style="list-style-type: none">1 Web Specialist representative1 Technology representative1 DSPS representative <p><u>Students</u></p> <ul style="list-style-type: none">2 Student Representatives (<i>ex officio</i>)
Chair:	<ul style="list-style-type: none">1 Faculty Member1 Dean of Extended Education (Co-Chair)

Enrollment Management Committee

Purpose and Responsibilities:

The Enrollment Management Committee was formed at Shasta College with the charge to increase enrollment. As a participatory committee of the college, the Enrollment Management Committee is comprised of thirteen - fifteen voting members, and their primary focus is to:

- Initiate research on scheduling, instruction and student support strategies to enhance student access, success, retention, persistence and goal attainment, particularly as these items relate to objectives in the Strategic Plan;
- Solicit input from Instructional Council, Student Services Council, College Council, and the Academic Senate on areas to research and make recommendations;
- Make recommendations to Instructional Council and Student Services Council;
- Make recommendations to Academic Senate in matters which fall under the purview of the Academic Senate;
- Reports to Instructional Council.

Reporting: The Enrollment Management Committee reports and makes recommendations to Instructional Council and, as appropriate, Academic Senate.

Membership:	1 Dean of Enrollment Services 2 Academic Deans 6-8 Faculty Representatives 2 Classified Representatives 1 Research / IT Representative 1 Student Representative
Chair:	1 Dean of Enrollment Services 1 Academic Dean (Co-Chair)

Facilities Planning Committee

Purpose and Responsibilities:

The Facilities Planning Committee is an integral part of the college's planning model and will be responsible for the development and submission of the Facilities Master Plan for District approval. As part of the college's planning model, the Committee's role will continue to

- Assess the effective use of physical resources and, when requested, provide recommendations to college constituent groups;
- Provide recommendations to the College Council and Budget Committee on facilities plans and needs;
- Ensure facility planning is participatory and comprehensive;
- Assure integration of facility planning in the District-wide planning process; and
- Recommend facility-related priorities within the District.

Reporting: The Facilities Planning Committee reports and makes recommendations to the Administrative Services Council.

Membership:	1 Director of Physical Plant 1 Dean of Extended Education 1 Associate Vice President of Information Services & Technology 2 Faculty Representatives 2 Physical Plant Representatives 1 Classified Staff Representative 1 Vice President of Administrative Services (<i>non voting</i>) 1 Physical Plant Secretary (<i>non voting</i>)
Chair:	1 Director of Physical Plant, <i>ex officio</i>

Faculty and Staff Diversity Committee

Purpose and Responsibilities:

The Shasta-Tehama-Trinity Joint Community College District Faculty and Staff Diversity Plan (*Plan*) was adopted by the Governing Board on October 8, 2008. The *Plan* reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all, will foster diversity, promote excellence, and provide a positive student learning experience.

The Faculty and Staff Diversity Advisory Committee shall take an active role in developing and implementing the District's *Faculty and Staff Diversity Plan*. The committee will:

- Disseminate information to other members of the District and encourage two-way communication about the Faculty and Staff Diversity Plan.
- Assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.
- Maintain liaison among community organizations, minority organizations, women's organizations, disability organizations, and other interested organizations on equal employment opportunity matters.
- Assist the Equal Employment Opportunity Officer by communicating diversity as an institutional goal and promoting good hiring practices.
- Assess faculty and staff development needs regarding equal employment opportunity; assist in offering courses and training on multicultural issues and upward mobility programs.
- Make recommendations to sponsor events or support special activities that promote equal employment opportunity, nondiscrimination, retention, and diversity; assist in planning and implementing such activities.
- Maintain and improve communications across campus about diversity issues and encourage diversification of the curriculum.
- Support the efforts of the Student Equity Committee in promoting multicultural awareness and sensitivity.
- Participate in screening and equal employment opportunity training programs.
- Serve in the search process as Equal Employment Opportunity Representatives for openings for faculty, administrators and classified staff. In that role, ensure that candidates are evaluated for their sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students.
- As an Equal Employment Opportunity Representative, monitor the search process to ensure compliance with the *Faculty and Staff Diversity Plan* and the *Guide to Employee Selection* handbook.
- Review and make recommendations to the administration regarding outreach efforts and recruitment standards.
- Assist in the tenure review and peer review process for faculty and administrator's evaluations which address the demographics of the District and sensitivity to diverse needs of students to enhance quality and excellence in teaching.

Reporting: The Faculty and Staff Diversity Committee reports and makes recommendation to the Administrative Services Council.

Membership:	<ul style="list-style-type: none">1 Associate Vice President of Human Resources2 Classified Representatives2 Faculty Representatives2 Administrators1 Student Representative6 Faculty or Staff Representatives* Additional community-at-large representatives from underrepresented groups may be appointed by the Superintendent/President
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Chair:	1 Associate Vice President of Human Resources
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Instructional Council

Purpose and Responsibilities:

The Instructional Council's primary role is to work consultatively with the Vice President of Academic Affairs and the Academic Senate and its committees, to achieve unity in the development, interpretation and implementation of instructional policy and procedures.

- To provide a forum to enhance administrative consistency and to ensure the effectiveness and efficiency of the operation of all instructional divisions;
- To provide an avenue for internal and external communication and collegial discussion of topics of interest to the Instructional Council;
- To encourage a pro-active approach to initiatives and challenges that provides opportunities for the improvement of instruction at Shasta College; and
- To assess and make appropriate recommendations to senior administration and College Council regarding matters pertaining to instruction at Shasta College.

The Instructional Council accepts information, reports, and recommendations from the Enrollment Management, Distance Education and Program Improvement Committees.

Reporting – The Instructional Council reports and makes recommendations to the College Council.

Membership:	1 Vice President of Academic Affairs 6 Academic Deans 1 Associate Dean, Library 1 Academic Senate Representative 1 Student Services Representative
Chair:	1 Vice President of Academic Affairs, <i>ex officio</i>

Purpose and Responsibilities:

The Invest in Our People Committee's primary role is to identify, plan, and implement professional growth activities for all College employees. In support of the Shasta College Strategic Plan, the following goal outlines the Committee's priorities:

Investing in our people (human capital development) is the cornerstone of the College's commitment to support all employees in their efforts to learn, create, and apply knowledge, skills, and abilities toward the betterment of the organization. The initiative implements a College-wide approach focused on employee development to meet individual and organizational needs in support of the College Mission.

The Committee will specifically:

- Establish strategies that support professional growth;
- Identify priorities and initiatives to meet those strategies;
- Seek and receive input/feedback from campus constituencies;
- Plan programs that implement the priorities and initiatives;
- Create subcommittees and task forces where and when appropriate;
- Communicate ideas and recommendations to the college community;
- Establish a professional growth website; and
- Wear the Shasta Hat!

Reporting: The Invest in Our People Committee reports and makes recommendation to the Administrative Services Council.

Membership	3 Administrative Representatives 3 Faculty Representatives 2 Classified Staff Representatives 1 Confidential Classified Representative 1 Basic Skills Coordinator, <i>ex officio</i> 1 SLO Coordinator, <i>ex officio</i> 1 Student Representative
Chair:	Elected by Committee

Program Improvement Committee

Purpose and Responsibilities:

The Program Improvement Committee, or PIC, is defined by AP 4020. Its purpose is to analyze and assess instructional programs that need to develop a plan of action that leads to program improvement. Such assessment may lead to one of three results: continue without qualification; continue with qualification; or discontinue.

Reporting: The Program Improvement Committee reports and makes recommendations to the Vice President of Academic Affairs.

Membership:	2 Division Deans 1 CTE Faculty Representative 1 Transfer Faculty Representative 1 Student Services Faculty Representative 1 Academic Senate Representative
Chair:	1 Division Dean

Student Equity Committee

Purpose and Responsibilities:

The Shasta College Student Equity Plan reflects the District's commitment and practice in providing all members of the college community an environment where faculty, staff and students can learn, work and interact with each other in a supportive and collegial manner.

The Student Equity Plan will address Shasta College's college-based research and self-evaluation of key indicators of student achievement, specifically, student access, course completion rates (retention), ESL and Basic Skills completion, degree and certificate completion, transfer rates, and identify goals and activities that narrow the achievement gap among all student groups on our campus. The specific target groups that are reviewed in this plan will include African-Americans, American-Indians, Hispanics, Asians and Students with Disabilities. Committee responsibilities are to:

- Continue to foster a diverse student body by identifying and removing barriers to student success, particularly for under-represented students;
- Increase credit course success rates for all courses;
- Increase success, retention and persistence in Basic Skills and ESL classes; and
- Continue to identify strategies for successful completion of degree and certificate.

Reporting: The Student Equity Committee reports and makes recommendations to the Student Services Council.

Membership:	2 Administrative Representatives 2 Faculty Representatives 2 Classified Representatives 2 Student Representatives 2 Community Representatives
Chair:	1 Vice President of Student Services 1 Classified Representative (Co-Chair)

Purpose and Responsibilities: The purpose of the Shasta College Student Senate (SCSS) is to represent the students of Shasta College; to provide a vehicle for shared governance, student input, and participation in the affairs and activities of Shasta College as provided by the Educational Code of the State of California. The Student Senate functions for the good of the students to promote concerns and policies pertaining to the students of Shasta College and encourage student development and leadership.

Reporting: The Student Senate reports to the Student Services Council

Membership:	1 President 1 Vice President 1 Secretary 1 Treasurer 1 Justice 1 Public Relations Officer 1 Events and Activities Officer 1 Regional Affairs Officer 1 Shared Governance Officer 1 Faculty Advisor 10 Student Senator Positions (<i>non-voting</i>)
Chair:	The President of the Senate will act as chair

Student Services Council

Purpose and Responsibilities:

The mission of Shasta College Student Services is to provide comprehensive high quality programs, services, and guidance, which contribute to the success of our students and empower them to make informed decisions to facilitate their learning and achieve their goals.

The Student Services Council provides a forum for Deans and Directors working under the umbrella of the Student Services division to meet, plan, and evaluate strategies, activities, and programs designed to facilitate the success of Shasta College students. Responsibilities of the Council include the:

- Review and prioritize Annual Area Plans and budget initiatives for areas within the Student Services division;
- Recommend student support strategies to enhance student access, equity, success, retention, persistence and goal attainment;
- Recommend and advise on long-range and short-term plans for the Student Services division;
- Review, recommend, and act upon policies and procedures that affect student services, student success, and student interests as they pertain to the campus and the District;
- Identify campus student services issues and develops policy initiatives and proposals for consideration by the College Council;
- Jurisdiction shall cover all matters related to student services including policy guidance on student service related matters; and
- The Student Services Council accepts information, reports, and recommendations from the Student Success Committee, the Student Equity Committee and Student Senate.

Reporting: Student Services Council reports and makes recommendations to the College Council

Membership:	1 Associate Vice President of Student Services 1 Dean of Enrollment Services 1 Director of Admissions and Records 1 Director of Financial Aid 1 Director of DSPS - EOPS/CARE 1 Program Director, TRiO Talent Search and Coordinator of Dual Enrollment 1 Program Director, Gateway to College 1 Program Director, TRiO Upward Bound 1 Project Coordinator, CalWorks
Chair:	1 Vice President of Student Services

Purpose and Responsibilities:

The purpose of the Student Success Committee is to provide recommendations with respect to standards or policies regarding student preparation and success, including but not limited to improvements in services and programs for new students, basic skills students and probation students. The primary focus of the committee will be:

1. To recommend policies and procedures designed to increase the preparation and success of students;
2. To provide recommendations for implementation of legislation related to student success;
3. To provide oversight and direction of basic skills, matriculation and student success funding;
4. Other matters related to student success, as appropriate.

Reporting: The Student Success Committee reports and makes recommendations to the Student Services Council.

Membership:	<u>Faculty Members</u> 5 Faculty Representatives (one from each division) 2 Counselor Representatives 1 Basic Skills Faculty Representative 1 English Faculty Representative 1 Math Faculty Representative 1 Librarian Representative 1 Student Success Coordinator <u>Non-faculty members</u> 1 Assessment Coordinator Representative 1 Director of Research & Planning Representative 1 Technology Representative
Chair:	Chief Student Services Officer or administrative designee will act as co-chair

Sustainability Committee

Purpose and Responsibilities:

The mission of the Sustainability Committee is to:

- Strengthen the sustainability of Shasta College operations, facilities, and educational services;
- Inspire a sustainability ethic or mindset in Shasta College employees, students, departments, and divisions with the intent of advancing the long-term viability of the local environment, community, and economy;
- Pursue funding for sustainability programs and opportunities;
- Foster partnerships and educate in order to accelerate the adoption of sustainable practices by other organizations, neighborhoods, households, and individual citizens.

The role of the Sustainability Committee is to:

1. Advise the College Council on opportunities to make the District sustainable in its operations and activities;
2. Assure integration of sustainability planning into the college's participatory planning process, specifically its inclusion in the development of strategic and educational planning;
3. Facilitate integration of sustainability concepts into the curriculum;
4. Review District policies and procedures to facilitate creating a culture of sustainability;
5. Develop a strong identity of sustainability for Shasta College through outreach and marketing;
6. Integrate and collaborate with community sustainability efforts;
7. Advocate in the budget process by recommending the allocation of funds to support sustainable practices;
8. Work with the Shasta College Foundation, grant writers, consultants, the division of Economic and Workforce Development and other entities to explore funding and programmatic opportunities;
9. Document and communicate the District's sustainability success stories.

Reporting: The Sustainability Committee reports and makes recommendations to the Administrative Services Council.

Membership:	<p>2 Administrative Representatives 1 Foundation Representative 2 Faculty Representatives 2 Community Representatives 1 Classified Representative 1 Student Representative 1 Superintendent/President, <i>ex officio</i></p> <p>The Sustainability Committee will consist of ten members of an Executive Committee, one of which is ex-officio (the District's Superintendent/President). The Members-at-Large will be open to an undesignated number of people with at least two (2) CSEA members and two (2) students included.</p>
Chair:	Executive Committee appoints with consent of Faculty Association, Classified, and Student in consultation with the Superintendent/President.

Technology Planning Committee

Purpose and Responsibilities:

Technology planning is an integral component of institutional planning at Shasta College. Technology is changing the way we reach our students both inside and outside the classroom and has the potential to fundamentally change the way we communicate, make decisions, and conduct our business as a California Community College. The formalization of district technology planning was designed to make the process more visible and inclusive by ensuring broad participation. The district's formal Technology Plan defines the direction of district technology, ensures that all stakeholders are represented, and documents the district's technology needs through assessment and prioritization of identified initiatives. Committee responsibilities are:

- To produce a technology plan for the district;
- To act as a repository and communication point for technology related initiatives and information;
- To review and analyze suggested district technology initiatives;
- To prioritize technology initiatives for the district;
- To recommend prioritized technology initiatives to the College Council;
- To evaluate the success of adopted technology initiatives;
- To annually review the technology planning process and make improvements;
- To annually review the initiative prioritization methodology and make improvements; and
- To annually update the College Council.

Reporting: The Technology Planning Committee reports and makes recommendations to the Administrative Services Council.

Membership	1 Associate Vice President of Information Services & Technology 1 Co-Chair – <i>representative at large selected by Committee</i> 2 Instructional Technologies Representatives 2 Technology Infrastructure Representatives 2 Enterprise Systems Representatives 1 Committee Secretary – <i>assigned by Committee Chair</i>
Chair:	Associate Vice President of Information Services & Technology, <i>ex officio</i>

Planning Documents

Responsible Committee or Council	Planning Documents
Participatory Planning	
College Council	Mission Statement
College Council	Educational Master Plan
College Council	Strategic Plan
College Council	College Goals
College Council	Prioritized list of Annual Area Plans
College Council	Report prioritized list to the President
Budget Committee	
Technology Planning Advisory Committee	Technology Plan
Facilities Planning Advisory Committee	Facilities Master Plan
Facilities and Equipment Planning Committee	Equipment Plan (non-instructional)
Enrollment Management Advisory Committee	Enrollment Management Plan
Instructional Council	Prioritized Annual Area Plan List
Student Services Council	Prioritized Annual Area Plan List
Invest in Our People Committee	Staff Development Plan
Student Equity Committee	Student Equity Plan
Faculty and Staff Diversity Committee	Staff Diversity Plan
Accreditation Steering Committee	Progress Report on Strategic Plan
Sustainability Committee	
Academic Senate	
Curriculum Council	
General Education Committee	
Scholastic Standards Committee	
SLO Committee	Annual Report on SLOs
Joint Committees	
Distance Education Committee	
Student Success Committee	Basic Skills Plan

Appendices

Board Policy 2430

Reference: ***Education Code Sections 70902(d), 72400; Accreditation Standard IV***

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed, "Subject to confirmation by the Board."

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board and provide any supporting information as to the reasons which constituted the administrative decision or recommendation.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

Administrative Leeway in Absence of Board Policy

When situations arise which require either a governing board or an administrative decision, and there is in existence no specific College policy to guide the Superintendent, the Superintendent shall be authorized to act in conformance with the intent of other adopted policies and actions or practices of the past. He/she shall report such actions to the governing board and shall recommend where appropriate, the development of policy to cover such situations.

Board Approved 4/11/01

Board Approved Revisions 6/11/03

Reviewed by the Board Ad Hoc Committee on Policy 8/8/07

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

Board Approved Revisions 6/11/08

Participation in Local Decision Making BP -2510

Reference: ***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq. (Academic Senate), 51023.5 (staff), 51023.7 (students)***

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for the Superintendent/President's action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the district:

Academic Senate(s) (Title 5, Sections 53200-53206)

2. The administration of the College and the Governing Board shall rely primarily on the advice and judgment of the Academic Senate regarding the academic and professional matters listed below:
 - a. Curriculum, including establishing prerequisites and placing courses with disciplines
 - b. Degree, certificate requirements, and grading policies
3. General Statement of Policy for Reaching Mutual Agreement

It is agreed that the following general guidelines and principles be adhered to:

- a. Participants must be free to communicate all aspects of any discussion with their principals.
- b. Since this process is not adversarial, proposals should be presented in complete a form as possible.
- c. Proposals should be publicly transmitted in writing from one party to the other.
 1. Requests from the Administration shall be made by the Superintendent to the President of the Academic Senate.
 2. Requests from the Academic Senate shall be made by the President of the Academic Senate to the Superintendent.
 3. Either party has the right to initiate communication.
 4. To insure more complete communication, the Senate President will be given the opportunity to review the tentative Governing Board agenda prior to its final preparation.
- d. Each party should strive to arrive at agreement in a timely fashion.
 1. In ordinary circumstances, there should be no more than a 3-week interval between the transmission of positions.

2. In ordinary circumstances, the Senate will require two meetings before responding (one to introduce the issue to the Committee and one to act on it). The Executive Committee meets twice monthly during the academic year.
 3. In special circumstances, the President of the Academic Senate may call special meetings of the Executive Committee to shorten the time between responses and decisions.
 4. If appropriate, the Executive Committee will refer action to a standing committee.
 5. If one party appears to be dilatory, public fact may be made if private efforts have not been effective in advancing the process.
- e. All final agreements will be put in writing and made a part of the Shasta College Governing Board's records.

Mutual Agreement Areas:

The District Governing Board, or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Governing Board for the following matters:

- Educational program development.
- Standards or policies regarding student preparation and success.
- District and College governance structures, as related to faculty roles.
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.
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Staff (Title 5, Section 51023.5.)

College staff shall be provided an opportunity to participate effectively in college governance in accordance with Title 5 and college procedures.

The “Staff” definition excludes short-term or substitute staff.

Students (Title 5, Section 51023.7)

Students shall be provided an opportunity to participate in formulation and development of college policies and procedures that have or will have a significant effect on students in accordance with Title 5, Section 51023.7, which states in part:

This right includes the opportunity to participate in processes for jointly developing recommendations to the Governing Board regarding such policies and procedures.

Except in unforeseeable situations, the Governing Board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing Board procedures shall ensure that recommendations and positions developed by students are given every reasonable consideration.

The Shasta College Student Senate is the designated representative body of the students.

The selection of a student representative to serve on District or college committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the designated representative body of the students, the Shasta College Student Senate.

College policies and procedures that have or will have a “significant effect on students” include the following:

10. grading policies;
11. codes of student conduct;
12. academic disciplinary policies;
13. curriculum development;
14. courses or programs which should be initiated or discontinued;
15. processes for institutional planning and budget development;
16. standards and policies regarding student preparation and success;
17. student services planning and development;
18. student fees within the authority of the district to adopt; and
19. any other college policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students.

The Governing Board shall give reasonable consideration to recommendations and positions developed by students regarding college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, or to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards.

See Administrative Procedures

Board Approved 4/09/03

Reviewed by the Board Ad Hoc Committee on Policy 9/12/07

Organizational Structure BP - 3100

Reference: ***Education Code 72400***

The Board of Trustees holds the District Superintendent/President, the chief executive of the College, directly responsible for the effective organization and functioning of Shasta College. The District Superintendent/President in turn holds staff members responsible for their assigned duties. All recommendations to the Board of Trustees are transmitted through the District Superintendent/President.

See Administrative Procedures

Reviewed by the Board Ad Hoc Committee on Policy 2/27/08

Board Approved Revisions 6/11/08

Reviewed by the Board Ad Hoc Committee on Policy 8/20/08



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