

Admiral's Recommendation

4/26 and 4/27 2007 A & R Training Day at ESCC Bishop Summary

ADMJ Mass Enrollments-Went over ways to make enrolling mass students easier, and more efficient. I provided updated internal blue Ap forms that ask all the needed info for applications. As we were working on a class I discovered that the Application and Update Scanner at Bishop campus is totally impossible to work with. It is old and it took me around 10 to 15 scans per sheet to get it to work. I finally gave up after about an hour of scanning, brought the forms to RC office, and scanned them all in within 5 minutes. I believe this has played a major role in getting mass enrollments input in a timely fashion. I will recommend to Dave that we somehow get a better scanner up at ESCC. We discussed the importance of getting these enrollments done by the end of the current semester, as we do not want classes from a previous semester not being captured on state reporting. There is the understanding that sometimes the classes are not turned in to A & R staff until late, and they will be input on a priority level.

Banner status bar- The ladies brought to my attention the fact that they have been using Banner without the bottom status bar which tells you important info regarding the transaction you are making. For example: When there is an error on your form, it tells you what the error is, and it also tells you if your transaction saved. It is very time consuming and frustrating to attempt to perform your duties without this in Banner. I spent time with Mike Barrett and on the phone and with district help desk trying to resolve this issue. The only resolution we came to was to either use the Banner with scrolling or a way that showed the status bar, but also made their Banner in a very small window. Debbie had a very difficult time reading the form. It is mandatory that these ladies have the status at the bottom. It is partially resolved, but I would like to find a better way for them to use it, like the way I can at my desk.

Records Retention I passed out a copy of the Board Records Retention Policy. We went over what forms we keep and for how long. ESCC has been keeping everything since at least 1996 including records that are just worksheets. We went over the different classes of records and how to look up in the policy when they can be destroyed. We also discussed which records are sent to the IWV campus for holding, such as rosters with grades and different grade and registration forms.

Who does what? We briefly went over who does what at the IWV A & R campus. This has gotten confusing with the recent staff changes. I will attach an outline of this for your use.

Concurrent Enrollment Discussed Concurrent Enrollments. Went over the forms, when the student needs a form, all the signatures required on the form, when to remove holds, how they are placed, and fee waivers for HS students.

Grades Discussed grades changes and backdating adds and drops. It is advised that we never back date a drop, especially if the semester is over. If a special circumstance occurs, which does often happen, we should have documentation of why we are

backdated a drop...usually from a supervisor. We discussed how backdating can affect the 320 reporting.

FERPA We went over FERPA as we went and discussed confidentiality in a few specific instances. We discussed minors and their confidentiality rights.

ADDRESS CHANGES Discussed how students can change their address online, and I showed the form SPAIDEN in Banner where addresses are queried and changed.

Transcripts Plus Went over how students can request their transcripts online and how we encourage them to do so. Went over what the students do and what IWV A & R does to get them out. Went over using SHARQTC to query transcripts. Went over sent date vs print date....how to look up the address the transcript is sent to. Also, how it looks in Banner and what the difference is between a transcript sent through Credentials, and one that is input manually.

RESIDENCY Went over the residency determination form and what documentation a student can turn in to establish residency. I emphasized that all three forms of proof MUST be dated correctly. I showed how to review for accuracy to save the student time and hassle before they fax it down.

REPEATS Clarification was given on the request to repeat class process. I advised that we don't need repeat forms signed by the VP for Fs and Ws. We went over when we do need them and what to do when a student has taken a set of classes too many times and cannot take it again. They should fax the form to the VP for approval. NEVER register a student in a repeat class without this approval. I was told that they would add the student first, then fax the form.....They must fax the form and wait for approval before registering the student. If there are several students in the predicament of having repeated all too many times, they may want to go to the administrator of your campus to see if another class can be formed. Not suggesting that this is done a lot...but sometimes it works.

Payment by phone We discussed when it is appropriate to take payment by phone. To eliminate the volume of ESCC students who wish to pay by this method, we discussed all the other payment options and how this is more secure for the student and the college. Also, it would be a huge timesaver for other work to be done if the student used these other options, as Deb is taking payment by phone, and mailing receipts to each and every student which I imagine is taking away from her other duties.

Closing Cash deposits in Banner Trained Deb and Jenine on putting their deposit slip numbers into Banner when doing Cashier deposits. The form is TGACSPV. They both wrote down the directions and will contact me with any help.

Front Counter set up issues Both Deb and Jenine have issues regarding the way their offices are physically set up to serve students. The offices are set up in such a way that they are unable to complete tasks at the counter when a student is there.

In Deb's case, she walks away to her corner desk area to register students and is out of sight to the student. She has her scanner on one side of the office, Her J point on the other, and her desk in a corner. She is walking back and forth to her desk to register students or help them with other needs. I recommended to her and also to Mike Barrett that maybe she could get Banner set up on her Jpoint computer, and move it onto the front counter so she can take care of student registrations and payments in one area...and is not turning away from the students. This would probably save quite a bit of time for Deb as she wont be running back and forth so much.

In Jenine's case, I did not have the opportunity to visit her campus this time, but she explained to me that her desk is facing away from the counter. When someone comes to her counter, she first has to hear that they are standing there, and then turn around. Her back is to the student as she is registering them. Also, she stated that it really is hurting her back to be pushing off and twisting all the time. I told her she may wish to contact Human Resources to see if they have any suggestions.

SUMMARY I believe we had a very productive time together. There was a lot of emphasis on the security of records, and protecting the privacy of our students. We covered a lot of material in our time and we learned a lot that ESCC A & R was not aware of. I do have some action items as outlined below. These are things that I think will assist Deb and Jenine in performing their job functions in a more efficient manner.

ACTION ITEMS:

- A Better scanner for Bishop.
- Improving the Banner task bar
- Dawn to make a list of who does what at the IWV office and provide to the sites
- Deb and Jenine to start closing their Cashier session in Banner with deposit number. TGACSPV
- Deb will get together with Mike to set up a counter workstation.
- Jenine also will get together with Mike to set up a counter workstation.
- Jenine to contact HR regarding her ergonomic issues.
- I will follow up with Deb and Jenine to see how all this is coming.

Please contact me for any assistance. Im here for anything you need.

DC

A&R Agenda
11/13/07

1. Admin Cabinet

2. Jill

3. Banner Student

- Still nothing on concurrent student changes; Banner Student Thursday
- Testing
- Faux Paux *Charley Chiang*
- Part of Term

4. District Student Services

5. Other

- How to Improve
- Student Learning Outcomes
- Priority Registration
- CSEA
- Engaged Students

✓ FERPA

→ DIRECTORY INFO. (2)

• Parking Lot ✓

• SGASTDN → SFAREGS

Class Schedule
- enrollment verification
- Student ID

① Scantron: ① not usable ② configured

**ADMISSIONS & RECORDS
MEETING MINUTES – 10/15/07**

Re: Admin Cabinet

- Discussed new employee orientation that will affect Sandi; these are being held every month; Sandi to call Pam Coward
- Discussed that Mammoth is having a “Bear of a Problem” with food in trash containers
- Valerie Karnes reported that alternative energy classes are continuing to be discussed with an idea to offering classes; vocational ESL particularly as it relates to classes like welding
- Discussed that college is thinking of having a swap meet to fund a student enterprise fund

Re: Jill

- No meeting with Jill

Re: Banner Student

- No meeting

Re: District Student Services

- Will be reviewed at next meeting; Student Services meeting 10/18/07

Re: Other

- Star Party 10/19/07 @ 5:30 pm
- Nicole brought up need for more filing space

Re: Old Business

- Question arose on Police Academy graduates; what document(s) do we receive in order to post a Certificate of Achievement – WHOSE ACTION ITEM

Kiosks - staff

A&R Agenda
11/26/07

1. Admin Cabinet

- Tel Tec
- Budget Reduction = 10%
- Faculty/Staff Open House (news at 11) ← Dec 12
- Kiosks
- Prop 92

not inviting
→ Counseling out
→ east wing (classes) rooms
• All new students not continuing 1 or 2 of 10

2. Jill

- Meeting this Thursday

3. Banner Student

4. District Student Services

5. Other

- ✓ Birthdays
- ✓ CC League (Troops to College); CCCTran

6. Old Business

- Question arose on Police Academy graduates; what document(s) do we receive in order to post a Certificate of Achievement - WHOSE

ACTION ITEM

- More filing space

not on transcript?

A&R Agenda
10/22/07

- 1. Admin Cabinet**
 - Relayed progress about the search for a VP of Student Learning (from academic Senate minutes)

- 2. Jill**

- 3. Banner Student**
 - Still nothing on concurrent student changes; Banner Student Thursday

- 4. District Student Services**
 - Discussed early warning capacities
 - Discussed ESEP with the possible introduction of Degree works vs. CAPP

- 5. Other**
 - Discussed the possibility of changing phone message and making sure that people hear to leave name and phone number, as a minimum
 - How to streamline response procedures for message inquiries
 - Priority registration for VETS

- 6. Old Business**
 - Question arose on Police Academy graduates; what document(s) do we receive in order to post a Certificate of Achievement –WHOSE
ACTION ITEM
 - More filing space

**ADMISSIONS & RECORDS
MEETING MINUTES – 10/8/07**

Re: Admin Cabinet

- Discussed SB 272 – not really affecting processes in A&R; welcomed the helping of VETS
- Stafford Loan Default, partially, may be caused by a delay where payments are processed and entries are made into the National Register.
- Jennifer San Nicholas new Director of Child Development Center
- Current contract for Snack Bar will expire Dec. 14th and will not be renewed

Re: Jill

- Nov. 2nd will be a CACCRAO conference in Burbank discussing Title 5 changes- Dawn expressed some interest; Heather won't be able to go (found out this a.m.)
- Discussed the new ODS report, looking at Spring 2008 schedules.

Re: Banner Student

Re: District Student Services

- Reviewed Tile 5 changes as prepared by Sue Vaughn
- Discussed Calendared A&R activities as prepared by Sue Vaughn; Dawn and Lois to review their records for previously published CC Calendared Action Items

Re: Other

- Question arose on Police Academy graduates; what document(s) do we receive in order to post a Certificate of Achievement

Old Business

Kathy P.O. for transcripts

A&R Agenda
1/14/08

1. Admin Cabinet

- Kiosks
- Budget

↳ 19 hr. removed @ last budget crunch

2. Jill

- ✓ Pam Godfrey
- 2/14 Chris Addington to discuss 1 Stop
- ✓ Any time frame between when taken classes

3. Banner Student

- Green cards

LTR.

4. District Student Services

- ✓ Record Retention

5. Other

- ✓ CC League (Troops to College) CCCTran

6. Old Business

- Transcripts INCOMING
- Filing

David Cornell

From: CCC Admissions & Records - Deans, Directors & Staff [CCC-ADMISSIONS@LISTSERV.CCCNEXT.NET] on behalf of Catherine Mooney [cmooney@DELTACOLLEGE.EDU]
Sent: Friday, December 07, 2007 9:37 AM
To: CCC-ADMISSIONS@LISTSERV.CCCNEXT.NET
Subject: Re: XAP applications

Green cards are not permanent residency cards they are authorization to work cards. Authorization to work cards are provided to some residency applicants before their residency is granted. Therefore, you need to check on the student's status via INS documentation. If the student provides a permanent residency number and date is past two years, we accept, no questions. If not within two years, we require additional documentation. So we would code as a non-resident and then request additional documentation from the student.

A student who has not been a permanent resident for two years may not be eligible for residency status. You have to look at what their status was before the permanent residency was granted and you have to look at intent to reside documentation.

XAP codes students as 1 - resident, 2 maybe and 3 non-resident. We look at all of these classifications for our determination of residency.

Catherine Mooney

Delta College

----- Original Message -----

From: "Connie Elder" <celder@YCCD.EDU>
To: CCC-ADMISSIONS@LISTSERV.CCCNEXT.NET
Sent: Friday, December 7, 2007 7:33:58 AM (GMT-0800) America/Los_Angeles
Subject: XAP applications

If you are using the XAP application for your students, I have a couple of questions:

1. If the student indicates he/she has a "green card" and gives the number on the XAP application, do you require the student to follow up with A&R to verify that green card information?
2. If the XAP process "rules" the student as a resident -- do you take that as correct, or do you require any additional documentation from the student? Such as -- we just received an XAP application where the student indicated he is a permanent resident, gave the A number on his green card, indicated that he entered California on 7/1/06. He answered that he had not lived in California for twenty-four months, but XAP coded him as a resident. Do we automatically accept those -- or do you require some follow up information?

Connie Elder
Registrar
Yuba College
celder@yccd.edu
(530) 741-6989

Chp 30/33 - Lessons Learned from W/List

Admissions & Records All Staff Meeting

Thursday, December 10th 2009

10:35 am to 11:35 am

AGENDA

WELCOME!!!

Residency- Presence and Intent
AB540

< 3 yrs. + grad. - email to staff
out of state

Waitlisting- Where are we?
Classes are already waitlisted.
Registering waitlisted students.
How are we doing so far?
How do we view waitlisted students?

Repeatability- what to do about a student who wants to repeat a waitlisted course.

* SWAAPLP- Downloading student applications and ensuring we reject duplicate records.

General Person Form- making sure this form is complete and appropriate documentation is supplied.

Discussion and Questions

Concurrent Enrollments- make sure all have updates on file. Make sure forms all totally complete will
ALL signatures.

Conc. stud. ~~not~~ on W/L

Kiana - Any fallout issues from O/L

* Updates s/b move obvious
↳ Shelley

* Rumors

12/10/09

- shafting W/listed students

- Opening up a new section
o/L Eng. →

Echo Program

- SEEP
- Virtual H.S.

* No Jenine
✓ Lori

Dec 18th / 17th for presents

PIN RESETS / Password

Rebbie
Lyana

* Shelley it's issues

Dawn Shelley
Laurie DL
Sandi

**Admissions & Records All Staff Meeting
Thursday, November 5th 2009
10:30 am to 11:30am
AGENDA**

WELCOME!!!

International Students- Guests Kim Blackwell and Heather Ostash

Waitlisting- How does this affect how we register students over the counter and how we help them online?

Student Updates Online- Why they MUST be completed NO matter what, especially now with waitlisting!!!

Pin Resets- the future of pin resets is coming!!!!

Discussion and Questions

11/5/09

PREPARED BY	
DATE	

Acad R Training

8 Int'l

3 types

- All Stud from home country
- Int'l stud. address in U.S.
 - ▶ F1/M1 Visa CEVAS database
 - ▶ 999 Student key
- US address trying to take off classes

F1/M1 Visa

12 or more credits; majority on site

Student visa = M1 visa

- Linda Allday

Wait Listing

Adjunct / Dept. Chairs / - Admin form

Forgot Password

If you forgot P/W click here!

TINY Continuing Student

Update - Continuing stud. don't have to update

▶ PDF

Printed Schedule

International Students – Taking online classes from their home country need:

- A “999” number generated from A&R to put in the Social Security number spot on the application.
- To register online for classes.
- To pay non-resident fees.

International Students – with an address here in the United States:

- Process above is the same, however...
 - Refer them to Kim Blackwell if they have a F1 or M1 Visa.
 - They go to A&R and pay appropriate fees if they have any other visa.
 - Linda Allday from BC is a great resource if questions arise about international students/visas that we’ve never seen before.
- Online Students with an address other than our service area with F1 or M1 visas need to be referred to Kim Blackwell. Those students with student visas have rules they have to follow while studying here in the US.
 - Must be full time – 12 or more units.
 - Must take the majority (preferably all) of their classes on ground.
 - Need permission to take classes from other colleges.

Admissions & Records All Staff Meeting
October 1, 2009
1pm to 2pm
AGENDA

WELCOME!!!

~~Waitlisting~~- coming Spring registration 2010 for all classes!! This means starting November! What does this mean for A & R staff?

How will it work?
Training.

~~Residency~~- do we all have the revised form from this summer (its online)?

What documents are and are not acceptable.
We need 3 documents
What dates and addresses? Tax forms (what kind? Cannot say NR!)
AB540.
Permanent Resident Cards.

CAPP- Transfer Articulation and what it means for A & R and for our students

What is it?
When will we start?
What is involved?
How does it affect us?

Curric. & Prog. Planning

~~Registering students via telephone~~- liability and reproductions. Students need to register (Add and Drop) online or in person at the counter.

Instructor Drops- just a reminder to use AD or AW when dropping for an instructor over the counter for audit purposes.

Discussion and Questions

Coyote Connection

- leaving yourself open
- holding onto yesterday
- Baseline (B/D, B/L)
 - ↳ paperless
 - ↳ old regist
 - ↳ Wait listing
 - ↳ CAPP
 - ↳ Luminis
 - ↳ Banner 8.1 upgrade

⇒ AIR ⇒

10/1/09

Adjunct Training (Contract) - grades in
↳ hand-holding

↳ Chairs in work training

Over-the-phone - County. Ed.
- Gen. Ed.

* AB 540 Start, in Banner

11/5/09 ⇒

• Updates - tfr. Center
Library

PIN Resets
Phinsky
↳ Resetting

Adjunct
Banner send out email
to update roster

Agenda
A & R All Staff Meeting
September 4, 2009

Welcome

✓ GI Bill – Dave

✓ New Banner for Dummies Books on the Way!!!!

✓ Name, Address, and ID Change Process

Address changes are online (MyBanweb!)

IDs needed for name changes and SSN changes

General Person Update Form

✓ Repeatability and Substandard Grades. Request to Repeat forms and Petition to replace grade on permanent record forms.

See attachment for scenarios of substandard grade replacement (Title V)

New forms to use

✓ Transcripts- Different ways students can request and we can now send transcripts.

Transcripts Plus (AKA Credentials)

Etranscripts (formerly known as CCCTRAN)

And the 'ol paper request form (ewwwwww yuck!!)

✓ Types of Adds and Drops in Banner, Backdates, and what to do if a student calls with an issue that crosses fiscal years.

Instructor verification of student nonattendance (backdated drop)

The Importance of the student "Update form".

Why Instructors cannot drop online (update form)

Financial Aid reasons

Waitlisting in Banner for ALL classes....Yes its right around the corner in Spring 2010!!!

Q and A

A&R Training

Oct 1st
10-11

✓ GIBill

Name / Address ID Changes

- Genl Person Update - send over
- along w/ BFD

Repeatability

DROPS

↳ Academic Renewal

Transcripts - Allow cr. card on paper
- on their own time
- on our website

Update Form on file B&K registering

- ↳ need pop-up
- ↳ STARTS - option → ck for update
- ↳ Otherwise instructor can't drop on BanWeb

SWRBLST

David Cornell

Sep. 4th

From: David Cornell
 Sent: Tuesday, August 18, 2009 11:53 AM
 To: Dawn Fidel; Shelly Stoffel; Sandra Smith; Inge Olsen; Teresa White; Jenine Cushman; Debbie Martell; Kristi Lowe; Deanna Campbell; Todd Coston; Lori Olivera; Laurie Rice
 Cc: Jill Board; Heather Ostash; Dylan Mattina
 Subject: A&R Training

Good Morning:

A&R's first training session for the new year will take place Sep. 4th from 10-11 (probably won't take that long but wanted to make the time available).

There will be an agenda coming shortly, but initially, there will be information about veterans' benefits and a discussion about repeatability and a repeat discussion about Drop Codes. If you have discussion items that you would like emphasized, please let me know!

DAVE

Federal

State

- Chp 30 MGI B-Stipend
- 35 ✓ - Dependent
- 31 ✓ Voc Rehab
- 33 Post 9/11

- generally some disability
- Tuition fee waiver
- lasts only 1 yr.
- Renew ea. yr.

- BAH \$952
- Bk. Stipend \$1000/yr
- Tuition Reimb

7 Need to see counselor every semester

7 expect to see info. reg'd on the front end of apps. for sets

Repeatability | - Apportionment

7 non-repeatable funded symbols

Substud.
3 funded 1st time - 2 repeats

**Transcript Information Survey
May 2008 (Reviewed/Updated in August 2009)**

*After first 2 free						
College	*Regular Fee	Regular Processing Time	Rush Fee	Rush Processing Time	Fees to A&R or General Fund	Transcript Processing Partner
Allan Hancock College	\$2.00	1-10 business days	\$5.00 \$10.00	5-10 min for over the counter reqst 72 hrs for fax service	GF	
Bakersfield College	\$4.00	Up to 8 business days, usually up to 3 days	\$8.00	2 hrs if in before 3:00 PM	A&R	Credentials Inc
City College of San Francisco	\$5.00	2-3 weeks normally, depends on time of year	\$10.00	3-5 days, depends on if records need corrections or combining	GF	
College of San Mateo	\$5.00	24 hrs or less	\$10.00	Immediate	GF	
College of the Redwoods	\$5.00	Next day when submitted via WebAdvisor; Each Thursday when submitted in-person, by mail or fax	\$10.00		GF	
Cuesta College	\$3.00	5-7 business days	\$5.25	1-2 days (Credentials)	GF	Credentials Inc
Fresno City College	\$5.00	2-5 business days	Currently under review	24 hrs	GF	
Fullerton College	\$3.00	7-10 business days during peak times, usually 2-3 days	\$10.00	1-3 days during peak, usually 1 day	A&R	
Hartnell College	\$4.00	4-7 business days; longer during peak periods	\$10.00	Within 24 hrs	GF	
Imperial Valley College	\$4.00	3-5 business days	\$10.00	Within 24 hrs	GF	
Los Angeles Pierce College	\$3.00	10 business days	\$10.00	On-the-spot	GF	
MiraCosta College	\$5.00	5-10 days, but rarely more than 5		0 1 day	GF	Credentials Inc
Moorpark College	\$3.00	5-20 days depending on time and volume (10-20 days advertised)	\$5.00	1-5 days depending on time and volume (3-5 days advertised)	GF	
Palo Verde College	\$2.00	Up to 1 week, process transcripts every Thursday	Additional \$5.00	Within 24 hrs	GF	
Palomar College	\$3.00	7-10 business days advertised, usually 3-5 days	\$8.00 (person or mail) \$11.00 (Internet)	2 business days when submitted in-person or by mail; 1 day when submitted via Internet (Credentials)	Split between both	Credentials Inc
Santa Ana College	\$3.00	2 days	\$8.00	Immediate	A&R	Credentials Inc
Santiago Canyon College	\$3.00	2 days	\$8.00	Immediate	A&R	Credentials Inc
Skyline College	\$5.00	24 hrs or less	\$10.00	Immediate	GF	Credentials Inc
Victor Valley College	\$5.00	2-3 weeks, non-peak times much less	\$10.00	1-5 business days	GF	

**Admissions & Records All Staff Meeting
Wednesday August 11, 2010
10:30 am to 11:30 am
MB 212
AGENDA**

WELCOME!!!

Welcome Heather Ostash to the A & R family! Our New VP!

Board Policy & Title V- Ferpa and the Solomon Amendment.

Residency Links that were provided- discussion

Reminders for beginning of semester- discussion among all. –repeatability checks , SFASRPO for waitlisting and course conflicts and repeats , concurrent forms, prerequisites, and DO NOT register with out updates on file EVER! 😊

Discussion and Questions

A&R Mtg

8/11/10

Kristi - too busy

Inge, Jenine, Nichole, Lori
Maura, Shelly, Laurie

999's

transcripts

Solomon Act

- Recruiter
- Frank Wells

Permanent Resident - Hold
- Can be relieved

Wait List - conc. students
no wait list * Updates on File

Send citation w/ website

Residency - minor student takes resid. of parents
- AB 54p
- Foundation not available

Independent \blacktriangleright financial
 \blacktriangleright resid

* Work Permit as SSAN

* Password / PIN Resets

* Course Conflict - Amt. of time? Bd. Policy GOATRAC

Student Actg. Manual

SSASECT

Pass / No Pass \rightarrow SSASECT Inge allow
Jenine - Pin / Reset

David Cornell

From: David Cornell
Sent: Thursday, July 22, 2010 11:10 AM
To: Dawn Fidel; Laurie Rice; Shelly Stoffel; Kristi Lowe; Debbie Martell; Jenine Cushman; Inge Olsen
Cc: Deanna Campbell; Erie Johnson; Heather Ostash
Subject: Next A&R Meeting

Before we get inundated with registration issues, I would like to have a preliminary video conference to pick up where we left off in the Spring semester. If there are issues that you would like to be reminded of, let's bring those in also. Just let me or Dawn know!!

I would like to do a review of Board Policy this year along with discussions of Title 5, just so our learning base doesn't shrink (I'm thinking more of my age). To kick off our discussions, FERPA is always a good place to start. The following link, however, refers to relatively obscure exception to FERPA and that is the Solomon Act, specifically section 216.3 (of this write-up). What recruiters may not ask for are: SSAN, race/ethnicity, GPA, grades (or low performing students), religious affiliation, student loan defaults, veteran status, or students no longer enrolled. These issues become thinner if the recruiter says that they have a "legitimate educational interest."

<http://www.law.georgetown.edu/solomon/solomon.html>

If we have time, residency issues are cited in multiple places:

In ED. Code - <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=68001-69000&file=68060-68062>

In Title 5 -

<http://weblinks.westlaw.com/result/default.aspx?action=Search&cfid=1&cnt=DOC&db=CA%2DADC&eq=search&fmqv=c&fn=%5Ftop&method=TNC&n=1&origin=Search&query=CI%28%225+CA+ADC+S+54022%22%29&rtl=CLID%5FQRYRLT115025113227&rldb=CLID%5FDB562205113227&rti=1&rp=%2Fsearch%2Fdefault%2Ewl&rs=GVT1%2E0&service=Search&sp=CCR%2D1000&srch=TRUE&ss=CNT&sskey=CLID%5FSSSA92205113227&sv=Split&tempinfo=FINDD&vr=2%2E0>

And

<http://weblinks.westlaw.com/result/default.aspx?action=Search&cfid=1&cnt=DOC&db=CA%2DADC&eq=search&fmqv=c&fn=%5Ftop&method=TNC&n=1&origin=Search&query=CI%28%225+CA+ADC+S+54045%22%29&rtl=CLID%5FQRYRLT1061331213227&rldb=CLID%5FDB9736331213227&rti=1&rp=%2Fsearch%2Fdefault%2Ewl&rs=GVT1%2E0&service=Search&sp=CCR%2D1000&srch=TRUE&ss=CNT&sskey=CLID%5FSSSA3837931213227&tempinfo=FINDD&vr=2%2E0>

And

<http://weblinks.westlaw.com/result/default.aspx?action=Search&cfid=1&cnt=DOC&db=CA%2DADC&eq=search&fmqv=c&fn=%5Ftop&method=TNC&n=2&origin=Search&query=CI%28%225+CA+ADC+S+54045%22%29&rtl=CLID%5FQRYRLT1061331213227&rldb=CLID%5FDB9736331213227&rti=1&rp=%2Fsearch%2Fdefault%2Ewl&rs=GVT1%2E0&service=Search&sp=CCR%2D1000&srch=TRUE&ss=CNT&sskey=CLID%5FSSSA3837931213227&tempinfo=FINDD&vr=2%2E0>

Since, knowing these rules becomes our "bread and butter" we should discuss them to see if there is any confusion. If you look at our residency determination form, you'll find a comfortable repletion.

Since the first week of September will be extremely busy, I would like to have this first meeting August 11th. Let me know if this is a problem.

DAVE

Calif. Code of Regulations



Welcome to the online source for the California Code of Regulations

5 CA ADC § 54045

§ 54045. Alien Students.

*With respect to function
AB 540*

Term

5 CCR § 54045

Cal. Admin. Code tit. 5, § 54045

Barclays Official California Code of Regulations Currentness

Title 5. Education

Division 6. California Community Colleges

Chapter 5. Students

* Subchapter 1. Student Residence Classification

➔ **§ 54045. Alien Students.**

- (a) An alien not precluded from establishing domicile in the United States by the Immigration and Nationality Act (8 U.S.C. 1101, et seq.) shall be eligible to establish residency pursuant to the provisions of this subchapter.
- (b) An alien is precluded from establishing domicile in the United States if the alien:
- (1) entered the United States illegally (undocumented aliens);
 - (2) entered the United States under a visa which requires that the alien have a residence outside of the United States; or
 - (3) entered the United States under a visa which permits entry solely for some temporary purpose.
- (c) An alien described in paragraph (b) shall not be classified as a resident unless and until he or she has taken appropriate steps to obtain a change of status from the Immigration and Naturalization Service to a classification which does not preclude establishing domicile, and has met the requirements of Sections 54020-54024 related to physical presence and the intent to make California home for other than a temporary purpose. The Chancellor shall, after consultation with the University of California and the California State University, issue guidelines for the implementation of this section.
- (d) Notwithstanding any other provision of this subchapter, an alien who was classified as a California resident by any college in a district as of September 30, 1991, or during the Fall 1991 term, shall not be subject to reclassification unless the student has not been in attendance at any college in the district for more than one semester or quarter.

Note: Authority cited: Sections 66700, 68044 and 70901, Education Code. Reference: Section 68062 (h), Education Code; 8 U.S.C. 1101(a)(15); Toll v. Moreno, 458 U.S. 1 (1982); and Regents of the University of California v. Bradford, 225 Cal.App.3rd, 972, 276 Cal. Rptr. 197 (1990).

HISTORY

1. Repealer and new section filed 3-3-86; effective thirtieth day thereafter (Register 86, No. 10).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of

State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

- 3. Amendment filed 8-30-91; operative 9-29-91 (Register 92, No. 4).
- 4. Editorial correction of printing error in second paragraph (Register 92, No. 12).
- 5. Repealer and new section filed 1-16-92; operative 2-18-92 (Register 92, No. 18).
- 6. Editorial correction of History 2 (Register 95, No. 19).

5 CCR § 54045, **←5 CA ADC § 54045 →**

This database is current through 7/30/10 Register 2010, No. 31

END OF DOCUMENT

◀ Term ▶

© 2010 Thomson Reuters. No Claim to Orig. U.S. Govt. Works.

Doc 1 of 2 ▶

[Cite List](#) [Docs In Sequence](#) [Table of Contents](#)

Westlaw, part of Thomson Reuters
© 2010 West | [Privacy](#) | [Accessibility](#)



THOMSON REUTERS™



Welcome to the online source for the California Code of Regulations

5 CA ADC § 54022 § 54022. Physical Presence.

Term ▶

5 CCR § 54022

Cal. Admin. Code tit. 5, § 54022

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 5. Students

▣ Subchapter 1. Student Residence Classification

➔ **§ 54022. Physical Presence.**

(a) A person capable of establishing residence in California **must be physically present in California for one year prior to the residence determination date to be classified as a resident student.**

(b) A temporary absence for business, education or pleasure will not result in loss of California residence if, during the absence, the person always **intended to return to California and did nothing inconsistent with that intent.**

(c) **Physical presence within the state solely for educational purposes does not constitute establishing California residence regardless of the length of that presence.**

Note: Authority cited: Sections 66700, 68044, and 70901, Education Code. Reference: Sections 68017, 68023, 68060, 68061 and 68062, Education Code.

HISTORY

1. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

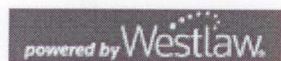
2. Editorial correction of History 1 (Register 95, No. 19).

5 CCR § 54022, **← 5 CA ADC § 54022 →**

This database is current through 7/30/10 Register 2010, No. 31

END OF DOCUMENT

◀ Term



Welcome to the online source for the California Code of Regulations

5 CA ADC § 54045.5

§ 54045.5. Nonresident Tuition Exemption.



5 CCR § 54045.5

Cal. Admin. Code tit. 5, § 54045.5

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 5. Students

Subchapter 1. Student Residence Classification

➔ **§ 54045.5. Nonresident Tuition Exemption.**

(a) In accordance with Education Code section 68130.5, any student, other than a student who is a nonimmigrant alien under 8 U.S.C. 1101(a)(15), shall be exempt from paying nonresident tuition at any community college district if he or she:

- (1) Attended high school in California for three or more years;
- (2) Graduated from a California high school or attained the equivalent of such graduation; and
- (3) Registers for or is enrolled in a course offered by any college in the district for any term commencing on or after January 1, 2002.

(b) Any student seeking an exemption under subdivision (a) shall complete a questionnaire form prescribed by the Chancellor and furnished by the district of enrollment, verifying eligibility for this nonresident tuition exemption, and may be required to provide documentation in addition to the information required by the questionnaire as necessary to verify eligibility for an exemption. All nonpublic student information so provided shall be confidential and shall not be disclosed unless required by law.

(c) Any student without lawful immigration status who is seeking an exemption under subdivision (a), shall, in the questionnaire described in (b), affirm that he or she has filed an application to legalize his or her immigration status, or will file such an application as soon as he or she is eligible to do so.

(d) A student seeking this tuition exemption has the burden of providing evidence of compliance with the requirements of this section.

(e) Nothing herein modifies eligibility standards for any form of student financial aid, including but not limited to, those contained in Subchapter 7 of Chapter 9 of this Division.

(f) Nothing herein authorizes a refund of nonresident tuition that was paid for any term commencing prior to January 1, 2002.

Note: Authority cited: Sections 66700, 68130.5 and 70901, Education Code. Reference: Section 68130.5, Education Code.

HISTORY

1. New section filed 5-3-2002; operative 6-2-2002. Submitted to OAL for printing only (Register 2002, No. 25).

5 CCR § 54045.5, **← 5 CA ADC § 54045 →**.5

This database is current through 7/30/10 Register 2010, No. 31

END OF DOCUMENT

◀ Term

© 2010 Thomson Reuters. No Claim to Orig. U.S. Govt. Works.

◀ Doc 2 of 2

[Cite List](#) [Docs In Sequence](#) [Table of Contents](#)

Westlaw, part of Thomson Reuters
© 2010 West | [Privacy](#) | [Accessibility](#)



THOMSON REUTERS™

EDUCATION CODE
SECTION 68060-68062

68018

68060. Every person has, in law, a residence.

homeless N/A

68061. Every person who is married or 18 years of age, or older, and under no legal disability to do so, may establish residence.

68062. In determining the place of residence the following rules are to be observed:

- (a) There can only be one residence.
- (b) A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose, and to which he or she returns in seasons of repose.
- (c) A residence cannot be lost until another is gained.
- (d) The residence can be changed only by the union of act and intent.
- (e) A man or woman may establish his or her residence. A woman's residence shall not be derivative from that of her husband.
- (f) The residence of the parent with whom an unmarried minor child maintains his or her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent his or her residence is that of the parent with whom he or she maintained his or her last place of abode, provided the minor may establish his or her residence when both parents are deceased and a legal guardian has not been appointed.
- (g) The residence of an unmarried minor who has a parent living cannot be changed by his or her own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.
- (h) An alien, including an unmarried minor alien, may establish his or her residence, unless precluded by the Immigration and Nationality Act (8 U.S.C. 1101, et seq.) from establishing domicile in the United States.
- (i) The residence of an unmarried minor alien shall be derived from his or her parents pursuant to the provisions of subdivisions (f) and (g).

Westlaw

(2) Any Federal funding specified in paragraph (1) that is provided to an institution of higher education, or to an individual, to be available solely for student financial assistance, related administrative costs, or costs associated with attendance, may be used for the purpose for which the funding is provided.

(e) **Notice of Determinations**— Whenever the Secretary of Defense makes a determination under subsection (a), (b), or (c), the Secretary—

(1) shall transmit a notice of the determination to the Secretary of Education, to the head of each other department and agency the funds of which are subject to the determination, and to Congress; and

(2) shall publish in the Federal Register a notice of the determination and the effect of the determination on the eligibility of the institution of higher education (and any subelement of that institution) for contracts and grants.

(f) **Semiannual Notice in Federal Register**— The Secretary of Defense shall publish in the Federal Register once every six months a list of each institution of higher education that is currently ineligible for contracts and grants by reason of a determination of the Secretary under subsection (a) or (b).

[>back to top](#)

Department of Defense Initial Regulations

PART 216 - MILITARY RECRUITING AND RESERVE OFFICER TRAINING CORPS PROGRAM ACCESS TO INSTITUTIONS OF HIGHER EDUCATION

§ 216.1 Purpose.

Although this resolution has been placed in the Statutes at Large as Pub. L. 90-331, 82 Stat. 170, it has not been codified; it is set out in the notes to 18 U.S.C. 3056. The term "Military Services," as used herein, refers to the Army, the Navy, the Marine Corps, the Air Force, and the Coast Guard. The term "Related Agencies," as used herein, refers to the Armed Forces Retirement Home, the Corporation for National and Community Service, the Corporation for Public Broadcasting, the Federal Mediation and Conciliation Service, the Federal Mine Safety and Health Review Commission, the National Commission on Libraries and Information Science, the National Council on Disability, the National Education Goals Panel, the National Labor Relations Board, the National Mediation Board, the Occupational Safety and Health Review Commission, the Physician Payment Review Commission, the Prospective Payment Assessment Commission, the Social Security Administration, the Railroad Retirement Board and the United States Institute of Peace.

...

§ 216.3 Definitions.

Anti-ROTC policy. A policy or practice whereby a covered school prohibits or in effect prevents the Secretary of Defense from maintaining, establishing or efficiently operating a unit of the Senior ROTC at the covered school; or prohibits or in effect prevents a student at the covered school from enrolling in a Senior ROTC unit at another institution of higher education.

Covered school. An institution of higher education, or a subelement of an institution of higher education, subject to the following clarifications: (1) In the event of a determination (§216.5) affecting only a subelement of a parent institution (see §216.3(d)), the limitations on the use of funds (§ 216.4 (a) and (b)) shall apply only to the subelement and not to the parent institution as a

whole. (2) The limitations on the use of funds (§216.4 (a) and (b)) shall not apply to any individual institution of higher education that is part of a single university system that does not prevent entry to campus, access to students, or access to student information by military recruiters, or have an anti-ROTC policy, even though another campus of the same system is affected by a determination under §216.5(a).

Directory information on students. The student's name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and the educational institution in which the student most recently was enrolled.

Institution of higher education. A domestic college, university, or subelement thereof providing postsecondary school courses of study, including foreign campuses of such domestic institutions. The term includes junior colleges, community colleges, and institutions providing courses leading to undergraduate and post-graduate degrees. The term does not include entities that operate exclusively outside the United States, its territories, and possessions. A subelement of an institution of higher education is a discrete (although not necessarily autonomous) organizational entity that may establish policies or practices affecting military recruiting and related actions (e.g., an undergraduate school, a law school, a medical school, or other graduate schools). For example, the School of Law of XYZ University is a subelement of its parent institution (XYZ University).

Student. An individual who is 17 years of age or older and is enrolled at a covered school.

§ 216.4 Policy. It is policy that:

(a) Under 108 Stat. 2663 and 110 Stat. 3009, no funds available under appropriations acts for any fiscal year for the Departments of Defense, Transportation, Labor, Health and Human Services, Education, and Related Agencies may be provided by contract or by grant (including a grant of funds to be available for student aid) to a covered school if the Secretary of Defense determines that the covered school has a policy or practice (regardless of when implemented) that either prohibits or in effect prevents the Secretary of Defense from obtaining, for military recruiting purposes, entry to campuses, access to students on campuses, or access to directory information on students.

(b) Under 110 Stat. 3009, no funds available under appropriations acts for any fiscal year for the Departments of Labor, Health and Human Services, Education, and Related Agencies may be provided by contract or grant (including a grant of funds to be available for student aid) to a covered school that has an anti-ROTC policy or practice (regardless of when implemented). Additionally, under 10 U.S.C. 983, no funds appropriated or otherwise available to the Department of Defense may be made obligated by contract or by grant to a covered school that has such a policy or practice.

>[back to top](#)

Department of Defense Interim Regulations

DEPARTMENT OF DEFENSE

48 CFR Parts 209, 243, and 252

[DFARS Case 99-D303]

Defense Federal Acquisition Regulation Supplement; Institutions of Higher Education

ACTION: Interim rule with request for comments.

SUMMARY: The Acting Director of Defense Procurement has issued an interim rule amending the Defense Federal Acquisition Regulation Supplement (DFARS) to implement Section 549 of the National Defense Authorization Act for Fiscal Year 2000. Section 549 amends statutory provisions pertaining to the denial of Federal contracts and grants to institutions of higher education that prohibit Senior Reserve Officer Training Corps units or military recruiting on campus.

DATES: Effective date: January 13, 2000.

Comment date: Comments on the interim rule should be submitted in writing to the address shown below on or before March 13, 2000, to be considered in the formation of the final rule.

ADDRESSES: Interested parties should submit written comments to: Defense Acquisition Regulations Council, Attn: Ms. Amy Williams, PDUSD (AT&L) DP (DAR), IMD 3D139, 3062 Defense Pentagon, Washington, DC 20301-3062. Telefax (703) 602-0350. E-mail comments submitted via the Internet should be addressed to: dfars@acq.osd.mil. Please cite DFARS Case 99-D303 in all correspondence related to this rule. E-mail comments should cite DFARS Case 99-D303 in the subject line.

FOR FURTHER INFORMATION CONTACT: Ms. Amy Williams, (703) 602-0288.

SUPPLEMENTARY INFORMATION:

A. Background

his interim rule revises DFARS 209.470, 243.105, and 252.209-7005 to implement Section 549 of the National Defense Authorization Act for Fiscal Year 2000 (Pub. L. 106-65). Section 549 amends 10 U.S.C. 983 to prohibit DoD from providing funds by contract or grant to an institution of higher education (including any subelement of that institution) if the Secretary of Defense determines that the institution (or any subelement of the institution) has a policy or practice that prohibits, or in effect prevents, Senior Reserve Officer Training Corps (ROTC) units or military recruiting on campus. This rule was not subject to Office of Management and Budget review under Executive Order 12866, dated September 30, 1993.

B. Regulatory Flexibility Act

DoD does not expect this rule to have a significant economic impact on a substantial number of small entities within the meaning of the Regulatory Flexibility Act, 5 U.S.C. 601, et seq., because the rule applies only to institutions of higher education that prohibit Senior ROTC units or military recruiting on campus. Therefore, DoD has not performed an initial regulatory flexibility analysis. DoD invites comments from small businesses and other interested parties. DoD also will consider comments from small entities concerning the affected DFARS subparts in accordance with 5 U.S.C. 610. Such comments should be submitted separately and should cite DFARS Case 99-D303.

C. Paperwork Reduction Act

The Paperwork Reduction Act does not apply because the rule does not impose any information collection requirements that require the approval of the Office of Management and Budget under 44 U.S.C. 3501, et seq.

D. Determination to Issue an Interim Rule

A determination has been made under the authority of the Secretary of Defense that urgent and compelling reasons exist to publish this interim rule prior to affording the public an opportunity to comment. This interim rule implements Section 549 of the National Defense Authorization Act for Fiscal Year 2000. Section 549 amends statutory provisions pertaining to the denial of Federal contracts and grants to institutions of higher education that prohibit Senior ROTC units or military recruiting on campus. Section 549 became effective on October 5, 1999. DoD will consider comments received in response to this

interim rule in the formation of the final rule.

...

PART 209--CONTRACTOR QUALIFICATIONS

2. Sections 209.470 through 209.470-3 are revised and section 209.470-4 is added to read as follows:

209.470 Reserve Officer Training Corps and military recruiting on campus.

209.470-1 Definition.

Institution of higher education, as used in this section, means an institution that meets the requirements of 20 U.S.C. 1001 and includes all subelements of such an institution.

209.470-2 Policy.

(a) Except as provided in paragraph (b) of this subsection, 10 U.S.C. 983 prohibits DoD from providing funds by contract or grant to an institution of higher education if the Secretary of Defense determines that the institution has a policy or practice that prohibits or in effect prevents--

(1) The Secretary of a military department from maintaining, establishing, or operating a unit of the Senior Reserve Officer Training Corps (ROTC) at that institution;

(2) A student at that institution from enrolling in a unit of the senior ROTC at another institution of higher education;

(3) The Secretary of a military department or the Secretary of Transportation from gaining entry to campuses, or access to students on campuses, for purposes of military recruiting; or

(4) Military recruiters from accessing certain information pertaining to students enrolled at that institution.

(b) The prohibition in paragraph (a) of this subsection does not apply to an institution of higher education if the Secretary of Defense determines that--

(1) The institution has ceased the policy or practice described in paragraph (a) of this subsection; or

(2) The institution has a long-standing policy of pacifism based on historical religious affiliation.

209.470-3 Procedures.

If the Secretary of Defense determines that an institution of higher education is ineligible to receive DoD funds because of a policy or practice described in 209.470-2(a)--

(a) The Secretary of Defense will list the institution on the List of Parties Excluded from Federal Procurement and Nonprocurement Programs published by General Services Administration (also see FAR 9.404 and 32 CFR part 216); and

(b) DoD components--

(1) Must not solicit offers from, award contracts to, or consent to subcontracts with the institution;

(2) Must make no further payments under existing contracts with the institution; and

- (3) Must terminate existing contracts with the institution.

209.470-4 Contract clause.

Use the clause at 252.209-7005, Reserve Officer Training Corps and Military Recruiting on Campus, in all solicitations and contracts with institutions of higher education.

PART 243--CONTRACT MODIFICATIONS

3. Section 243.105 is amended by revising paragraph (a)(ii) and removing paragraph (a)(iii). The revised text reads as follows:

243.105 Availability of funds.

a) ***

- (ii) In accordance with 10 U.S.C. 983, do not provide funds by contract or contract modification, or make contract payments, to an institution of higher education that has a policy or practice of hindering Senior Reserve Officer Training Corps units or military recruiting on campus as described at 209.470.

PART 252--SOLICITATION PROVISIONS AND CONTRACT CLAUSES

4. Section 252.209-7005 is revised to read as follows:

252.209-7005 Reserve Officer Training Corps and Military Recruiting on Campus.

As prescribed in 209.470-4, use the following clause:

Reserve Officer Training Corps and Military Recruiting on Campus (Jan 2000)

(a) Definition. "Institution of higher education," as used in this clause, means an institution that meets the requirements of 20 U.S.C. 1001 and includes all subelements of such an institution.

(b) Limitation on contract award. Except as provided in paragraph (c) of this clause, an institution of higher education is ineligible for contract award if the Secretary of Defense determines that the institution has a policy or practice (regardless of when implemented) that prohibits or in effect prevents&ndash

(1) The Secretary of a military department from maintaining, establishing, or operating a unit of the Senior Reserve Officer Training Corps (ROTC) (in accordance with 10 U.S.C. 654 and other applicable Federal laws) at that institution;

(2) A student at that institution from enrolling in a unit of the Senior ROTC at another institution of higher education;

(3) The Secretary of a military department or the Secretary of Transportation from gaining entry to campuses, or access to students (who are 17 years of age or older) on campuses, for purposes of military recruiting; or

(4) Military recruiters from accessing, for purposes of military recruiting, the following information pertaining to students (who are 17 years of age or older) enrolled at that institution:

(i) Name.

(ii) Address.

(iii) Telephone number.

(iv) Date and place of birth.

(v) Educational level.

(vi) Academic major.

(vii) Degrees received.

(viii) Most recent educational institution enrollment.

(c) Exception. The limitation in paragraph (b) of this clause does not apply to an institution of higher education if the Secretary of Defense determines that—

(1) The institution has ceased the policy or practice described in paragraph (b) of this clause; or

(2) The institution has a long-standing policy of pacifism based on historical religious affiliation.

(d) Agreement. The Contractor represents that it does not now have, and agrees that during performance of this contract it will not adopt, any policy or practice described in paragraph (b) of this clause, unless the Secretary of Defense has granted an exception in accordance with paragraph (c)(2) of this clause.

(e) Notwithstanding any other clause of this contract, if the Secretary of Defense determines that the Contractor misrepresented its policies and practices at the time of contract award or has violated the agreement in paragraph (d) of this clause—

(1) The Contractor will be ineligible for further payments under this and other contracts with the Department of Defense; and

(2) The Government will terminate this contract for default for the Contractor's material failure to comply with the terms and conditions of award.

[>back to top](#)

Department of Defense Final Regulations

DEPARTMENT OF DEFENSE
48 CFR Parts 209, 243, and 252
[DFARS Case 99-D303]

Defense Federal Acquisition Regulation Supplement; Institutions of Higher Education

ACTION: Final rule.

SUMMARY: DoD has adopted as final, with minor changes, an interim rule amending the Defense Federal Acquisition Regulation Supplement (DFARS) to implement Section 549 of the National Defense Authorization Act for Fiscal Year 2000. Section 549 amends statutory provisions pertaining to the denial of Federal contracts and grants to institutions of higher education that prevent Senior Reserve Officer Training Corps (ROTC) access or military recruiting on campus.

EFFECTIVE DATE: July 30, 2002.

FOR FURTHER INFORMATION CONTACT: Ms. Susan Schneider, Defense Acquisition Regulations Council, OUSD (AT&L) DP (DAR), IMD 3C132, 3062 Defense Pentagon, Washington, DC 20301-3062. Telephone (703) 602-0326; facsimile (703) 602-0350. Please cite DFARS Case 99--D303.

SUPPLEMENTARY INFORMATION:

1. Background

This rule implements Section 549 of the National Defense Authorization Act for Fiscal Year 2000 (Public Law 106-65). Section 549 amends 10 U.S.C. 983 to prohibit DoD from providing funds by contract or grant to an institution of higher education (including any subelement of that institution) if the Secretary of

Defense determines that the institution (or any subelement of the institution) has a policy or practice that prohibits, or in effect prevents, Senior ROTC units or military recruiting on campus.

DoD published an interim rule at 65 FR 2056 on January 13, 2000. Sixty-one sources submitted comments on the interim rule. After evaluating all comments, DoD converted the interim rule to a final rule with minor editorial changes. A summary of the comments and the DoD response is provided below:

Comment: The greatest concern expressed by respondents pertained to the extension of the prohibition to subelements of educational institutions. The respondents stated that Section 549 of Public Law 106-65 was intended to recodify prior legislation, which did not require extension of the prohibition to subelements; prior legislative history did not support extension to subelements; and the fact that the subelement language was contained in the Senate report but not in the House report, and that the Senate had receded to the House version of the bill, meant that DoD could not rely upon the Senate report as a basis for extending the rule to subelements of an institution.

DoD Response: Senate and House Committee reports generally are taken into consideration to determine legislative intent only when the statutory language is unclear. The final language of Section 549 of Public Law 106-65 clearly states that the policy applies to any subelement of an institution. A comparison of the previous and current legislation shows that the subelement language was a new addition to the statute resulting from the enactment of Section 549.

Comment: Several respondents believed that DoD did not have sufficient cause to issue an interim rule without prior opportunity for public comment.

DoD Response: Section 549 of Public Law 106-65 became effective upon enactment, on October 5, 1999. DoD issued a rule before receipt of public comments to promptly comply with the new statutory requirement.

Comment: One respondent stated that the rule calls for suspension and debarment without due process and asked what procedure exists for an educational institution to challenge a determination.

DoD Response: This DFARS rule merely prescribes the action to be taken after an institution is determined to be ineligible for DoD contract awards. The procedures used to make that determination are addressed separately in the regulations at 32 CFR part 216.

Comment: One respondent stated that the requirements for stopping payments and terminating existing contracts go far beyond traditional suspension and debarment.

DoD Response: These requirements are not new. They were added to the DFARS in 1995 to comply with Section 558 of Public Law 103-337, which prohibited DoD from providing funds to educational institutions that prevented military recruiting on campus. The current legislation contains a similar prohibition.

[>back to top](#)

SolomonResponse.Org

- » [Home](#)
- » ["Don't Ask, Don't Tell"](#)
- » [Protest & Amelioration](#)
- » [Equality & Legal Education](#)
- » [The Solomon Amendment](#)
- » [Solomon Litigation](#)
- » [Response to the Supreme Court's Decision](#)
- » [Join FAIR](#)
- » [Information for Reporters](#)

The Solomon Amendment

In 1995, Congress passed the first Solomon Amendment, denying schools that barred military recruiters from campus any funds from the Department of Defense. The next year, Congress extended the law's reach to include funds from the Departments of Education, Labor, and Health & Human Services. In 1999, legislation shepherded by Rep. Barney Frank removed financial aid funds from the federal monies potentially affected by the Solomon Amendment. Defense Department regulations proposed in 2000 and formally adopted in 2002 exponentially toughened the law by interpreting it to require revocation of federal grants to an entire university if only one of the university's subdivisions (its law school, for example) runs afoul of the law. In 2005, Congress amended the law to explicitly state that military recruiters must be given equal access to that provided other recruiters.

The Solomon Laws

- [Solomon Amendment I - 1995](#)
- [Solomon Amendment II - 1996](#)
- [Legislation Excluding Federal Financial Aid Funds - 1999](#)
- [The Current Solomon Law - 2005](#)

The Solomon Regulations

- [1997 Department of Defense Regulations](#)
- [2000 Department of Defense Interim Regulations](#)
- [2002 Department of Defense Final Regulations](#)

Solomon Amendment I

National Defense Authorization Act for Fiscal Year 1995, Military Recruiting on Campus, 10 U.S.C. § 558.

1. DENIAL OF FUNDS -
 1. No funds available to the Department of Defense may be provided by grant or contract to any institution of higher education that has a policy of denying, or which effectively prevents, the Secretary of Defense from obtaining for military recruiting purposes -
 - » a. entry to campuses or access to students on campuses; or
 - » b. access to directory information pertaining to students
 2. Students referred to in paragraph (1) are individuals who are 17 years of age or older.
2. PROCEDURES FOR DETERMINATION - The Secretary of Defense, in consultation with the Secretary of Education, shall prescribe regulations that contain procedures for determining if and when an educational institution has denied or prevented access to students or information describes in subsection (1.a).
3. DEFINITION -For the purposes of this section, the term 'directory information' means, with respect to a student, the student's name, address, telephone listing, date and place of birth, level of education, degrees received, and the most recent previous educational institution enrolled in by the student.

[>back to top](#)

Solomon Amendment II

Below you will find Solomon Amendment II (passed in 1996), which extended Solomon to include, in addition to Department of Defense funds, monies from the Departments of Labor, Education, and Health and Human Services.

10 U.S.C. § 503 note.

"SEC. 514.

(a) DENIAL OF FUNDS FOR PREVENTING ROTC ACCESS TO CAMPUS— None of the funds made available in this or any other Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act for any fiscal year may be provided by contract or by grant (including a grant of funds to be available for student aid) to a covered educational entity if the Secretary of Defense determines that the covered educational entity has a policy or practice (regardless of when implemented) that either prohibits, or in effect prevents—

(1) the maintaining, establishing, or operation of a unit of the Senior Reserve Officer Training Corps (in accordance with section 654 of title 10, United States Code, and other applicable Federal laws) at the covered educational entity; or

(2) a student at the covered educational entity from enrolling in a unit of the Senior Reserve Officer Training Corps at another institution of higher education.

(b) DENIAL OF FUNDS FOR PREVENTING FEDERAL MILITARY RECRUITING ON CAMPUS— None of the funds made available in this or any other Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act for any fiscal year may be provided by contract or by grant (including a grant of funds to be available for student aid) to a covered educational entity if the Secretary of Defense determines that the covered educational entity has a policy or practice (regardless of when implemented) that either prohibits, or in effect prevents—

(1) entry to campuses, or access to students (who are 17 years of age or older) on campuses, for purposes of Federal military recruiting; or

(2) access by military recruiters for purposes of Federal military recruiting to the following information pertaining to students (who are 17 years of age or older) enrolled at the covered educational entity:

- (A) student names, addresses, and telephone listings; and
- (B) if known, student ages, levels of education, and majors.

(c) EXCEPTIONS— The limitation established in subsection (a) or (b) shall not apply to a covered educational entity if the Secretary of Defense determines that—

(1) the covered educational entity has ceased the policy or practice described in such subsection;

(2) the institution of higher education involved has a longstanding policy of pacifism based on historical religious affiliation; or

(3) the institution of higher education involved is prohibited by the law of any State, or by the order of any State court, from allowing Senior Reserve Officer Training Corps activities or Federal

military recruiting on campus, except that this paragraph shall apply only during the one-year period beginning on the effective date of this section.

(d) NOTICE OF DETERMINATIONS— Whenever the Secretary of Defense makes a determination under subsection (a), (b), or (c), the Secretary—

(1) shall transmit a notice of the determination to the Secretary of Education and to the Congress; and

(2) shall publish in the Federal Register a notice of the determination and the effect of the determination on the eligibility of the covered educational entity for contracts and grants.

(e) SEMIANNUAL NOTICE IN FEDERAL REGISTER— The Secretary of Defense shall publish in the Federal Register once every 6 months a list of each covered educational entity that is currently ineligible for contracts and grants by reason of a determination of the Secretary under subsection (a) or (b).

(f) COVERED EDUCATIONAL ENTITY— For purposes of this section, the term 'covered educational means an institution of higher education, or a subelement of an institution of higher education.

(g) EFFECTIVE DATE— This section shall take effect upon the expiration of the 180-day period beginning on the date of the enactment of this Act, by which date the Secretary of Defense shall have published final regulations in consultation with the Secretary of Education to carry out this section.

[>back to top](#)

Legislation Excluding Federal Financial Aid Funds

Pub. L. 106-79, title VIII, Sec. 8120, Oct. 25, 1999, 113 Stat. 1260

"During the current fiscal year and hereafter, any Federal grant of funds to an institution of higher education to be available solely for student financial assistance or related administrative costs may be used for the purpose for which the grant is made without regard to any provision to the contrary in section 514 of the Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations Act, 1997 ([former] 10 U.S.C. 503 note), or section 983 of title 10, United States Code."

[>back to top](#)

The Current Solomon Law

§ 983. Institutions of higher education that prevent ROTC access or military recruiting on campus: denial of grants and contracts from Department of Defense, Department of Education, and certain other departments and agencies.

(a) **Denial of Funds for Preventing ROTC Access to Campus**— No funds described in subsection (d)(1) may be provided by contract or by grant to an institution of higher education (including any subelement of such institution) if the Secretary of Defense determines that that institution (or any subelement of that institution) has a policy or practice (regardless of when implemented) that either prohibits, or in effect prevents—

(1) the Secretary of a military department from maintaining, establishing, or operating a unit of the Senior Reserve Officer Training Corps (in accordance with section 654 of this title and other applicable Federal laws) at that institution (or any subelement of that institution); or

(2) a student at that institution (or any subelement of that institution) from enrolling in a unit of the Senior Reserve Officer Training Corps at another institution of higher education.

(b) Denial of Funds for Preventing Military Recruiting on Campus— No funds described in subsection (d)(1) may be provided by contract or by grant to an institution of higher education (including any subelement of such institution) if the Secretary of Defense determines that that institution (or any subelement of that institution) has a policy or practice (regardless of when implemented) that either prohibits, or in effect prevents—

(1) the Secretary of a military department or Secretary of Homeland Security from gaining access to campuses, or access to students (who are 17 years of age or older) on campuses, for purposes of military recruiting in a manner that is at least equal in quality and scope to the access to campuses and to students that is provided to any other employer; or

(2) access by military recruiters for purposes of military recruiting to the following information pertaining to students (who are 17 years of age or older) enrolled at that institution (or any subelement of that institution):

(A) Names, addresses, and telephone listings.

(B) Date and place of birth, levels of education, academic majors, degrees received, and the most recent educational institution enrolled in by the student.

(c) Exceptions— The limitation established in subsection (a) or (b) shall not apply to an institution of higher education (or any subelement of that institution) if the Secretary of Defense determines that—

(1) the institution (and each subelement of that institution) has ceased the policy or practice described in that subsection; or

(2) the institution of higher education involved has a longstanding policy of pacifism based on historical religious affiliation.

(d) Covered Funds—

(1) Except as provided in paragraph (2), the limitations established in subsections (a) and (b) apply to the following:

(A) Any funds made available for the Department of Defense.

(B) Any funds made available for any department or agency for which regular appropriations are made in a Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act.

(C) Any funds made available for the Department of Homeland Security.

(D) Any funds made available for the National Nuclear Security Administration of the Department of Energy.

(E) Any funds made available for the Department of Transportation.

(F) Any funds made available for the Central Intelligence Agency.

Repeatability Issues

Admissions & Records All Staff Meeting
Thursday, March 4 2010
10:30 am to 11:30 am
AGENDA

Emails
to students

999 #'s

WELCOME!!!

Welcome Shelia Fuller- New Tech I at IWV Campus

Waitlisting- How did it go? How can we assist instructors better? How can we assist students better?

Banner 8 Testing- Banner 8 is right around the corner. How we all can take part in testing and giving our input before it goes live! *Charley?*

Permanent Resident Holds- removing permanent resident and international student holds in SOAHOLD.

New J Point Registers coming soon- Laurie will discuss when and what is going on. **jenine up*

SFASPRO- The uses for this Banner form as we are becoming more familiar with it due to waitlist overrides and Concurrent overrides.

Degrees and Certificates- Recent Issues plus New 18 unit certs in Industrial Tech have been state approved

*Remember that forms must be completed for all students with "Repeat Counts" in SFAREGS, no exceptions!!!!

Discussion and Questions

- Priority registration 4/14
- A&R who does what?
- RESIDENCY

SCAN GUNS
- jenine

At R Meeting

3/4/10

Inge - smooth

- Update / Buttons - small
- Banner & upgrade to help Banweb

CORRO Logo - website awful to negotiate

- added to classes / LOGIN databases ^{A problem!}
- Kiara [LUMINIS - should help!] _{Lori}

* Counselors @ KRV Fri B/4 College start

Shelley - scheduling issues [Lori and Shelley]

- out seats W/ move?

later this month! → Lori

999's

SHELIA - Maintenance

RESIDENCY IN GENERAL

Residence determinations are to be made on a case-by-case, and are based on conclusions made by the district, in compliance with current statutes and regulations. This material includes general information and a few changes relative to residency determination covered in earlier summaries in prior years.

RESIDENT

California Education Code section 68017. A "resident" is a student who has residence, pursuant to Article 5 (commencing with Section 68060) of this chapter in the state for more than one year immediately preceding the residence determination date.

NONRESIDENT

California Education Code section 68018. A "nonresident" is a student who does not have residence in the state for more than one year immediately preceding the residence determination date.

RESIDENCE DETERMINATION DATE

California Education Code section 68023. "Residence determination date" is a date or day established by the governing boards or district governing boards, as appropriate, for each semester, quarter, or term to determine a student's residence.

Title 5 section 54002: "Residence determination date" is the day immediately preceding the opening day of instruction of the quarter, semester, or other session as set by the district governing board, during which the student proposes to attend a college

RESIDENCE

In order to establish residence, it is necessary that there be a union of act and intent. To establish residence, a person capable of establishing residence in California must couple his or her physical presence in California with objective evidence that the physical presence is with the intent to make California the home of other than a temporary purpose (such as attending college).

GENERAL RULES – RESIDENCY CRITERIA

California Education Code section 68060. Every person has, in law, a residence.

California Education Code section 68061. Every person who is married or 18 years of age, or older, and under no legal disability to do so, may establish residence.

California Education Code section 68062. In determining the place of residence the following rules are to be observed:

- (a) There can only be one residence.
- (b) A residence is the place where one remains when not called

- elsewhere for labor or other special or temporary purpose, and to which he or she returns in seasons of repose.
- (c) A residence cannot be lost until another is gained.
 - (d) The residence can be changed only by the union of act and intent.
 - (e) A man or woman may establish his or her residence. A woman's residence shall not be derivative from that of her husband.
 - (f) The residence of the parent with whom an unmarried minor child maintains his or her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent his or her residence is that of the parent with whom he or she maintained his or her last place of abode, provided the minor may establish his or her residence when both parents are deceased and a legal guardian has not been appointed.
 - (g) The residence of an unmarried minor who has a parent living cannot be changed by his or her own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.
 - (h) An alien, including an unmarried minor alien, may establish his or her residence, unless precluded by the Immigration and Nationality Act (8 U.S.C. 1101, et seq.) from establishing domicile in the United States.
 - (i) The residence of an unmarried minor alien shall be derived from his or her parents pursuant to the provisions of subdivisions (f) and (g).

PHYSICAL PRESENCE

Title 5 section 54022: Physical Presence

- (a) A person capable of establishing residence in California must be physically present in California for one year prior to the residence determination date to be classified as a resident student.
- (b) A temporary absence for business, education or pleasure will not result in loss of California residence if, during the absence, the person always intended to return to California and did nothing inconsistent with that intent.
- (c) Physical presence within the state solely for educational purposes does not constitute establishing California residence regardless of the length of that presence.

INTENT

Title 5 section 54024: Intent

(a) Intent to make California the home for other than a temporary purpose may be manifested in many ways. **No one factor is controlling.**

(b) A student who is 19 years of age or over, and who has maintained a home in California continuously for the last two years shall be presumed to have the intent to make California the home for other than a temporary purpose unless the student has evidenced a contrary intent by having engaged in any of the activities listed in subdivision (f).

(c) A student who is under 19 years of age shall be presumed to have the intent to make California the home for other than a temporary purpose **if both the student and his or her parent have maintained a home in California continuously for the last two years** unless the student has evidenced a contrary intent by having engaged in any of the activities listed in subdivision (f).

(d) A student who does not meet the requirements of subdivision (b) or subdivision (c) shall be required to provide evidence of intent to make California the home for other than a temporary purpose as specified in subdivision (e).

(e) Objective manifestations of intent to establish California residence include but are not limited to:

- 1) **Ownership of residential property** or continuous occupancy of rented or leased property in California.
- 2) **Register to vote** and voting in California.
- 3) **Licensing from California** for professional practice.
- 4) **Active membership** in service or social clubs.
- 5) **Presence of spouse, children or other close relatives** in the state.
- 6) Showing California as **home address on federal income tax form.**
- 7) Payment of **California state income tax as a resident.**
- 8) Possessing **California motor vehicle license plates.**
- 9) Possessing a **California driver's license.**
- 10) Maintaining permanent military address or home of record in California while in armed forces.
- 11) Establishing and maintaining active California bank accounts.
- 12) Being the petitioner for a divorce in California.

(f) Conduct inconsistent with a claim of California residence includes but is not limited to:

- 1) Maintaining voter registration and voting in another state.

- 2) Being the petitioner for a divorce in another state.
- 3) Attending an out-of-state institution as a resident of that other state.
- 4) Declaring non-residence for state income tax purposes.

BURDEN OF PROOF

Title 5 section: 54026. Burden

The burden is on the student to demonstrate clearly both physical presence in California and intent to establish California residence.

ONE-YEAR WAITING PERIOD

Title 5 section 54028: One-Year Waiting Period

The one-year residence period which a student must meet to be classified as a resident does not begin to run until the student both is present in California and has manifested clear intent to become a California resident.

RESIDENCE CLASSIFICATION PROCESS AND PROCEDURES

Title 5 section 54010: Residence Classification Procedures.

- (a) Residence classification shall be made for each student at the time applications for admission are accepted and whenever a student has not been in attendance for more than one semester or quarter. A student previously classified as a nonresident may be reclassified as of any residence determination date.
- (b) The student shall be required to present evidence of physical presence in California, intent to make California the home for other than a temporary purpose and, if the student was classified as a nonresident in the preceding term, financial independence.
- (c) Community college districts shall require applicants to supply information as specified in this subchapter and may require additional information as deemed necessary.
- (d) The district shall weigh the information provided by the student and determine whether the student has clearly established that he or she has been a resident of California for one year prior to the residence determination date.
- (e) Applicants shall certify their answers on residence questionnaires under oath or penalty of perjury.
- (f) Pursuant to section 54300, the district may authorize any information required by this section to be submitted electronically using electronic signatures in lieu of manual signatures as specified in section 54300.

Admissions & Records All Staff Meeting
Wednesday May 5, 2010
10 am to 11 am
AGENDA

WELCOME!!!

- ▶ Residency- New Board Policy-New Form coming up
- ✓ PIN resets- New procedures and what is in the future.
- ✓ Banner 8 Testing- Banner 8 is right around the corner. When are we gonna test again? *Charley - this week*
- ✓ 999s- still a concern?
- ✓ Waitlisting- *Pre req. requirements*
- Repeatability-

Remember *Non Resident tuition fees have changed!!! \$184.00 per unit plus ALL non residents pay the capital outlay fee of \$33.00 per unit!!

Discussion and Questions

- * Drop for Non-Pay
- 7 fee waiver
- 7 compiling a list
 - reasonable
 - acceptable

* | Chfd. Appreciation

Video Conference

A&R Meeting

5/5/10
Steps up

Kiana (Lori) - Danna
- SEASTON
Not there!

to take control

GOATPAC - access @ Banner 8 > Pin/PW Reset

Web instructions from Charley
for Testing



all o/l/o/s classes - email going out!

↳ certain days
↳ warning flyer
DNP

Kiana

Audit
- waitlisted
o/l class

Cross listed (NEXT Monday
5/11)

May 20 10-11³⁰

10-11 Meeting Fri

David Cornell

From: scrabtree@cerrososo.edu
Sent: Monday, May 03, 2010 9:22 AM
To: Shelley Crabtree; Dawn Fidel; David Cornell
Subject: Conference CC_A&R Meeting via iTV Scheduled.

Conference CC_A&R Meeting via iTV Scheduled.
Conf. Entry Password: 4142.
Conference NumericID: 5615.

Start date/time: Wednesday, May 05, 2010 09:55 AM (GMT-7hours).
End date/time: Wednesday, May 05, 2010 11:05 AM (GMT-7hours).
Duration: 1:10 hours.
Type: Video.
Recurring: No.

Resources scheduled:

Participant Name	Device	Identification
Shelley Crabtree	IWV-722-ITV	4522000016
IWV-722-ITV	BIS-110-ITV	4522000009
BIS-110-ITV	MAM-202-ITV	4522000010
MAM-202-ITV	KRV-010-ITV	4522000012
KRV-110-ITV		

Conference contact: (Shelley Crabtree, scrabtree@cerrososo.edu).

Meeting Notes:(none).

REGISTRATION

DROP FOR NON PAYMENT WILL
OCCUR EVERY TUESDAY

Registration fees are due within 10 business days after registration. Please be sure to pay your fees by Monday at midnight to avoid being

dropped!

Pay online at www.cerrocoso.edu

or Admissions & Records during regular business hours.

Admissions & Records All Staff Meeting

Thursday November 4, 2010

9:30 am to 10:30 am

MB 212

AGENDA

WELCOME!!!

Priority Registration- Right around the corner...Nov 18

No more Late Registration—New first week of school procedures and waitlist procedures

Luminus- Going Live!!!

Banner 8 Testing-When? Needs instructions & IDs and pins.....week of Dec 13 begins testing.

Lori as staff speaker of the month!-

Discussion and Questions

Dist

11/4/10 A&R Meeting

1617
53pp

Banner & testing

- SFAREGS
- Concurrency
- SFARPO

What forms?
↳

Set enrollment to zero - Online
↳

Wait List Recommendation

Special Circumstance Form

Admissions & Records All Staff Meeting

Wednesday Oct 6, 2010

10:00 am to 11:00 am

MB 212

AGENDA

WELCOME!!!

Welcome All!

3CB Conference- Dave, Dawn, and Shelly report back on what they learned

Waitlist update-what's new and also unit limits

SB 1440- Transfer Bill and what this means for A & R

When to do and Administrative Drops or Withdraw- there are certain reasons for AD and AW and reasons for just enter D then enter, how do we determine which is for what?

Don't reverse fees

Process for Billing-what do we do when students are contesting their bills? (bring attached Bill research form)

Volunteer for Speaker at next meeting-share something you do or ask Dawn for help

Discussion and Questions

10/5/10

Enrollment Key (under Luminis)
- Fiona

Address onsite classes
↳ 10 on waitlist

No way to argue a wrong answer
- MATH VS. ENGLISH →

Increase class sizes by 10%
• CHDV
• Late Start
• quality feedback

10/6/10

Clint - Thurs.

Debbie (Jemine)

Can you train Lori next week?

Override key →

Late Registration
- classes filled up!

H.S. Students - Concurrency
no wait list

Oct 26th

Admissions & Records
Past Due Billing/Grade Research Form

Student Name _____ Phone _____

Student ID _____ Amount Due _____

Semester(s) _____ Grade (s) _____

Notes of Issue _____

RESEARCH BY STAFF:

SFAREGS-

SSAACCL-

SFASTCA-

SHACRSE-

TSAAREV-

SWIWLLG(waitlist info)-

If Online Class did student ever login? (contact Kianna Wyatt) If On Campus student would need instructor verification that student never attended. Please attach.

Staff Recommendation:

Kianna *User put in Moodle Class*
- 3 months & beyond
not possible

A & R Director Notes _____

Final Action to Be Taken _____

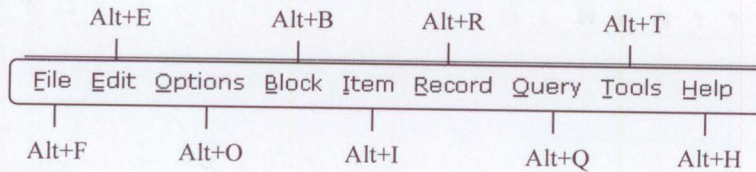
Staff Signature _____

Director Approval _____

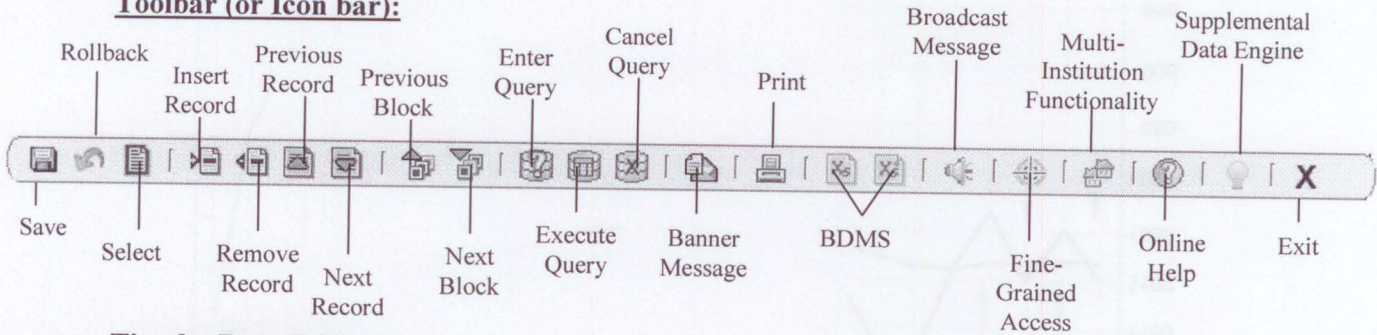
Banner Navigation Short Cut Keys

There are numerous keyboard short cuts available in BANNER. The specific keystrokes for a function depend on your environment. The Show Keys command in the Help Menu lists the keyboard equivalents available in your environment for the current form, window and field. In addition, the **Alt** key gives quick access to the Menu Bar items.

Menu Bar:



Toolbar (or Icon bar):



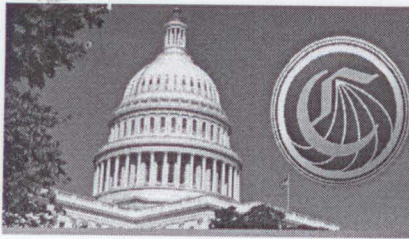
Tips for Date fields:

- Enter any alpha character (ie "T") for today's date
- Enter DD (between 01 and 31) and Banner will default the current Month and Year
- Enter MMDD and Banner will default the current Year
- Enter MMDDYY and Banner will default the full date

Below is a list of some of the more common shortcut keys used.

Banner Shortcut Keys			
Function	Shortcut Key	Function	Shortcut Key
Save	F10	Record Next	↓ or Page Dn
Rollback	Shift + F7	Record Previous	↑ or Page Up
Exit	Ctrl + Q	Record Insert	F6
List of Values	F9	Record Remove	Shift + F6
Block Next	Ctrl + Page Dn	Record Duplicate	F4
Block Previous	Ctrl + Page Up	Record Clear	Shift + F4
Block Clear	Shift + F5	Field Next	Tab
Query Enter	F7	Field Previous	Shift + Tab
Query Execute	F8	Field Clear	Ctrl + U
Query Cancel	Ctrl + Q	Field Duplicate	F3
Query Count Hits	Shift + F2	Cut	Ctrl + X
Query Last Criteria	F7, F7	Copy	Ctrl + C
Select Record	Shift + F3	Paste	Ctrl + V
Options Menu	Right Click	Edit	Ctrl + E
List Tab Pages	F2	Print Screen	Shift + F8
Direct Access bar	F5 (call or dismiss)	Display Error	Shift + F1
Check/uncheck box	Spacebar	Show Keys	Ctrl + F1
Select Radio values	← or →	Supplemental Data	Ctrl + D
GoTo: Review last	↑ or ↓		

Save F10



CALIFORNIA COMMUNITY COLLEGES STATE LEGISLATIVE UPDATE

September 13-14, 2010

State Legislative Update

Despite a Challenging Year, Community Colleges Score Accomplishments...

The Legislature officially closed its regular two-year Legislative session just after midnight on Wednesday morning, September 1, 2010. The final hours of session were highly contentious as Legislative leaders dealt with several last minute amendments and wrangled over the fate of numerous remaining bills. Despite a frantic push at the end of session to deal with last-minute business, the Legislature closed down without a state budget and left many bills languishing to their defeat.

In the midst of this politically charged environment and fiscal uncertainty, the California Community Colleges succeeded in pursuing several major student-centered reform measures and amending other bills vastly improving how they serve the community colleges.

Transfer Degree Guarantee

Senate Bill 1440 (Padilla), the major community college transfer degree bill that guarantees access to the CSU with junior standing, was unanimously approved by both houses of the Legislature and now awaits action by the Governor. In addition Assembly Bill 2302 (Fong), its companion measure was also approved by the Legislature and sent to the Governor. This measure compliments full implementation of the transfer guarantee program. Together these two measures are touted as landmark legislation and two of the most significant higher education bills to be approved by the Legislature in decades. The Governor is expected to take favorable action on these bills. Once acted upon by the Governor, both California Community College Chancellor Jack Scott and California State University Chancellor Charlie Reed have announced plans to immediately convene a Transfer Degree Implementation Task Force to aid in the smooth implementation of the new transfer program beginning in the fall 2011 academic term.

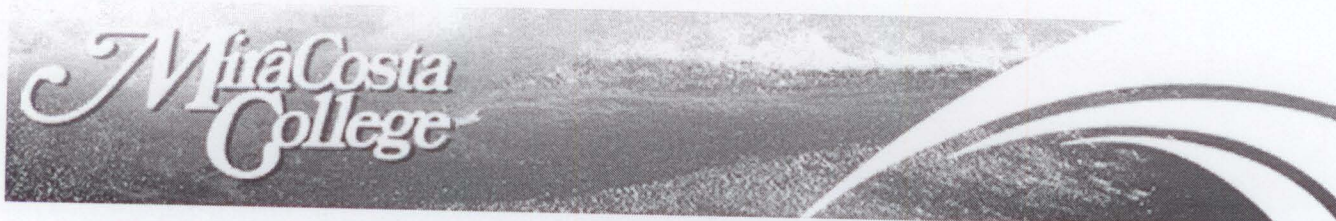
Student Success

The Legislature also unanimously approved Assembly Bill 2682 (Block), the community college common assessment bill. This bill offers a common assessment tool, which would be available on-line, to colleges free of charge. This approach would help colleges offer the common tests to students and would save significant resources that could be redirected to support other student service priorities. The bill demonstrates evidence of the system's commitment to continue looking for new approaches that help

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

1102 Q STREET | SACRAMENTO, CA | 95811-6549 | (916) 445-4434 | [HTTP://WWW.CCCCO.EDU](http://www.cccco.edu)


[GENERAL INFO](#)
[CLASS INFO](#)
[COLLEGE DIRECTORIES](#)
[STUDENT SERVICES](#)
[SEARCH](#)

You are here : [Home](#) / [SURF](#) / [When Can You Enroll, Wait List Info., and Financial Aid Information](#)

WAIT LIST INFORMATION FOR Fall 2010

The SURF registration system provides the opportunity for students to be placed on a wait list for closed classes. Beginning fall 2010, SURF will also use an auto-enroll system. Auto-enroll will automatically enroll wait-listed students based on their position number when a seat becomes available. Auto-enroll will occur on a nightly basis.

MiraCosta will notify students via e-mail if they have been auto-enrolled from a wait list into a class. **If a student is automatically enrolled in a class, additional fees may be incurred by this enrollment and must be paid within 24 hours or the student will be dropped and not placed back on the wait list.**

It is the student's responsibility to check daily his or her e-mail and/or the status of his or her wait-listed classes on SURF. It is also the student's responsibility to ensure MiraCosta has his or her current e-mail on file. **This link provides instructions on how to update an email address (www.miracosta.edu/updatepersonalinfo) in SURF.**

Students will not be auto-enrolled from the wait list if any one of the following conditions exists:

- ▶ Current enrollment in a different section of the same course.
- ▶ Time conflict between a currently enrolled class and the wait-listed class.
- ▶ Corequisites or prerequisites for the wait list class are not met.
- ▶ Term unit limit is exceeded: fall and spring, 18.0; summer, 8.0.
- ▶ Course repetition: Student is seeking to repeat a course already completed.

If any of the first four conditions listed above exists, the auto-enroll system will enroll the next wait-listed student. Students who are skipped will receive an e-mail informing them that they were not placed into their wait-listed class and will remain on the wait list. They will be instructed to resolve the issue(s) if they wish to be placed into the class when another spot opens or they can remove themselves from the wait list.

The fifth condition, course repetition, may be resolved in advance. The student should contact A&R for assistance to be placed onto the waitlist. A petition may be required.

The last day students can add themselves to a wait list is the Saturday before the start of the class. Students will no longer be auto-enrolled beginning the Sunday before the first day of classes. Beginning on the first day of classes, student enrollment into closed classes will be at the discretion of the instructor. If a student was not automatically enrolled and is still interested in adding classes for which he or she is wait-listed, the student must attend the class on the first day and obtain a permission number or have an add card signed by the instructor. If it is an online class, students must e-mail the instructor on or after the first day of class to request a permission number to add the class.

What prevents students from adding themselves to a wait list?

- ▶ Enrollment appointment date/time has not yet been reached
- ▶ Prerequisites/corequisites for the class are not met
- ▶ Maximum units to wait list reached: fall and spring, 18.0; summer, 8.0
- ▶ Instructor consent required to enroll in the class
- ▶ Student has a hold on his/her account
- ▶ The last day to wait list has passed
- ▶ Wait list is at its capacity
- ▶ Already enrolled in another section of the same class.

• Sending to self initiation

3CBG

Setting up Waitlisting SOAWLTC

Automated Waitlist Term Control SOAWLTC 8.5 (PROD)

Term: 201008 Fall 2010

Copy to New term:

Waitlist Term Control

Waitlist Error Checking

Waitlist Course Selection

Waitlist Priority Rules

Waitlist Exclusion Rules

Waitlist Registration Error Checking

Include Waitlisted courses in Student Options-error checking

Duplicates: Yes No

Links: Yes No

Corequisites: Yes No

Prerequisites: Yes No

Time: Yes No

Strategies

Section Options

Approval: Fatal Warning No Check

Capacity: Fatal Warning No Check

Field of Study: Fatal Warning No Check

Department: Fatal Warning No Check

College: Fatal Warning No Check

Level: Fatal Warning No Check

Class: Fatal Warning No Check

Campus: Fatal Warning No Check

Degree: Fatal Warning No Check

Program: Fatal Warning No Check

Student Attribute: Fatal Warning No Check

Cohort: Fatal Warning No Check

Available? Now Shirley

Wait limits? 2

81 point of move

3CBG 2010

Shirley

Reportability

X

3

Waitlist Committee Recommendations

Committee Members: David Cornell, Dawn Fidel, Christine Swiridoff, Corey Marvin, Jon Tittle, Lisa Darty, Heather Ostash

1. Registration will end on the first day of a class

- **Onsite-** Students in the class and on the waitlist will need to attend the first class meeting or be dropped from the class or waitlist.
- **Online-** Students in the class will have until 8:00 pm on the first day of the class to login or be dropped from the class.

1. Instructors will drop students between 8:00 pm and 10:00 pm on the first day. This will allow for **one** drop and add from the waitlist process. Once this has happened, no further registration will take place.

Desirable: Classes will close automatically after the drop/add process is run the first night of class.

Possible: Instructors will need to either close the class personally or scheduling technicians will need to close classes by start date on the second day of class.

Training/Materials: Faculty: Instructions for the drop process and the timing expectations for this process. Instructions for closing a class to registration. Students: Revise information and instructions on the website regarding the process.

2. The enrollment key will be provided directly to student. The first day login process will no longer be used.

Desirable: Enrollment Key will be automatically emailed to student a few days before class begins.

Possible: Instructors will need to email enrollment key a few days before class begins.

Training/Materials: Faculty: Instructions for sending group emails. Students: Revise all materials that describe the registration period. Revise information and instructions on the website regarding the process for logging into class. Change the automated email that is sent to students at the point of registration.

3. Students will be allowed to login to class the Friday before it begins. This will not require instructor interaction. Only the syllabus will need to be available. This will allow an extended period of time for the login process and will allow

students an opportunity to explore the course environment before the class actually begins.

Training/Materials: Faculty: Notification regarding the early login process. Students: Revise information and instructions on the website regarding the process for logging into class. Change the automated email that is sent to students at the point of registration.

2. Waitlists will be limited to 25 seats

3. Some enrollment restrictions will be enforced when a student attempts waitlist registration

Enforced

- co-requisites
- prerequisites
- repeatability
- unit limitations

Not Enforced

- duplicate sections
- time conflicts

Rationale- Students are being allowed to add themselves to waitlist with enrollment limitations that will prevent them from being able to be added to a class should a spot become available. For example: A student who has not met the prerequisite for a course is able to add to the waitlist and is only dropped at the point a space becomes available and an attempt is made to add the student to the course. This is misleading and confusing to the student. These restrictions should be enforced on the front end, not at the point of registration.

4. Multiple communications/notifications will be sent to students

- At registration. This email provides information about preparing for the class, the login process (if the class is online), and a referral to resources.
- When a student is added to the class from the waitlist. Same email as previous.
- Friday before class begins. Registered online students will receive the enrollment key for their classes.
- During the weekend before class begins. Same as above for students added to the class over the weekend.

Training/Materials: Faculty: Instructions for sending group emails to students, in the event that automated enrollment key emails are not an option. Instructions and timelines for expectations for notifying students. Students:

Revise current email sent to students registering for classes. Develop enrollment key email.

5. **If possible, one waitlist should be kept for multiple sections of the same online class**

Rationale- For multiple sections of the same online class, with the same starting and ending dates, a single waitlist should be kept. When there are multiple waitlists, students add to all of them to better their chances of getting into a class. The multiple waitlists lead to confusion when a new section of the course is opened.

6. **Decisions to add new sections or to cancel sections should be made at least two weeks before the semester begins**

Rationale- Effective enrollment management requires proactive and early planning. Last minute decisions disadvantage students and the institution. Early decisions will allow both students and instructors to be prepared for the start of the semester.

1

Waitlist Committee Recommendations

Committee Members: David Cornell, Dawn Fidel, Christine Swiridoff, Corey Marvin, Jon Tittle, Lisa Darty, Heather Ostash

1. Registration should end on the first day of a class.

Conditions:

- **Onsite-** Students in the class and on the waitlist will need to attend the first class meeting or be dropped from the class or waitlist. **Online-** Students in the class will have until 8:00 the first day of the class to login. Instructors will drop students who have not logged in by 8:00pm and before the waitlist additions process is run. This will allow for **one** drop and add from the waitlist process to take place. Once this has happened, no further registration will take place.

Desirable: Classes will close automatically after the drop/add process is run the first night of class.

Possible: Instructors will need to either close the class personally or scheduling technicians will need to close classes by start date on the second day of class.

Training/Materials: Faculty: Instructions for the drop process and the timing expectations for this process. Instructions for closing a class to registration. Students: Revise information and instructions on the website regarding the process.

- The enrollment key will be provided directly to student. The first day login process will no longer be used.
Desirable: Enrollment Key will be automatically emailed to student a few days before class begins.
Possible: Instructors will need to email enrollment key a few days before class begins.

Training/Materials: Faculty: Instructions for sending group emails. Students: Revise all materials that describe the registration period. Revise information and instructions on the website regarding the process for logging into class. Change the automated email that is sent to students at the point of registration.

- Students will be allowed to login to class the Friday before it begins. This will not require instructor interaction. Only the syllabus will need to be available. This will allow an extended period of time for the login process

and will allow students an opportunity to explore the course environment before the class actually begins.

Training/Materials: Faculty: Notification regarding the early login process. Students: Revise information and instructions on the website regarding the process for logging into class. Change the automated email that is sent to students at the point of registration.

2. **Waitlists should be limited to 25 seats.**
3. **Some enrollment restrictions should be enforced when a student attempts waitlist registration.**

Enforced

- co-requisites
- prerequisites
- repeatability
- unit limitations

Not Enforced

- duplicate sections
- time conflicts

Rational- Students are being allowed to add themselves to waitlist with enrollment limitations that will prevent them from being able to be added to a class should a spot become available. For example: A student who has not met the prerequisite for a course is able to add to the waitlist and is only dropped at the point a space becomes available and an attempt is made to add the student to the course. This is misleading and confusing to the student. These restrictions should be enforced on the front end, not at the point of registration.

4. **If possible, one waitlist should be kept for multiple sections of the same online class.**

Rational- For multiple sections of the same online class, with the same starting and ending dates, a single waitlist should be kept. When there are multiple waitlists, students add to all of them to better their chances of getting into a class. The multiple waitlists lead to confusion when an a new section of the course is opened.

5. **Decisions to add new sections or to cancel sections should be made at least two weeks before the semester begins.**

Rational- Effective enrollment management requires proactive and early planning. Last minute decisions disadvantage students and the institution. Early decisions will allow both students and instructors to be prepared for the start of the semester.

6. **Multiple communications/notifications should be sent to students.**

Notifications:

1. An email should continue to be sent to students at the point at which a student registers for the class. This email provides information about preparing for the class, the login process (if the class is online), and a referral to resources.
2. This same email should be sent when a student is added to the class from the waitlist.
3. An email should be sent to students registered for online classes with the enrollment key the Friday before the class begins.
4. This enrollment key email should be sent to students who register during the weekend before class, as well.

Training/Materials: Faculty: Instructions for sending group emails to students, in the event that automated enrollment key emails are not an option. Instructions and timelines for expectations for notifying students. Students: Revise current email sent to students registering for classes. Develop enrollment key email.

2

Waitlist Committee Recommendations

Committee Members: David Cornell, Dawn Fidel, Christine Swiridoff, Corey Marvin, Jon Tittle, Lisa Darty, Heather Ostash

1. Registration will end on the first day of a class

- **Onsite-** Students in the class and on the waitlist will need to attend the first class meeting or be dropped from the class or waitlist.
- **Online-** Students in the class will have until 8:00 pm on the first day of the class to login or be dropped from the class.

1. Instructors will drop students between 8:00 pm and 10:00 pm on the first day. This will allow for **one** drop and add from the waitlist process. Once this has happened, no further registration will take place.

Desirable: Classes will close automatically after the drop/add process is run the first night of class.

Possible: Instructors will need to either close the class personally or scheduling technicians will need to close classes by start date on the second day of class.

Training/Materials: Faculty: Instructions for the drop process and the timing expectations for this process. Instructions for closing a class to registration. Students: Revise information and instructions on the website regarding the process.

2. The enrollment key will be provided directly to student. The first day login process will no longer be used.

Desirable: Enrollment Key will be automatically emailed to student a few days before class begins.

Possible: Instructors will need to email enrollment key a few days before class begins.

Training/Materials: Faculty: Instructions for sending group emails. Students: Revise all materials that describe the registration period. Revise information and instructions on the website regarding the process for logging into class. Change the automated email that is sent to students at the point of registration.

3. Students will be allowed to login to class the Friday before it begins. This will not require instructor interaction. Only the syllabus will need to be available. This will allow an extended period of time for the login process and will allow

6. **Multiple communications/notifications should be sent to students.**

- At registration. This email provides information about preparing for the class, the login process (if the class is online), and a referral to resources.
- When a student is added to the class from the waitlist. Same email as previous.
- Friday before class begins. Registered online students will receive the enrollment key for their classes.
- During the weekend before class begins. Same as above for students added to the class over the weekend.

Training/Materials: Faculty: Instructions for sending group emails to students, in the event that automated enrollment key emails are not an option.

Instructions and timelines for expectations for notifying students. Students: Revise current email sent to students registering for classes. Develop enrollment key email.

Admissions & Records All Staff Meeting

Tuesday Sept 8, 2010

10:30 am to 11:30 am

MB 212

AGENDA

WELCOME!!!

Welcome All!

Pin/Password Resets- how are we doing?

Luminus update-Kianna

Subpoenas- What is the process for this and what does Title V say?

Incompletes- What is the fuss all about at grade time and is there something we can do about all those old Incompletes?

Discussion and Questions

- Subpoena - Title 5
- Bd Policy

within 10 days

Ac R Meeting

9/8/10

Where to look up in Banner

3 questions

↳ Case sensitive (Palinsky or not)

{ Mascot
Mothers maiden name
City where born } Security Name

Sgl. Sign On Portal ↳

Ben Web

Spring 2011

↳ Moodle
have her time

* Faculty - Staff - Student - ~~EE~~

* PC already training Heather
↳ LOAD Testing 1000's of Students

Moodle / Luminis cap compatibility - An issue

Chase down instructors for "Incompletes"

Instructor awareness of Bd Policy, to: Incompletes
↳ quick links
↳ Forms & Docs.

David Cornell

From: David Cornell
Sent: Friday, September 03, 2010 11:23 AM
To: Heather Ostash
Subject: Subpoena

Hey Heather,

I searched through Board Policy and found only one reference to subpoenas and that was in the Classified contract (9L1D). The following excerpted from Ed. code, basically only talks about records:

76244. Information concerning a student shall be furnished in compliance with a court order or a lawfully issued subpoena. The community college district shall make a reasonable effort to notify the student in advance of compliance with a lawfully issued subpoena and, in the case of compliance with a court order, if lawfully possible within the requirements of the order.

76245. The service of a lawfully issued subpoena or a court order upon a community college employee solely for the purpose of causing the employee to produce a school record pertaining to any student may be complied with by that employee, in lieu of the personal appearance as a witness in the proceeding, by submitting to the court, or other agency or person designated in the subpoena, at the time and place required by the subpoena or court order, a copy of that record, accompanied by an affidavit certifying that the copy is a true copy of the original record on file in the community college or community college office. The copy of the record shall be in the form of a photostat, microfilm, microcard, or miniature photograph or other photographic copy or reproduction, or an enlargement thereof.

If we wanted to get direction from the District on this topic, we could probably go to General Counsel.

I think that your gut feel (with Jill) is correct, in that, court orders for presenting students to an officer of the court should be handled like this:

- We comply with the court order
- Counseling will take the lead in meeting with the instructor and student.
- We minimize disturbance/embarrassment to the class where the student is located.
- We inform the student the nature of the request
- We take the student to where the court officer is located

I looked through Ed. code and Title 5 and many of the guidelines for our previous practices have been repealed.

DAVE

PIN Reset Procedure

2010-2011

Sometimes students will have trouble with their BanWeb pin numbers. If they forget their PIN or disable their PIN it is mandatory to follow the following procedure.

The student will need first click the forgot pin button. If this does not work, then the student will need to either come into the Admissions & Records office with picture ID or call in and verify at least three Banner data related question before a staff member can reset the PIN using the following procedure.

1. Ask student to click "Forgot PIN?" icon first and answer the security question in order to reset pin. If this works then you are done.
2. If this does not work, and the PIN becomes "disabled" then move on to next step.
3. If student is at the counter ask for picture ID, and reset PIN in GOATPAC in Banner. If on phone, then ask at least three of the following questions and verify the answers from Banner forms before resetting the PIN in GOATPAC.
 - a. What are some of the classes you have taken at the college? SHACRSE
 - b. What are the grades you received in those classes? SHACRSE
 - c. What High School did you attend and when did you graduate? SOAHSCH
 - d. What is the last address that you have given to the college? SPAIDEN
 - e. What was the first term you applied for or started attending at the college? SGASTDN
 - f. AND always ask their Security question. GOATPAC
4. If the student answered all three questions correctly, then reset the PIN number in GOATPAC by clicking the reset PIN radio button and saving. Then you are done.
5. If the student is *unable* to answer three of the question then you must advise him/her to come into the Admissions & Records office with picture ID in order to have the PIN reset.

For any problems or questions relating to student PIN resets please contact Dave Cornell or Dawn Fidel at the IWV campus. dcornell@cerrocoso.edu or dfidel@cerrocoso.edu.

SOA High School
SGASTDN-Misc

David Cornell

From: Lisa Couch
Sent: Wednesday, September 08, 2010 9:28 AM
To: Kristi Lowe; Inge Olsen; Debbie Martell; Jenine Cushman; Shelly Stoffel; Laurie Rice; Dawn Fidel
Cc: David Cornell; Deanna Campbell; Erie Johnson; Michael Barrett
Subject: Keypads for SalePoint

In the next few days, you will receive a keypad for your SalePoint register. By using this keypad, students can enter their own ID numbers or social security numbers.

To use the keypad, plug it in to any USB port on your SalePoint computer – there are two in the front that should be available and several in the back that should also be available. The keypad should be placed in a location where students can use it. Before asking a student to enter their ID number, be sure to click in the area on SalePoint where you would typically enter the ID number. The keypads do not have '@', so you will need to enter this for the student if they will be using their ID number. Please let me know if you have any questions.

Lisa

[Verifying ID | only for SalePoint]
~~~~~

[ Mist. Stu. Soc ]

**I** - A grade of "I" indicates the student has not completed the requirements of the course. A grade of "I" may be assigned for unforeseeable, emergency, and justifiable reasons at the end of the term. The instructor must submit a statement of the requirements for clearance of the incomplete and also indicate the grade to be assigned if the requirements are not completed. An "I" must be made up no later than one year following the end of the term in which it was assigned. An "I" may not be assigned as a withdrawal grade. If the work stipulated is not completed within the time limitation agreed upon by the student and the instructor (not to exceed 1 year), the grade assigned in lieu of the work being completed will be entered on the permanent record.

# Board Policy AC4A

"I" Incomplete:

*Implies that  
"I's" not  
granted w/o  
contract*

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for removal of the "I" and the grade assigned in-lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one (1) year following the end of the term in which it was assigned. Students may petition through the instructor for an extension of time as a result of extenuating circumstances. In the absence of the instructor for an extended period of time, the student may petition the Vice President, Instruction, for an - 37

*by whom*

*Chris Hitchcock*

extension. The "I" symbol shall not be used in calculating units attempted nor for grade points.  
*(Revised March 16, 1995)*

A&R Meeting April 6, 2011

## TIME GRABBERS

IF YOU DO WHAT YOU'VE ALWAYS DONE – YOU'LL GET WHAT YOU'VE ALWAYS GOTTEN

### *Open Discussion:*

A definition of Success: **Success is peace of mind that is translated as self-satisfaction in knowing you did your best to.....**

- Information integrity
- Delivery of information (or bad news)
- Quality service [objective, quantifiable standards for quality student and service outcomes]
- Current professional knowledge
- Service outcomes
- We provide success to students in helping them navigate through the system.
- Student Learning Outcomes

### Tasks

- What is it that admissions should accomplish?
- How well have students learned? How do we know?
- How well are we performing our functions? How do we know?
- How do we **continually improve? Assessment! Assess attitude?**
- Ongoing, constantly evolving and new ideas added; better ways to do our job
- Quality Service - Can you care personally and say no?
- 

### Rethink Mission/Vision statement for A&R :

To provide excellent quality service to our customers; students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication. (June 30, 1998)

### Ideas for Services to college

- Electronic versions of services-learning to utilize applications
- Forms updated & accessible
- Develop student services website, possibly moodle
- Student feedback – Webmaster questions
- User friendly
- Flashing transcript button

Next meeting May 4<sup>th</sup>, 10-11

Repeatability - signed by VP's

★  
Non-resident  
Drop Non Payment

Admissions & Records All Staff Meeting  
Tuesday December 6, 2011  
10 am to 11:30 am  
LRC 733  
AGENDA

Outlook  
Invitation  
- 1st Tuesday

WELCOME!!!

★ → Out of State

**Student Bills**- giving students news about payments due on their accounts (bring attachment from Dave titled "Trying to handle difficult students who owe money or a bad grade given")

★ **SB 1440**- discussion on where we are and how we are implementing the state transfer degree requirements

*Inside CC - A.R forms > Webmaster*  
**New Forms and processes**- discussion on the change in forms so far and the process behind them. (bring attachments " Student Withdraw after 60%, Instructor Withdraw after 60%, Appeal for Late Add form)

*Band out - passing grade!*  
**Repeatability Issues**- When to and not to clear for repeats and why...and who can ask us to.

**Drop for non-payments**- plans for drop for non-payment for Spring 2012. *petition thru Heather*

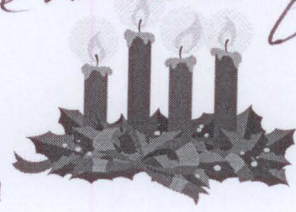
**Concurrent student registration**- clarifying issues with High School student registration *Dec. 8th except Seniors 2 classes up to 8 units*

**New Kiosk registration process**- the kiosks have all been updated to be in compliance with InsideCC. It is now easier for students to access their InsideCC accounts to register. Answer questions and issues relating to this new process

**Students with no assigned email addresses?** How many students do you see without college assigned email addresses? *Allow them to phone from counter*

**Transcript processing Holiday schedule:** Transcripts will not be processed over the Holiday break. RUSH transcript will stop going out on December 14<sup>th</sup> and will resume on January 6<sup>th</sup>. Please have your students make sure to get their requests in before December 13<sup>th</sup> for RUSH. We cannot guarantee that any transcript requests submitted from this point on before the Holiday break will be processed before we leave unless they are RUSHED. (via the 10 working days)

*SBC - Model for the State for H.S. Trn. Articulation*



Have a Merry Christmas and a Happy New Year!

# Billing Students. to be eliminated

## TRYING TO HANDLE DIFFICULT STUDENTS WHO OWE MONEY OR A BAD GRADE OR BOTH

During the course of talking with students about monies that they owe, the following scenarios have been pretty common

**Scenario 1:** Student calls after receiving a bill for fees owed or their review of their student account shows that they were dropped after the refund date and owe money. If the bill or the amount owed is for the current semester, you have some latitude in solving their problem – let's talk.

**Scenario 2:** Student calls after receiving a bill for fees owed. If the bill is for a previous semester, then there has to be a compelling/extenuating circumstance before we can consider anything; that is, it will probably fit an issue like, medical/hospitalization, auto accident, caring for invalid relative – paperwork must be part of the backup. Computer didn't work, email was never sent, I could never get to you, you never answered my call, or other related excuses, proof will have to be brought forward to be considered. We have to treat this like the request for a late drop/withdrawal. Student may have a substandard grade, so, in essence, it is the same thing, except that they want fees and bad grade removed.

**Questions To Be Asked 1 – Determine if there is a compelling extenuating circumstance [Remember it is the student's responsibility to handle waitlists and payments].**

- If in your opinion there is a compelling extenuating circumstance then there has to be a paper trail (some sort of documentation that substantiates their position)

**Questions To Be Asked 2 – I thought I was going to be dropped? [Remember it is the student's responsibility to handle waitlists and payments]. Why do I have to pay for a class that I never attended?**

- Most likely they were dropped but it was before census but after the refund date [An interesting issue: If the student received a substandard grade then the instructor was not clearing their rolls – **the grade could be removed but this becomes a request for a late drop issue that must be run through the VP of Instruction**
- **2<sup>nd</sup> part of that question:** It is the student's responsibility to handle waitlists and payments; the student took the seat from another student and hence the other student wasn't able to benefit from the class

One of the toughest customer service tasks is to tell a person "No!" without them getting angry. Even if you're able to calmly declare that: (1) It is their responsibility to make payments; (2) The College gives you 10 days to pay their bill; (3) I would not bring up drop for non-payment after the term begins because it does not apply; only before the start of the term. (4) We can't reiterate enough that they need to review their email addresses **especially if they are on a waitlist.**

We cannot determine intention. If the student registers for a class then we have to assume that their intention is to take the class.

Waitlists are tricky for a student who is # 18 on the list; this happened and they got in. The waitlist rolled the first night (like it is supposed to), they got in, it was a 6 week class, and the refund date was two days later. They were dropped before census but were dinged for the money because they didn't check their email for a day-and-a-half and they never attended the class

## MISSION STATEMENT

**The current mission statement for the A&R department reads as follows:**

*The mission of Admissions and Records (A&R) is to provide excellent quality service to the customers, students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.*

Since **quality is a perceptual and somewhat subjective attribute**, different people may have different interpretations as to how that attribute looks and feels. Service quality involves a comparison of **expectations with performance** and authors have stated that service quality is a measure of how well a delivered service matches the customer's expectations. This acknowledgement becomes problematic with Student Services because many times we are the ones who have to tell a student that "they can't do that that way..."

As long as we are analyzing processes to be sure that what we are saying is not only in compliance with processes but given in "as helpful as can be" method," then we become our own critic of performance expectations. I think that we have to keep that thought in mind as we are working with students.

**So, this is a recommended first pass look at a revised mission statement:**

*The mission of Admissions and Records (A&R) is to provide excellent quality service to our customers that meets or exceeds our customer's performance expectations. This service is characterized by identifying problems quickly and systematically through a process that is friendly, accurate, fair, and efficient.*



**The mission of Admissions and Records (A&R) is to provide excellent quality service to our customers; students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.**

**The mission of Admissions and Records (A&R) is to provide excellent quality service that meets or exceeds our customer's performance expectations. This service is characterized by identifying problems quickly and systematically, through a process that is friendly, accurate, fair, and efficient.**

Measuring the customers satisfaction is an indirect way to measure quality.

- Lack of empowered service employees
  - Inadequate upward communication
- Lack of teamwork

**Quality** in business, engineering and manufacturing has a pragmatic interpretation as the *non-inferiority* or *superiority* of something. Quality is a perceptual, conditional and somewhat subjective attribute and may be understood differently by different people. Consumers may focus on the **specification quality** of a product/service, or how it compares to competitors in the marketplace. Producers might measure the **conformance quality**, or degree to which the product/service was produced correctly.

**Service quality** involves a comparison of expectations with performance. According to Lewis and Booms (1983) service quality is a measure of how well a delivered service matches the customers' expectations.

Generally the customer is requesting a service at the service interface where the service encounter is being realized then the service is being provided by the provider and in the same time delivered to or consumed by the customer.

The main reason to focus on quality is to meet customer needs while remaining economically

competitive in the same time.<sup>[1]</sup> This means satisfying customer needs is very important for the enterprises to survive. The outcome of using quality practices is:<sup>[2]</sup>

- Understanding and improving of operational processes
- Identifying problems quickly and systematically
- Establishing valid and reliable service performance measures
- Measuring customer satisfaction and other performance outcomes

First determine when obligation took place  
Dependent on timely statements

---

Payment is due when you register for classes, but the college allows that you may pay within 10 days.

Students are responsible for dropping or withdrawing from any course or waitlist, in which they no longer wish to be enrolled.

\*  
↓ if the obligation took place within the current fiscal year, determine if the student has a compelling story; you have some latitude here, so let's talk. ~~There is a chance to slim. The money owed.~~

\* We no longer have any latitude there must be a compelling

Sites - emailed  
- faxed

Spirit - lack of classes  
availability  
- discipline



ultimately student responsibility

Fall  Spring  Summer  20\_\_

### Appeal for Late Add of Class Due to Extenuating Circumstances

All courses are closed for enrollment after the first class meeting. It is the student's responsibility to attend the first day or to notify the instructor in advance. Late adds are granted for extenuating circumstances only. Documentation may be required.

Student Name: \_\_\_\_\_ Student ID @ \_\_\_\_\_  
Last Name First Name

Phone Number: \_\_\_\_\_ college email \_\_\_\_\_@email.cerrocoso.edu

CRN # \_\_\_\_\_ Course Name & Number \_\_\_\_\_

Start Date of Class \_\_\_\_\_ First Date Student Attended \_\_\_\_\_

#### Appeal for Late Add Process

Follow the steps below:

1. Completely fill out this form along with reason for adding late (below)
2. Attach documentation for extenuating circumstance (as applicable)
3. Obtain instructor approval
4. Submit to the Vice President of Academic Affairs for approval
5. Pick up within 48 hours
6. Return to Admissions & Records *immediately* for processing

Please Explain Extenuating Reason for Late Add Here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IMPORTANT- It is your responsibility to pick up this form from the Office of the Vice President of Academic Affairs and submit to Admissions & Records within three days of approval or it will be invalid.**

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor signature \_\_\_\_\_ Date \_\_\_\_\_

Vice President/Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

Approved  Denied

VP NOTES: \_\_\_\_\_

NOTE: This form is not official until it is processed by the Admissions & Records Office

A&R NOTES: \_\_\_\_\_

White-Admissions & Records  
Yellow-Counseling  
Pink-Student



created DF:11/11

CNA also

B/4 Class begins



# ADD FORM for HONORS/PERMISSION CLASSES

(Honors and Instructor permission classes ONLY)

NOTE: Appeal for Late ADDS require a different form

Last \_\_\_\_\_ First \_\_\_\_\_ Student ID @ \_\_\_\_\_  
Student email \_\_\_\_\_ @email.cerrocoso.edu

| CRN # | Course Name and Number | Instructor Signature |
|-------|------------------------|----------------------|
|       |                        |                      |
| CRN # | Course Name and Number | Instructor Signature |
|       |                        |                      |
| CRN # | Course Name and Number | Instructor Signature |
|       |                        |                      |

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



This form is official when processed by the Admissions & Records Office.

created 12/11: df



One Semester submission deadline

### Student Withdrawal Exception Form

This form is to be used for a student initiated request to withdraw from a course after the 60% date of the course. Request needs to be submitted within one term of the end of the semester of the petition.

Student Name: \_\_\_\_\_ Student ID @ \_\_\_\_\_  
Last First MI

CRN \_\_\_\_\_ Course Name & Number \_\_\_\_\_

Semester \_\_\_\_\_ Instructor \_\_\_\_\_  
Semester Year

Last Date Attended \_\_\_\_\_ Phone # \_\_\_\_\_

Only limited conditions will be considered for Withdrawal Exceptions, as listed below. Reasons MUST be **compelling** and **substantiated**. Documentation of extenuating circumstance must be attached.

- Illness (attach documentation)
- Accident (attach documentation)
- Military Reasons (attach documentation)
- Other:

Provide reason for Withdrawal Exception (attach documentation):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Forms submitted with incomplete documentation and/or signatures will not be considered.*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President Student Services Signature

\_\_\_\_\_  
Date

VP approved     VP denied

VP Notes

\_\_\_\_\_

\_\_\_\_\_

Processed by Admissions & Records:

\_\_\_\_\_  
A & R Staff Date

**NOTE: This form is not official until it is processed by the Admissions and Records office.**

Created 11/11:df

drop as of  10%  Census  30%  60%

Reference: BP 4C4A



White-Admissions  
Yellow-Counseling  
Pink-Student



### Instructor Withdrawal Exception Form

This form is to be used for an instructor initiated request to withdraw a student from a course after the 60% date of the course.

Student Name \_\_\_\_\_ Student ID @ \_\_\_\_\_  
Last First MI

CRN \_\_\_\_\_ Course Name & Number \_\_\_\_\_

Semester \_\_\_\_\_ 20 \_\_\_\_\_ Last Date Attended \_\_\_\_\_  
Semester Year

By filling out this form, I acknowledge that if approved this Withdrawal will be an exception. Only limited conditions will be considered for Withdrawal exceptions and reasons for the Withdrawal must be compelling. I am requesting this Withdrawal Exception for the following reason:

This student has been an inactive student since the beginning of the course, but I did not drop the student prior to census.\*

Other-  
Provide reason for Withdrawal Exception:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*It is the instructor's responsibility to drop inactive students prior to census. Failure to drop an inactive student prior to census should be the result of rare error or oversight.

\_\_\_\_\_  
Instructor Signature (email signature ok)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President Student Services Signature

\_\_\_\_\_  
Date

VP approved     VP denied

VP NOTES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Processed by Admissions & Records:

\_\_\_\_\_  
A & R Staff Date

**NOTE: This form is not official until it is processed by the Admissions and Records office.**

drop as of  10%  Census  30%  60%

Reference: T5 58004, T5 58782

created 11/11:df

Heather

**David Cornell**

**From:** Sonja Ferguson <FergusonS@aascu.org>  
**Sent:** Monday, December 05, 2011 4:24 AM  
**To:** Undisclosed-Recipient  
**Subject:** SOC Workshop in San Diego

November 30, 2011

Dear Colleague:

It is my pleasure to invite you to a Servicemembers Opportunity Colleges (SOC) Consortium Workshop to be held at San Diego State University in San Diego, CA on Wednesday, January 11, 2012. We hope that you, or other individuals from your institution, will attend this vital workshop focused on postsecondary education for members of our Armed Services. The SOC Consortium consists of over 1,900 colleges and universities created to help meet the voluntary education needs of servicemembers.

With the implementation of the Post-9/11 GI Bill, institutions have enrolled more veteran students on college campuses and in online classrooms in the past year. A key goal of the workshop will be to discuss VA benefits under the Post-9/11 GI Bill and the campus implications of these educational benefits. During the workshop we will explore the challenges and opportunities of integrating military and veteran students into higher education and how best to support their transitions. Please feel free to invite other staff members from your institution whom you think may also benefit from attending this workshop- academicians, enrollment management, and student services personnel.

A second goal of the workshop is to highlight ways colleges can use SOC programs to recruit and retain students in a military market consisting of active-duty servicemembers, reserve component members, and veterans. Information about military tuition assistance policy and other educational initiatives provided for servicemembers and their families will be presented.

The SOC Consortium Workshop runs from 9:00 a.m. to 3:30 p.m. and covers the full spectrum of programs coordinated by SOC for the military Services. While there is no registration fee for the workshop, participants are responsible for their own travel, lodging, and meals.

The agenda along with local information, directions, and registration form are on the Web site at <http://www.soc.aascu.org/socgen/Workshops.html> Registrations are requested by December 28, 2011.

We welcome the opportunity to discuss military education issues and SOC programs with you. I hope you can join us in San Diego for the SOC Consortium Workshop.

Sincerely,

Kathy M. Snead  
President, SOC Consortium



## David Cornell

---

**From:** Gaby Caruso [ghc1@credentialssolutions.com]  
**Sent:** Wednesday, September 21, 2011 9:55 AM  
**To:** David Cornell  
**Subject:** Electronic Pricing  
**Attachments:** 010111\_D2009-04-01\_Exp2010-03-31-\_Service Agreement.pdf

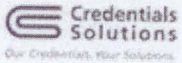
David,

I have attached the contract to this email so that you can see that we have covered both the sending and receiving of electronic transcripts in this agreement. Please refer to section 2. "Electronic Transcripts."

The pricing for sending electronic transcripts is not stated in this contract because when the contract was written the pricing was not established. The pricing will be an additional \$.60 per PDF transcript sent. This fee can be deducted from institution's fees or can be placed on the student. I sent Sue Vaughn at BC an email about these fees and she just sent an email back agreeing to the price. Would you like me to do the same for Cerro Coso? Also, I will need to know if the additional fee will be deducted from the institution fees or placed on the student. Please let me know if you have any questions and if the PDF transcript we printed is approved.

Thanks so much.

Gaby Caruso  
Client Relationship Manager  
Direct: 847.716.3023  
[ghc1@credentialssolutions.com](mailto:ghc1@credentialssolutions.com)

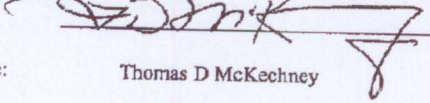


Credentials Inc.  
Electronic Transcript Service Agreement  
Terms & Conditions


1. **Parties:** These Terms & Conditions of Agreement between Credentials Inc. (an Illinois Corporation) 436 Frontage Road, Suite 200, Northfield, Illinois 60093 (CREDENTIALS) and the Kern Community College District (Institution), which is comprised of, Bakersfield College, Cerro Coso Community College, and Porterville College relate to the services (SERVICES) to be provided by CREDENTIALS to Institution during the term of this Agreement. This Agreement will become effective (the "effective date") as of the date signed by both parties.
2. **Services:** Acting on behalf of Institution, CREDENTIALS will provide students and alumni legal and compliant access to the following services at Institution:
  - Automated Interface:** CREDENTIALS will provide and maintain software that will reside on a personal computing device in the Registrar's Office of Institution for the purpose of automating the retrieval, logging, and production of transcript requests. The software will comply with institutional policies and procedures with respect to security.
  - Electronic Transcript Processing:** Using the automated interface referenced above, CREDENTIALS will extract transcript course data, format, send, track and acknowledge transcript data to the destination institution either directly or through industry accepted intermediaries such as CCCTran or the "Texas Server" on behalf of Institution. As Institution's representative, CREDENTIALS may also be required to receive electronic transcripts on behalf of Institution from other institutions directly or through the same intermediaries and will deliver these inbound transcripts on a timely and accurate basis.
3. **Pricing:**
  - a. Each party agrees to give thirty (30) days written notice to the other party of any change in prices for SERVICES.
  - b. CREDENTIALS' will charge a fee of \$1.00 for the extraction, formatting, sending, tracking and acknowledgement of outbound electronic transcripts. This fee will be deducted from the transcript fees collected on behalf of Institution from students and alumni ordering transcripts using CREDENTIALS' TranscriptsPlus transcript order management system.
4. **Recordkeeping, Reporting and Payment:** CREDENTIALS shall maintain records of all electronic transcripts sent and received on behalf of institution. Such records shall indicate the identity of the individual involved, the name of the counter-party institution, and the date(s) of the transaction. Records required to be maintained by CREDENTIALS shall be protected from disclosure to any third parties in violation of the terms of this Agreement and be retained by CREDENTIALS until termination of this Agreement or any earlier date(s) to which CREDENTIALS and Institution may agree in writing.
5. **Agency Appointment:** Institution hereby appoints CREDENTIALS as its agent for purposes of assuming duties that would otherwise be provided by Institution and providing the SERVICES specified in this Agreement. (see 34 CFR 99.3 "Educational Records") These SERVICES require CREDENTIALS to have access to both directory and personally identifiable information regarding Institution's graduates and attendees. As the agent of Institution, CREDENTIALS is subject to and must comply with the Family Educational Rights and Privacy Act (FERPA) and its prohibitions against disclosure of personally identifiable information regarding students to third parties, except where permitted by the regulations of the United States Department of Education (ED). Institution shall assure that any personally identifiable information about its graduates and attendees is appropriately designated in any information provided to CREDENTIALS.
6. **Data Security:** CREDENTIALS' procedures will prevent release of information to any third parties in violation of FERPA, applicable (ED) regulations or the expressed objections of any present or former student(s) of Institution. CREDENTIALS agrees that it will not sell, distribute, release or disclose lists or other compilations consisting of information relating to Institution's graduates and attendees. CREDENTIALS will provide security for the integrity and confidentiality of the database and conduct periodic independent audits to verify security is maintained at satisfactory levels.
7. **PCI Compliance:** CREDENTIALS agrees to comply with the provisions outlined in the Payment Card Industry Data Security Standard (PCI DSS) and adhere to the merchant level vulnerability testing.
8. **Exclusivity:** Institution agrees, during the term of this Agreement, not to contract with any other party to provide a similar service as that provided herein by CREDENTIALS. Institution agrees to make a reasonable attempt to refer requests for SERVICES to CREDENTIALS during the term of this Agreement.
9. **Term:** The initial term of this Agreement shall be 1 year from the effective date and will be renewed for succeeding one-year periods up to a maximum of five years, unless sooner terminated.
10. **Termination:** This Agreement will terminate:
  - a. Upon failure of a party in breach of any material term of this Agreement to cure the breach within 30 days of delivery of a written notice of breach from the other party; or
  - b. At any time and without cause upon 30 days written notice of termination delivered by either party to the other.
 Upon termination of this Agreement:
  - a. Any student records provided by Institution and maintained by CREDENTIALS shall be returned to Institution or destroyed by CREDENTIALS.
  - b. Institution will remove all Automated Interface software from its personal computing devices and provide CREDENTIALS with a letter certifying removal.
11. **Force Majeure:** The failure of either party to fulfill its obligations under this Agreement shall not be considered a breach of this Agreement if such failure is caused by unforeseen events beyond the control of the non-performing party, including acts of God, acts of war, rebellion or sabotage or unpreventable mechanical failure.
12. **Audit:** Institution shall have the right to inspect CREDENTIALS' books, records and information management systems to assure Institution of CREDENTIALS' ability to carry out its obligations under this Agreement, and meet Institution's standards of integrity, confidentiality and security. Audits may be undertaken no more than once per year upon reasonable notice to CREDENTIALS of not less than 30 days.

- 13. Representations & Warranties (CREDENTIALS): CREDENTIALS represents and warrants that during the term of this Agreement it will be and remain in compliance with all applicable laws and regulations governing the SERVICES; and assure accuracy of reports furnished by CREDENTIALS and proper management of all files to maintain system integrity, accuracy, and security.
- 14. Representations & Warranties (Institution): Institution represents and warrants that during the term of this Agreement the information furnished by Institution to CREDENTIALS will be accurate.
- 15. Mutual Indemnification: Each party agrees to hold the other harmless from any monies paid as a result of third party claims arising out of breach of its respective representations, warranties and agreements herein.
- 16. Insurance: CREDENTIALS agrees to maintain Worker's Compensation at the Statutory Limits and Comprehensive General Liability insurance in the amount of \$1,000,000.00 per occurrence with companies acceptable to the Institution. CREDENTIALS further agrees to provide the Institution with a Certificate of Insurance upon written request from the Institution.
- 17. Confidentiality of Agreement: The terms and conditions of this Agreement as well as the intellectual property and systemic capabilities of the service shall be kept confidential and shall not be disclosed to any third party except where required by state public records statutes. Nothing herein shall prohibit either party from disclosing or publicizing the fact that the parties have entered into this Agreement and the nature of the SERVICES provided.
- 18. Controlling Law: This Agreement shall be construed under the laws of California except its conflict of laws rules which shall not be applied.

Credentials Inc.

By:   
 Name: Thomas D McKechney  
 Title: Chief Executive Officer  
 Dated: 4-1-09

Kern Community College District

By:   
 Name: Thomas J. Burke  
 Title: Chief Financial Officer  
 Dated: 3/16/09

# Setup A&R Meeting

## The Party Line

**Scenario 1:** Student calls after receiving a bill for fees owed or their review of their student account shows that they were dropped after the refund date. If the bill or the amount owed is for the current semester, you have some latitude in solving their problem – let's talk.

**Scenario 2:** Student calls after receiving a bill for fees owed. If the bill is for a previous semester, then there has to be a compelling/extenuating circumstance before we can consider anything; that is medical, accident, caring for invalid relative – paperwork must be part of the backup. Computer didn't work, email was never sent, I could never get to you, you never answered my call, or other related excuses can't be considered. We have to treat this like the request for a late drop. Student probably has a substandard grade, so, in essence, it is the same thing, except that they want fees and bad grade removed.

The removal of fees from their student account means that they want to be dropped before the refund date. So, what do you tell them? These are menacing questions but their request means that they didn't want to have anything to do with the class. Also what does drop for

non pay mean  
I thought you were going to drop me

for non-pay  
- Student is responsible for their own A&R  
- Req. instructions on My Ban Web

▷ If instructor not clearing rolls!

▷ Maybe not worth doing an update of WLC the 1<sup>st</sup> night worthwhile survey question

*University of Phoenix*

Cerro Coso Community College  
Ridgecrest, CA  
20021248242

Record of: KATHLEEN M RANDELES  
Current Name: KATHLEEN M RANDELES

Date of Birth: 31-Aug-1971

Date Issued: 25-May-2011  
Page: 1 of 1

Issued To: ADMISSIONS/TRANSCRIPTS  
UNIVERSITY OF PHOENIX  
PO BOX 60130  
PHOENIX, AZ 85082-0130  
High School: Kern Valley High  
First Admit: FALL 199819  
Last Admit: FALL 200220

Course Level: UNDERGRADUATE

| SUB                 | NO.   | COURSE TITLE                 | CRED  | GRD   | EARN  | PNTS  | R     |
|---------------------|-------|------------------------------|-------|-------|-------|-------|-------|
| Institution Credit: |       |                              |       |       |       |       |       |
| FALL 1998           |       | (08/17/1998-12/18/1998)      |       |       |       |       |       |
| CSCI C90A           |       | Computer Laboratory Practice | 1.00  | CR    | 1.00  | .00   |       |
| ENGL C70            |       | Introductory Composition     | 4.00  | A     | 4.00  | 16.00 |       |
| ENGL C76            |       | Effective Reading Techniques | 3.00  | B     | 3.00  | 9.00  |       |
| GNST C91            |       | Basic Arithmetic Skills      | 2.00  | A     | 2.00  | 8.00  |       |
| SOCI C1             |       | Introduction to Sociology    | 3.00  | C     | 3.00  | 6.00  |       |
| Ehrs:               | 13.00 | GPA-Hrs:                     | 12.00 | Qpts: | 39.00 | GPA:  | 3.250 |
| GOOD STANDING       |       |                              |       |       |       |       |       |
| SPRING 1999         |       | (01/19/1999-05/27/1999)      |       |       |       |       |       |
| BIOL C31            |       | Natural Resources            | 3.00  | B     | 3.00  | 9.00  |       |
| CSCI C90A           |       | Computer Laboratory Practice | 1.00  | NC    | .00   | .00   |       |
| GEO1 C1             |       | Physical Geology             | 4.00  | B     | 4.00  | 12.00 |       |
| PDEV C1             |       | Becoming a Master Student    | 2.00  | A     | 2.00  | 8.00  |       |
| POLS C1             |       | American Government          | 3.00  | A     | 3.00  | 12.00 |       |
| Ehrs:               | 12.00 | GPA-Hrs:                     | 12.00 | Qpts: | 41.00 | GPA:  | 3.410 |
| GOOD STANDING       |       |                              |       |       |       |       |       |
| FALL 1999           |       | (08/16/1999-12/17/1999)      |       |       |       |       |       |
| ART C33A            |       | Beginning Photography        | 3.00  | C     | 3.00  | 6.00  |       |
| CHDV C50B           |       | Infant Development           | 3.00  | B     | 3.00  | 9.00  |       |
| CHDV C69LT          |       | Literacy Training for Tutors | 1.00  | CR    | 1.00  | .00   |       |
| CSCI C90A           |       | Computer Laboratory Practice | 1.00  | NC    | .00   | .00   |       |
| MATH C90            |       | Pre-Algebra                  | 3.00  | C     | 3.00  | 6.00  |       |
| PHIL C10            |       | Ethics                       | 3.00  | B     | 3.00  | 9.00  |       |
| Ehrs:               | 13.00 | GPA-Hrs:                     | 12.00 | Qpts: | 30.00 | GPA:  | 2.500 |
| GOOD STANDING       |       |                              |       |       |       |       |       |
| SPRING 2000         |       | (01/18/2000-06/01/2000)      |       |       |       |       |       |
| CHDV C52            |       | Principles of Child Guidance | 3.00  | C     | 3.00  | 6.00  |       |
| CHDV C69BR          |       | AmeriCorps Basic Reading/Tut | 1.00  | A     | 1.00  | 4.00  |       |
| CHDV C69LC          |       | AmeriCorps, Accelerat Litera | 1.00  | A     | 1.00  | 4.00  |       |
| CHDV C69MD          |       | AmeriCorps Member Developmen | 1.00  | CR    | 1.00  | .00   |       |
| CHDV C69OR          |       | AmeriCorps Orientation       | .50   | A     | .50   | 2.00  |       |
| CSCI C90A           |       | Computer Laboratory Practice | 1.00  | NC    | .00   | .00   |       |
| GEOG C4             |       | World Regional Geography     | 3.00  | B     | 3.00  | 9.00  |       |
| MATH C70            |       | Elementary Algebra           | 4.00  | F     | .00   | .00   |       |
| PDEV C78            |       | Building Career Search Skill | 1.00  | CR    | 1.00  | .00   |       |
| Ehrs:               | 10.50 | GPA-Hrs:                     | 12.50 | Qpts: | 25.00 | GPA:  | 2.000 |
| GOOD STANDING       |       |                              |       |       |       |       |       |

| SUB                           | NO.   | COURSE TITLE                 | CRED  | GRD   | EARN       | PNTS    | R      |       |
|-------------------------------|-------|------------------------------|-------|-------|------------|---------|--------|-------|
| Institution Credit continued: |       |                              |       |       |            |         |        |       |
| SUMMER 2000                   |       | (06/05/2000-07/28/2000)      |       |       |            |         |        |       |
| CHDV C099D                    |       | AmeriCorps Member Developmen | .50   | F     | .00        | .00     |        |       |
| CHDV C199G                    |       | Literacy Development         | 2.00  | F     | .00        | .00     |        |       |
| Ehrs:                         | .00   | GPA-Hrs:                     | 2.50  | Qpts: | .00        | GPA:    | .000   |       |
| GOOD STANDING                 |       |                              |       |       |            |         |        |       |
| SPRING 2001                   |       | (01/16/2001-06/02/2001)      |       |       |            |         |        |       |
| EMTC C105                     |       | Emergency Medical Technician | 5.00  | B     | 5.00       | 15.00   |        |       |
| ENGL C101                     |       | Expository Composition       | 4.00  | C     | 4.00       | 8.00    |        |       |
| HCRS C050                     |       | Med. Ter. for the Health Pro | 3.00  | B     | 3.00       | 9.00    |        |       |
| Ehrs:                         | 12.00 | GPA-Hrs:                     | 12.00 | Qpts: | 32.00      | GPA:    | 2.660  |       |
| GOOD STANDING                 |       |                              |       |       |            |         |        |       |
| FALL 2001                     |       | (08/13/2001-12/21/2001)      |       |       |            |         |        |       |
| HCRS C061                     |       | Admin Med Asst-Receptionist  | 5.00  | C     | 5.00       | 10.00   |        |       |
| HCRS C062                     |       | Admin Med Asst-Fin Mgmt & In | 4.00  | B     | 4.00       | 12.00   |        |       |
| MATH C050                     |       | Elementary Algebra           | 4.00  | W     | .00        | .00     |        |       |
| Ehrs:                         | 9.00  | GPA-Hrs:                     | 9.00  | Qpts: | 22.00      | GPA:    | 2.440  |       |
| GOOD STANDING                 |       |                              |       |       |            |         |        |       |
| SPRING 2002                   |       | (01/14/2002-05/31/2002)      |       |       |            |         |        |       |
| ART C121                      |       | Basic Drawing                | 3.00  | B     | 3.00       | 9.00    |        |       |
| HCRS C065                     |       | CMA-Fund. of Client Care     | 3.00  | B     | 3.00       | 9.00    |        |       |
| HCRS C066                     |       | CMA-Micro. in the Med. Offic | 4.00  | D     | 4.00       | 4.00    |        |       |
| HCRS C067                     |       | CMA-Clin Proc in the Med. OF | 4.00  | C     | 4.00       | 8.00    |        |       |
| HIST C132                     |       | History of United States II  | 3.00  | B     | 3.00       | 9.00    |        |       |
| Ehrs:                         | 17.00 | GPA-Hrs:                     | 17.00 | Qpts: | 39.00      | GPA:    | 2.290  |       |
| GOOD STANDING                 |       |                              |       |       |            |         |        |       |
| SUMMER 2002                   |       | (06/03/2002-07/26/2002)      |       |       |            |         |        |       |
| HCRS C068                     |       | Medic. Assist. Clin. Extern. | 3.00  | NC    | .00        | .00     |        |       |
| Ehrs:                         | .00   | GPA-Hrs:                     | .00   | Qpts: | .00        | GPA:    | .000   |       |
| GOOD STANDING                 |       |                              |       |       |            |         |        |       |
| FALL 2002                     |       | (08/12/2002-12/13/2002)      |       |       |            |         |        |       |
| ART C131                      |       | Basic Painting               | 3.00  | W     | .00        | .00     |        |       |
| HSCI C101                     |       | Principles of Health Educati | 3.00  | W     | .00        | .00     |        |       |
| INST C099A                    |       | Supervised Tutoring          | .00   | CR    | .00        | .00     |        |       |
| MATH C055                     |       | Intermediate Algebra         | 4.00  | W     | .00        | .00     |        |       |
| MUSC C121                     |       | Piano I                      | 2.00  | D     | 2.00       | 2.00    |        |       |
| Ehrs:                         | 2.00  | GPA-Hrs:                     | 2.00  | Qpts: | 2.00       | GPA:    | 1.000  |       |
| GOOD STANDING                 |       |                              |       |       |            |         |        |       |
| ***** TRANSCRIPT TOTALS ***** |       |                              |       |       |            |         |        |       |
|                               |       |                              |       |       | Earned Hrs | GPA Hrs | Points | GPA   |
| Institution Totals:           |       |                              |       |       | 88.50      | 91.00   | 230.00 | 2.520 |
| ***** END OF TRANSCRIPT ***** |       |                              |       |       |            |         |        |       |

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*



Student No: 535723225

Date of Birth: 03-JUN-1959

Date Issued: 21-SEP-2011  
OFCL

Record of: Laurie Ann Rice  
Current Name: Laurie Ann Rice

Page: 1

Issued To: DO NOT USE EXCEPT DEMO  
TPLUS TECH DEMONSTRATION RCVR  
436 W FRONTAGE RD STE 200  
NORTHFIELD, IL 60093-3083

Course Level: Cerro Coso  
Student Type: Returning student  
High School: Out of State High School 01-JUN-1976  
Only Admit: Spring 2001

Current Program  
College : Cerro Coso College  
Major : Business Management

Degrees Awarded Cert of Achievement >1 <2 yr 16-MAY-2003  
Primary Degree  
Major : Business Administration

Degrees Awarded Cert of Achievement >1 <2 yr 16-MAY-2003  
Primary Degree  
Major : Business Management

Degrees Awarded Associate in Science 18-MAY-2007  
Primary Degree  
Major : Business Administration

Degrees Awarded Associate in Science 18-MAY-2007  
Primary Degree  
Major : Business Management

| SUBJ NO. | COURSE TITLE | CRED GRD | PTS R |
|----------|--------------|----------|-------|
|----------|--------------|----------|-------|

INSTITUTION CREDIT:

|             |                                               |        |      |
|-------------|-----------------------------------------------|--------|------|
| Spring 2001 | PHED C103 Aerobic Dance I                     | 1.00 A | 4.00 |
|             | Ehrs: 1.00 GPA-Hrs: 1.00 QPts: 4.00 GPA: 4.00 |        |      |
|             | Good Standing                                 |        |      |

|           |                             |         |      |
|-----------|-----------------------------|---------|------|
| Fall 2001 | PHED C105 Weight Training I | 1.00 CR | 0.00 |
|-----------|-----------------------------|---------|------|

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

| SUBJ NO. | COURSE TITLE | CRED GRD | PTS R |
|----------|--------------|----------|-------|
|----------|--------------|----------|-------|

Institution Information continued:  
Ehrs: 1.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00  
Good Standing

|             |                                                |        |       |
|-------------|------------------------------------------------|--------|-------|
| Spring 2002 | BSAD C102 Principles of Accounting II          | 4.00 A | 16.00 |
|             | Ehrs: 4.00 GPA-Hrs: 4.00 QPts: 16.00 GPA: 4.00 |        |       |
|             | Good Standing                                  |        |       |

|             |                                               |        |      |
|-------------|-----------------------------------------------|--------|------|
| Summer 2002 | PHED C105 Weight Training I                   | 1.00 W | 0.00 |
|             | Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00 |        |      |
|             | Good Standing                                 |        |      |

|           |                                                  |         |       |
|-----------|--------------------------------------------------|---------|-------|
| Fall 2002 | BSAD C131 Business Law I                         | 3.00 A  | 12.00 |
|           | BSAD C141 Human Relations in Business            | 3.00 A  | 12.00 |
|           | BSAD C145 Business Communication                 | 3.00 A  | 12.00 |
|           | BSCN C101 Introduction to Business               | 3.00 B  | 9.00  |
|           | PHED C105 Weight Training I                      | 1.00 CR | 0.00  |
|           | Ehrs: 13.00 GPA-Hrs: 12.00 QPts: 45.00 GPA: 3.75 |         |       |
|           | Dean's List                                      |         |       |
|           | Good Standing                                    |         |       |

|             |                                                  |        |       |
|-------------|--------------------------------------------------|--------|-------|
| Spring 2003 | BSAD C151 Principles Mgmt & Organization         | 3.00 A | 12.00 |
|             | BSAD C155 Human Resource Management              | 3.00 A | 12.00 |
|             | BSAD C201 Business Ethics                        | 3.00 A | 12.00 |
|             | ECON C111 Principles of Economics I              | 3.00 A | 12.00 |
|             | Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 48.00 GPA: 4.00 |        |       |
|             | Dean's List                                      |        |       |
|             | Good Standing                                    |        |       |

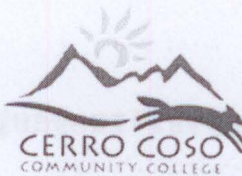
|             |                                               |         |      |
|-------------|-----------------------------------------------|---------|------|
| Summer 2003 | INST C051 Becom Success Online Student I      | 1.00 CR | 0.00 |
|             | Ehrs: 1.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00 |         |      |
|             | Good Standing                                 |         |      |

\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*

3000 College Heights Boulevard  
Ridgecrest, California 93555-9571

Kern Community College District

*Heather Ostash*  
Vice President  
of Student Services



Student No: 535723225

Date of Birth: 03-JUN-1959

Date Issued: 21-SEP-2011  
OFCL

Record of: Laurie Ann Rice  
Level: Cerro Coso

Page: 2

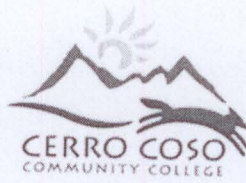
| SUBJ NO.                             | COURSE TITLE                   | CRED GRD  | PTS R | SUBJ NO.                           | COURSE TITLE                   | CRED GRD  | PTS R |
|--------------------------------------|--------------------------------|-----------|-------|------------------------------------|--------------------------------|-----------|-------|
| Institution Information continued:   |                                |           |       | Institution Information continued: |                                |           |       |
| Fall 2003                            |                                |           |       | MUSC C121                          | Piano I                        | 2.00 A    | 8.00  |
| BIOL C171                            | N.H.S. - Sequoia Forests       | 0.50 A    | 2.00  | PHED C106                          | Weight Training II             | 1.00 CR   | 0.00  |
| HSCI C105                            | Community First Aid and Safety | 0.50 A    | 2.00  | Ehrs: 7.00                         | GPA-Hrs: 6.00 QPts: 24.00      | GPA: 4.00 |       |
| PDEV C101                            | Becoming a Master Student      | 2.00 A    | 8.00  | Good Standing                      |                                |           |       |
| PHED C105                            | Weight Training I              | 1.00 CR   | 0.00  | Spring 2006                        |                                |           |       |
| Ehrs: 4.00                           | GPA-Hrs: 3.00 QPts: 12.00      | GPA: 4.00 |       | HSCI C101                          | Principles of Health Education | 3.00 A    | 12.00 |
| Good Standing                        |                                |           |       | MATH C040                          | Pre-Algebra                    | 4.00 A    | 16.00 |
| Spring 2004                          |                                |           |       | PHED C106                          | Weight Training II             | 1.00 CR   | 0.00  |
| PHED C105                            | Weight Training I              | 1.00 CR   | 0.00  | Ehrs: 8.00                         | GPA-Hrs: 7.00 QPts: 28.00      | GPA: 4.00 |       |
| PHSC C125                            | Astronomy                      | 4.00 A    | 16.00 | Good Standing                      |                                |           |       |
| Ehrs: 5.00                           | GPA-Hrs: 4.00 QPts: 16.00      | GPA: 4.00 |       | Summer 2006                        |                                |           |       |
| Good Standing                        |                                |           |       | SOCI C131                          | Sociology of Women             | 3.00 A    | 12.00 |
| Summer 2004                          |                                |           |       | Ehrs: 3.00                         | GPA-Hrs: 3.00 QPts: 12.00      | GPA: 4.00 |       |
| PHED C105                            | Weight Training I              | 1.00 A    | 4.00  | Good Standing                      |                                |           |       |
| Ehrs: 1.00                           | GPA-Hrs: 1.00 QPts: 4.00       | GPA: 4.00 |       | Fall 2006                          |                                |           |       |
| Good Standing                        |                                |           |       | MATH C050                          | Elementary Algebra             | 4.00 B    | 12.00 |
| Fall 2004                            |                                |           |       | MUSC C173                          | Appreciation of Jazz           | 3.00 A    | 12.00 |
| PHED C106                            | Weight Training II             | 1.00 CR   | 0.00  | PHED C205                          | Weight Training III            | 1.00 A    | 4.00  |
| Ehrs: 1.00                           | GPA-Hrs: 0.00 QPts: 0.00       | GPA: 0.00 |       | Ehrs: 8.00                         | GPA-Hrs: 8.00 QPts: 28.00      | GPA: 3.50 |       |
| Good Standing                        |                                |           |       | Good Standing                      |                                |           |       |
| Spring 2005                          |                                |           |       | Spring 2007                        |                                |           |       |
| ANTH C121                            | Physical Anthropology          | 3.00 A    | 12.00 | Phi Theta Kappa Graduate           |                                |           |       |
| PHED C106                            | Weight Training II             | 1.00 A    | 4.00  | CSCI C001                          | Computer Skills Lab            | 0.00 UG   | 0.00  |
| Ehrs: 4.00                           | GPA-Hrs: 4.00 QPts: 16.00      | GPA: 4.00 |       | MATH C055                          | Intermediate Algebra           | 4.00 C    | 8.00  |
| Good Standing                        |                                |           |       | MUSC C121                          | Piano I                        | 2.00 A    | 8.00  |
| Fall 2005                            |                                |           |       | PHED C106                          | Weight Training II             | 1.00 CR   | 0.00  |
| ENGL C070                            | Introductory Composition       | 4.00 A    | 16.00 | Ehrs: 7.00                         | GPA-Hrs: 6.00 QPts: 16.00      | GPA: 2.66 |       |
| ***** CONTINUED ON NEXT COLUMN ***** |                                |           |       | ***** CONTINUED ON PAGE 3 *****    |                                |           |       |

3000 College Heights Boulevard  
Ridgecrest, California 93555-9571

Kern Community College District

*Heather Ostash*

Vice President  
of Student Services



Student No: 535723225

Date of Birth: 03-JUN-1959

Date Issued: 21-SEP-2011  
OFCL

Record of: Laurie Ann Rice  
Level: Cerro Coso

Page: 3

| SUBJ NO.                           | COURSE TITLE                   | CRED GRD         | PTS R     |      |
|------------------------------------|--------------------------------|------------------|-----------|------|
| Institution Information continued: |                                |                  |           |      |
| Fall 2007                          |                                |                  |           |      |
| PHED C205                          | Weight Training III            | 1.00 CR          | 0.00      |      |
| Ehrs: 1.00                         | GPA-Hrs: 0.00                  | QPts: 0.00       | GPA: 0.00 |      |
| Good Standing                      |                                |                  |           |      |
| Spring 2008                        |                                |                  |           |      |
| PHED C061B                         | Special Topic: Weight Training | 1.00 A           | 4.00      |      |
| PHSC C103                          | Geology of N Mojave            | 1.00 CR          | 0.00      |      |
| Ehrs: 2.00                         | GPA-Hrs: 1.00                  | QPts: 4.00       | GPA: 4.00 |      |
| Good Standing                      |                                |                  |           |      |
| Fall 2008                          |                                |                  |           |      |
| PHED C061B                         | Spc Topic - Weight Training    | 1.00 CR          | 0.00      |      |
| Ehrs: 1.00                         | GPA-Hrs: 0.00                  | QPts: 0.00       | GPA: 0.00 |      |
| Good Standing                      |                                |                  |           |      |
| Spring 2009                        |                                |                  |           |      |
| PHED C002                          | Senior Strength and Stretch    | 0.00 UG          | 0.00      |      |
| Ehrs: 0.00                         | GPA-Hrs: 0.00                  | QPts: 0.00       | GPA: 0.00 |      |
| Fall 2011                          |                                |                  |           |      |
| IN PROGRESS WORK                   |                                |                  |           |      |
| PHED C106                          | Weight Training II             | 1.00 IN PROGRESS |           |      |
| In Progress Credits 1.00           |                                |                  |           |      |
| ***** TRANSCRIPT TOTALS *****      |                                |                  |           |      |
|                                    | Earned Hrs                     | GPA Hrs          | Points    | GPA  |
| TOTAL INSTITUTION                  | 84.00                          | 72.00            | 273.00    | 3.79 |
| TOTAL TRANSFER                     | 0.00                           | 0.00             | 0.00      | 0.00 |
| OVERALL                            | 84.00                          | 72.00            | 273.00    | 3.79 |
| ***** END OF TRANSCRIPT *****      |                                |                  |           |      |

3000 College Heights Boulevard  
Ridgecrest, California 93555-9571

Kern Community College District

*Heather Ostach*

Vice President  
of Student Services



This is a two-year community college accredited by the Western Association of School and Colleges. The College operates on a semester calendar of 16 weeks. One unit of credit represents 18 hours of lecture or 54 hours of laboratory work.

**ACADEMIC RECORD SYMBOL AND GRADE POINT AVERAGE (CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, *e.seq.*):** Grade from the grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following symbols:

| SYMBOL | DEFINTIONS                      | GRADE POINTS |
|--------|---------------------------------|--------------|
| A      | Excellent                       | 4            |
| B      | Good                            | 3            |
| C      | Satisfactory                    | 2            |
| D      | Passing, less than satisfactory | 1            |
| F      | Failing                         | 0            |

**NOT COUNTED IN GRADE POINT AVERAGE**

|    |                                                                                                                                                                         |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AU | Audit                                                                                                                                                                   |
| CR | Credit                                                                                                                                                                  |
| NC | No Credit                                                                                                                                                               |
| P  | Pass (issued beginning Spring 2009)                                                                                                                                     |
| NP | No Pass (issued beginning Spring 2009)                                                                                                                                  |
| UG | College designated as undergraded                                                                                                                                       |
| I  | Incomplete academic work for unforeseeable, emergency, and justifiable reasons. It is a temporary notation to be replaced by instructor's final grade.                  |
| IP | In Progress. Denotes class extends beyond end of normal term and final grades await course completion.                                                                  |
| RD | Report Delayed. Assigned by Registrar to denote delay of grade report beyond control of student. It is a temporary notation to be replaced by instructor's final grade. |
| W  | Withdrawal.                                                                                                                                                             |

All grades are final and are not subject to change except as outlined in the California Education Code.

**PROBATION/DISMISSAL:** Academic probation, progress probation, and disqualification policies follow the regulations set forth in California Administration Code, Title 5, *et seq.*

"C" in front of the course title signifies Cerro Coso College course.

**PROFICIENCY:** Students must meet learning skills requirements before an Associate Degree will be granted.

**CODE**

\* = Not included in GPA calculation: course credit taken for High School credit or "Academic Renewal" policy has been applied

I = Included in total units and GPA

E = Excluded from total units and GPA

A = Excluded from earned hours but averaged into GPA

G = Included in GPA but not in units

@ Designates classes taken for Audit, credits earned are excluded

**FAMILY RIGHTS AND PRIVACY ACT**

This information has been released in accordance with the Family Educational Rights and Privacy Act of 1974, as amended in subsequent years and cannot be released to another party without the written consent of the student.

This Academic Transcript from Cerro Coso Community College located in Ridgecrest, CA is being provided to you by Credentials Inc. Under provisions of, and subject to, the Family Educational Rights and Privacy Act of 1974, Credentials Inc. of Northfield, IL is acting on behalf of Cerro Coso Community College in facilitating the delivery of academic transcripts from Cerro Coso Community College to other colleges, universities and third parties using the Credentials' TranscriptsNetwork™. This secure transcript has been delivered electronically by Credentials Inc. in a Portable Document Format (PDF) file. Please be aware that this layout may be slightly different in look than Cerro Coso Community College's printed/mailed copy, however it will contain the identical academic information. Depending on the school and your capabilities, we also can deliver this file as an XML document or an EDI document. Any questions regarding the validity of the information you are receiving should be directed to: Admissions and Records Office, Cerro Coso Community College, 3000 College Heights Boulevard, Ridgecrest, CA 93555, Tel: (760) 384-6357.

## Register/Add/Drop Classes

# Registration Instructions

Click the X in the upper right corner of this window to return.

1. **Plan your schedule** using the printed schedule (available at the campus), the online schedule (on the campus website), or the Look-up Classes to Add link at the bottom of this page.
2. **Add classes** by entering their Course Reference Numbers (CRNs) in the *Add Classes* section.
3. **Submit your request** by clicking on the *Submit Changes* button near the bottom of this page.
4. **Review your schedule** in the *Current Schedule* section when this page returns from your submit request.
5. **Review schedule errors** in the *Registration Errors* section.
6. **Drop classes** using the drop down boxes in the Action column of the *Current Schedule* section.
7. **Adjust your schedule** as necessary by repeating steps 1-6.

## Register/Add/Drop Classes Waitlist Information

Click the X in the upper right corner of this window to return.

**Because of the great flux in enrollments in classes before the start of the semester, students should use the waitlist to ensure themselves a chance of getting into the class they want.**

**Students need to check their registration/waitlist status to ensure that they pay within ten (10) days from the date they were moved into the class.**

**Students who might be away for long periods of time between registration and the start of classes should consider prepaying the fees for the waitlisted class so they are not dropped because of non-payment after they are automatically moved off the waitlist and into the class.**

Students will not be charged the enrollment fees for waitlisted classes until they are actually enrolled in the class.

Students who have opted to be placed on waitlists **MUST** attend the first meeting of the class or they will be dropped from the waitlist.

Courses for which students are waitlisted will appear on their schedules with a registration status of "WL." When the student is moved into the class, the registration status will change to "RE."

Students will not be able to register for one section of a class and get on the waitlist for another section. They will not be able to register for a class at a specific time and get on the waitlist for another class at the same time.

Students will be able to drop themselves from a waitlist at any time.

Waitlisted classes will count in the total units that students may enroll in each semester.

When new sections of a course at the same day and time are opened, students on the waitlist will be moved into that section.

Students who have received two previous "W" or unsatisfactory grades in a class since 1987, those who wish to audit a class, and concurrently enrolled high school students will only be able to register if there are seats available in a class after everyone on the waitlist has been enrolled.

Students receive financial aid only for those classes they are enrolled in.

The prerequisite, basic skills, time conflict, and repeat checks will prevent ineligible students from getting on a waitlist just as they prevent students from registering for the classes.

## A Visual Guide to Getting on a Waitlist

The next several pages are going to show you screenshots of how to get on a waitlist for a class at Bakersfield College. Many of the pages will print out on one sheet of paper, but some of them will take two sheets and may have to be scaled down in the page setup box of your web browser so the width of the image fits on a sheet.

In the bottom right corner of each image will be a "Previous" and/or "Next" button that looks like the image at right. Click on them to navigate your way through the screenshots.

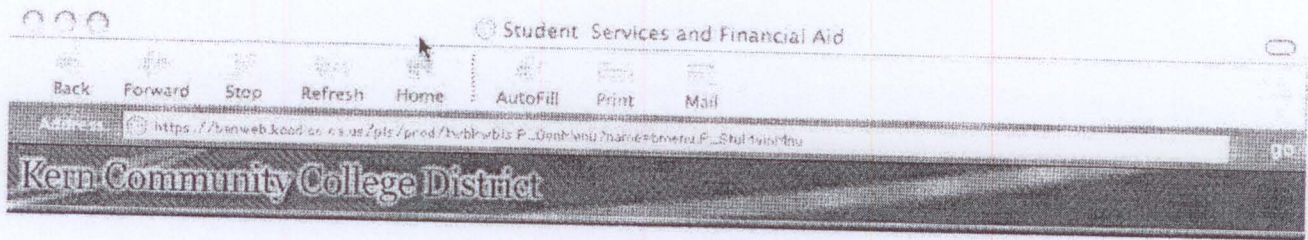
A rectangular button with a light gray background and a dark border. It features a left-pointing arrow on the left side and the word "Previous" in the center.A rectangular button with a light gray background and a dark border. It features the word "Next" in the center and a right-pointing arrow on the right side.

### [Link to the first window](#)

---

last update: May 17, 2004




*Visual Guide author: [Nick Strobel](#)*



RETURN TO MENU SITE MAP HELP EXIT

[Personal Information](#)
[Student Services & Financial Aid](#)
[Faculty Services](#)
[Advisor Services](#)
[Employee Services](#)

## Student Services and Financial Aid

- 
**Registration**
← Click on this to register for classes or to look up classes to add  
 Add or drop classes; Display your class schedule; Check your registration fees; Check your registration status;
- 
**Student Records**  
 View your holds; Display your grades and transcripts; View the receipt status of transcripts from prior colleges; Review charges and payments.
- 
**Financial Aid**  
 Apply for Financial Aid; Review the status of your financial aid applications; Check status of document requirements; Review loans.

RELEASE: 5.5

**This sequence of screen snapshots will show you how to add yourself to the waitlist for a class.**

Next →

Connection to banweb.kccd.cc.ca.us is secure (RC4-128)

## Add/Drop Classes

Shelly P. Stoffel  
Spring 2012  
Dec 01, 2011 11:52 am

**NOTE:** State regulations allow students who have received an unsatisfactory grade in a course to repeat that course only once.

To add a class, enter the Course Reference Number (CRN) in the Add Classes section. To drop a class, use the drop down boxes in the Action column of the Current Schedule. Click on the **Submit Changes** button to apply your add/drop requests.

Be sure to scroll down to the end of the page and look for any registration errors.

View detailed registration instructions [Waitlist Information](#) and [Waitlist Tutorial](#)

Print this page as a record of your class drop/withdrawal.

Classes listed below are confirmed and payment is due now. Prior to the last day of open registration, you may be dropped for non-payment of enrollment fees or have a hold placed on your record if you have not paid by 10 days after the date on which you registered. Beginning 10 days prior to the start of a term, if you registered and did not pay, you will have a hold placed on your transcripts, grades and diplomas until your fees are paid. If you owe \$100 or more you will also have a hold placed on your registration privileges. Students are responsible for dropping or withdrawing from any courses or waitlists in which they no longer wish to be enrolled.

Complete Registration

## Current Schedule

| Status                         | Action | CRN   | Subj | Crse | Sec | Level              | Cred       | Grade Mode | Title           |
|--------------------------------|--------|-------|------|------|-----|--------------------|------------|------------|-----------------|
| **Registered** on Nov 18, 2011 | None   | 30124 | CSCI | C123 | 98  | Beginning Excel    | Cerro Coso | 1.000      | Standard Letter |
| **Registered** on Nov 18, 2011 | None   | 30138 | CSCI | C153 | 98  | Intermediate Excel | Cerro Coso | 1.000      | Standard Letter |

Submit Changes

Reset

Complete Registration

Total Credit Hours: 2.000  
Billing Hours: 2.000  
Minimum Hours: 0.000

Maximum Hours: 19.000

Date: Dec 01, 2011 11:52 am

## Add Classes Worksheet

CRNs

Submit Changes

Class Search

Reset

**RELEASE: 8.5.0.1**

## David Cornell

---

**Subject:** FW: A&R - Dave Cornell  
**Location:** LRC 733, 10:00 - 11:30 am with KRV/BIS/MAM  
**Start:** Tue 12/6/2011 10:00 AM  
**End:** Tue 12/6/2011 11:30 AM  
**Show Time As:** Tentative  
**Recurrence:** (none)  
**Meeting Status:** Not yet responded  
**Organizer:** Shelley Crabtree

I realize that there is never a good time for these briefings but unless we have a meeting, we probably won't be able to get together until February. I'd like to get your feedback on:

- Giving students the news about payments due on their student accounts
- SB 1440
- New Forms
- How many students do you see who don't have college-generated email addresses?
- Drop for Non-Payments
- Concurrent Registration

Thanks,

DAVE

-----Original Appointment-----

**From:** Shelley Crabtree  
**Sent:** Monday, December 05, 2011 9:42 AM  
**To:** Shelley Crabtree; David Cornell  
**Subject:** A&R - Dave Cornell  
**When:** Tuesday, December 06, 2011 10:00 AM-11:30 AM (UTC-08:00) Pacific Time (US & Canada).  
**Where:** LRC 733, 10:00 - 11:30 am with KRV/BIS/MAM



## Notes to A&R Meeting – 12/6/11

### Student Bills:

1. Possibility of Student bills being discontinued because of bad addresses
2. Trying to handle difficult student who owe money or a bad grade or both; 2 scenarios re: current semester or a follow-on semester; not accepting excuses of typical student deflections; students are responsible for the bills when registered – the College will give a 10 day grace period

### A&R Mission Statement [MS]

Collaborating appeal for a new mission statement, if needed? Last MS was done in 1998 and approved in 1999; maybe more of an emphasis on meeting customer expectations for performance. 1<sup>st</sup> pass suggestion:

**The mission of Admissions & Records is to provide excellent quality service to our customers that meets or exceeds our customer's performance expectation. This service is characterized by identifying problems quickly and systematically, through a process that is friendly, accurate, fair, and efficient.**

### SB 1440

CSU Transfer students will need to have in-progress transcripts; this discussion leads to the inevitable firming up of when to apply for graduation and bringing some discipline to students taking control of the graduation process.

### New Forms and Processes

- Forms to be offered on the A&R group portal
- Appeal for Late Add of Class [issue with an appeal from one of the sites-engineering through the approval process]; Add form for Honors classes (also CNA – special permission); Student Withdrawal Exception Form (after the 60% date); Instructor Withdrawal Exception Form (after the 60% date)

### Drops for Non-Payment

There is a general agreement that students, many times, are looking for a way to not pay for their tuition. If we state up-front that registration fees are due and payable at registration and the College gives a 10 day grace period, then avoid the whole discussion of drop for non-payment. We know how to apply Board Policy but it has confusing wording and allows students a way to deflect having to pay or to think that the system will drop them.

### Concurrent Student Registration

Begins Dec. 8<sup>th</sup> and limits the number of classes to one except for Seniors.

### Kiosk Registration Process

Through Inside CC, requires a college-generated email address; for current students, this is not a problem. For students who have not been in school for about 3 years, they have to generate a college-generated email address through the Help Desk; it was suggested to grant access to the Department Assistant's phone to call the Help Desk.

### Transcript processing during the Holidays

Web site now tells students that they have to get their transcript request in by Dec. 13<sup>th</sup> if they want a RUSH transcript by Dec. 14<sup>th</sup>.



# Pedagogical Issue

Admissions & Records All Staff Meeting

Wednesday February 9, 2011

10:00 am to 11:00 am

LRC 733

AGENDA

• Nursing Pre-Reqs  
4 add class  
• ITV lepidated  
→ less active  
→ crazy things  
w/ CAP  
• Cross listed

WELCOME!!!

SFASRPO- How is it going? Questions and Answers.

SB 1440- Transfer Bill and how does it effect us

Banner 8 testing- What are everyone's results so far?

J Point Upgrade-

- classes closing 1st day  
- outsourcing help desk

Debrief New Registration Process- how was it this semester for A & R and what feedback have we received from students/instructors.

Concurrent Enrollment students- hold releases and the effect it has. Other stories.

★ Transcripts/Residency-

Rumors

This is why we have these meetings to place your concerns in front of

Discussion and Questions

Enrollment - 4 Override

Miscommunication - Adding students after 1st day

Instructors vs Scheduling Whitelist Committee  
in closing classes

↳ VP signature @ Sites

↳ Add seats B/4 start of class

## David Cornell

---

**From:** Lisa Couch  
**Sent:** Tuesday, February 01, 2011 11:36 AM  
**To:** Shelly Stoffel; Rebecca Dargatz  
**Cc:** David Cornell; Deborah Martin  
**Subject:** Third Party Contracts

Shelly and Becky,

I want to thank both of you for taking the time to discuss the third party contract process for our students. I hope that the results of our discussions will resolve the outstanding questions and concerns. Below is clarification of the current process:

- Authorization received on campus (either from student, agency, or from Becky)
- If necessary, clarification received from agency by campus
- Student account reviewed by campus to ensure added to appropriate contract (number of units, other fees, course specific, etc)
- Student added to contract on campus
- Authorization sent to Becky for billing (copy kept on campus)
- Prior to billing, Becky confirms student is on appropriate contract
- If necessary, Becky adjusts the contract (removed from contract if courses dropped within refund period or added to contract if additional courses added)
- Billing completed

Anytime Becky makes an addition to a contract, she will send an email to Shelly. This could apply in different situations – such as the enrollment in a late start class or if the agency also sends payment along with the authorization. If this was a contract in a pending file with Shelly, the email provides the notification to Shelly that she does not need to review that contract as the adjustments have been made.

For students who are on a waitlist for an authorized course or number of units, the student should be added to the contract that includes the waitlisted courses/units. If the student is not added to the class through the waitlist process, Becky will adjust the contract prior to billing. This is different from the previous conversation I had with Shelly.

Please let me know if I missed anything or if you have any questions.

Thank you again!

Lisa

*Whistleblasting for A&R Meeting*

**David Cornell**

**From:** Shelley Crabtree  
**Sent:** Thursday, February 10, 2011 11:55 AM  
**To:** David Cornell  
**Subject:** RE: Waitlist Strange

So, Dave, what is the solution? I'm really more concerned about the enrollment going over 64 in our online classes. There must be a way to stay on top of this. If it is an error on my part, fine, but I would like to know how to fix it.

*Shelley J Crabtree*  
Scheduling Technician II  
Cerro Coso Community College  
760.384.6256  
[scrabtre@cerrocoso.edu](mailto:scrabtre@cerrocoso.edu)



**From:** Charley Chiang  
**Sent:** Thursday, February 10, 2011 11:53 AM  
**To:** Shelley Crabtree; David Cornell  
**Subject:** RE: Waitlist Strange

I'm not sure it's broken, but that's for the A&R Directors to discuss. At BC there are many building and many rooms and classes may be assigned to room large enough to accomodate more than 5 extra students.

**From:** Shelley Crabtree  
**Sent:** Thursday, February 10, 2011 11:51 AM  
**To:** Charley Chiang; David Cornell  
**Subject:** RE: Waitlist Strange

*The issue is setting max seats to less than Max then allowing instrctrs to add seats*

That does not work in reality. I assign classes in those rooms that will hold the original maximum seating. If an instructor adds 5 seats, that may mean moving to a larger classroom that I just don't always have available.

Online, the problem is still over enrollment hitting that 64 seat mark - going over it causes contract problems.

The Projected Seats field shows the original seats. The maximum seat field NEEDS TO REFLECT the actual number of seats available.

Any way to fix this problem? With the use of Wait Listing, we are running into problems more and more with this feature. Thank you.

*multiple emails going to students to correct*

*Shelley J Crabtree*  
Scheduling Technician II  
Cerro Coso Community College  
760.384.6256  
[scrabtre@cerrocoso.edu](mailto:scrabtre@cerrocoso.edu)



**From:** Charley Chiang  
**Sent:** Thursday, February 10, 2011 11:47 AM  
**To:** Shelley Crabtree; David Cornell  
**Subject:** RE: Waitlist Strange

We didn't want to update the max enrollment for reporting purposes. This way we get to see what the max enrollment for the class as it was scheduled.

The intent of the extra seats functionality is to allow instructors to take on more students if the class room has the capacity to accommodate extra bodies. For instance, if the max enrollment for a section is 30 and the section is being held in a class room capable of seating up to 50, the instructor can add up to 5 more seats (used to be unlimited) to allow 5 waitlisted students over and above the max enrollment to get in. This gives the instructor the flexibility to accommodate students without having to wait for the scheduling technician to update the max enrollment in SSASECT.

---

**From:** Shelley Crabtree  
**Sent:** Thursday, February 10, 2011 11:38 AM  
**To:** David Cornell; Charley Chiang  
**Subject:** RE: Waitlist Strange

No miscalculation was involved, Charley. I was directed to increase the maximum seats to 64 which I did. Meanwhile, the instructor added 5 seats. There is no indication in SSASECT that the maximum seats changed to 69 rather than 64. I did not change the Projected Field at all except to increase it from 45 to 64 - it was never, ever changed to 69.

This is a real problem - instructors increase seats, I cannot "see" those seats and often, instructors forget that they even did it.

Why is the maximum seat field not reflecting the increase in seats when added by the instructor? Also, in this case in particular, adding those seats caused major contractual problem.

*Shelley J Crabtree*  
Scheduling Technician II  
Cerro Coso Community College  
760.384.6256  
[scrabtre@cerrocoso.edu](mailto:scrabtre@cerrocoso.edu)



---

**From:** David Cornell  
**Sent:** Thursday, February 10, 2011 11:27 AM  
**To:** Charley Chiang  
**Cc:** Shelley Crabtree  
**Subject:** RE: Waitlist Strange

As Usual, Thanks Charley!

---

**From:** Charley Chiang  
**Sent:** Thursday, February 10, 2011 11:21 AM  
**To:** David Cornell  
**Subject:** RE: Waitlist Strange

The number in the Projected field in SSASECT is supposed to indicate the previous max enrollment before the section is closed (max enrollment set to zero).

Currently, the number in the Projected field for these two sections is 64, which means the waitlist roster will use 64 as the max enrollment to determine if seats are available.

Yes, the instructor added 5 extra seats to each class, bringing the grand total to 69 (64+5=69). CRN 31805 has one unused extra seat, so one more waitlisted student will be added to the section.

The link to Add More Seat is on the waitlist roster without any date restrictions. That is, instructors can add extra seats at any time, even before the class starts.

The max enrollment for both sections was increased from 45 to 64 on Jan. 25. Adding in the 5 extra seats, the grand total for max enrollment was 69.

My guess is somebody mis-calculated.

---

**From:** David Cornell  
**Sent:** Thursday, February 10, 2011 11:02 AM  
**To:** Charley Chiang  
**Subject:** Waitlist Strange

Hey Charley,

Two late-start classes, CRNs 31805 and 31811, are experiencing, I think, some strange manipulations. The instructor(s) for these classes, somehow, were able to add seats to these classes before the start of class (the class doesn't start until March 14<sup>th</sup>). Shelley set the seats and wait lists to zero yesterday, just to try and stop the waitlist from rolling; it didn't work. There is a load issue if this class is allowed to expand. Also, the instructor may have done two expansions (is that possible?) to get the class size up to 69; I don't make this stuff up!

Shelley has reset the class size to 59, thinking that with a 5 seat expansion, the class will get up to the desired 64. Can you clarify/shed any light on this dilemma?

Thanks,

DAVE

# A&R Meeting

2/9/11

Course Conflict } vs. "Y" overrides  
Repeatability }

Spec. Admits

▶ Councilr override pre-reg.

Panner 8.3 Testing  
yes

all

SFAREGS

- CC
- pre req.
- repeatability
- Honors

\* Updates for AJ classes  
Mass Registration

SFAMREG  
SFMAREG

Panner



Mammoth - housing issues  
waitlist not being worked

\* Run a report comparing forms w/ SWRCCHS on hand

Mandated Orientation

One Stop - SSC  
- quick booklet { 10-11  
10<sup>30</sup>-11<sup>30</sup>



David Cornell

Thursday Phone database

From: Sue Vaughn  
Sent: Monday, January 24, 2011 1:42 PM  
To: Sean James; David Cornell; Virginia Gurrola  
Cc: Doris Givens; Sally Errea  
Subject: RE: Agenda for A&R Directors' Meeting, Thursday, January 27  
Importance: High

We are scheduled to meeting with Virginia and David attending via TV on Thursday.

The agenda items that we propose are as follows:

- ROSEMARY solve tech. probs.

1. Updates from Prior Meetings
  - ✓ E-mailed Probation/Disqualification Notices - Patti and Directors 100 responses @ BC
  - ✓ Changing TR to TTh on all forms - Charley Schedule @ 2 Classes to Add/Drop Bill @ 3 Ban Web
  - ✓ Change of Blue Button - Charley Add/Drop Classes Ban Web down to the bottom
  - ✓ Corrections to Drop Lists - Charley <100 hold on transcript
  - ✓ Status of Proposed FERPA Policy - Sean
2. Status of Ban 8.3 Testing - Sean and Raj Working on it!
3. Automation of Residency Changes - Sean and Charley
4. PIN/Password Changes Review - All
- \* 5. Degrees and Certificates TOPPS Codes - David Completion } Reconciliation  
Achievement } each semester
6. Concurrent Enrollment Percentages from 2008 Audit - Virginia and Sean  
① a cleanup of conc. files 5-6 pages  
+ alleviate cleanup
7. Priority Registration Procedures - Patti  
② how do we get it right the 1st time  
three input
8. Confirm Important Dates - A&R Directors

Concurrent  
- Spec. Admit - ~~one~~  
one

Spec Admit Status

OS Course  
- send Mike Reggala

Waitlist - email confirmations  
- self initiated

1/27/11

Productivity / drop

class sizes

SWALUMI

for  
- JAN  
Something like it!

↳ stop additions

↳ stop waitlist rolls by instructor

Charley - colg. assign email prob of taking  
CC class w/ BC email?  
student

If on probation ~~can't~~ drop a class IAW BPM

- Counseling not involved in prob / disq  
- ok prob / disq

Priority Reg - prob / disq  
- if ck. sched. then dropped

Run a process to drop all prob. / disq students  
instead of those who ck their sched

• T5 9d Sem disq - 1.0 GPA  
↳ str3 dropped

• fine elapse

• Speak to VPs

7 100 units for priority reg. Should We?

↳ ext non-deg. applic. classes

↳ Basis Skills issues

exceptions  
@ Colleges

PRIORITY REG - lead the discussion

↳ discuss B4 Sandra

↳ data from Sean

- FERPA • name who has the requirement to uphold
- the law doesn't need 2b restated
  - over 18 need release

Residency Changes - Automated  
 - email notification > needed?

Stephen Kegley - reviews non-res. to Tom Burke

Look @ linking pin/pw to BenWeb  
 - look at

Transfer  
 AA-T AS-T } E-transcript

Maggie Mauldin - verify accuracy  
 - maintain degree  
 - degree not pertinent must be removed  
 ↳ catalog rights

- Reconcile  
 • scheduling  
 • course catalog } Maggie and Dawn } Validation Table

Conc. Enrollment - 350 Pkg.  
 • Update process vs. manually  
 • ODS Report to  
 • Updates not factually accurate } 2-3 times semester

Confirm spec. admit ea. semester

**David Cornell**

---

**From:** Sue Vaughn  
**Sent:** Thursday, January 27, 2011 8:45 AM  
**To:** Amber Chiang; Angelica Gomez; Ann Morgan; Antonia Ecung; Bonnie Suderman; Cindy Collier; Dan O'Connor; David Cornell; Deanna Campbell; Debbie Spohn; Deborah Martin; Diane Sousa; Donna Berry; Eddie Alvarado; Gail Summerford; Gale Lebsock; Gloria Candelaria; James Fay; Jennifer San Nicolas; Joan Wegner; Joann Spiller; John Daly; Joyce Coleman; Karen Ball; Kellie Van Westen; Lenora Daniels; Lisa Couch; Louise Farmer; Maria Farkus; Nan Gomez-Heitzeberg; Primavera Arvizu; Rebecca Flores; Richard McCrow; Steve Schultz; Sue Vaughn  
**Subject:** FW: Consultation Council Summary - 1/25,2011  
**Importance:** High

Please review the BAM report (attached) and get feedback to Tom Burke by 2/14.

Academic Calendars for 2012-13 will be discussed at our next meeting and sent forward to the campuses soon thereafter.

Luminis is scheduled to go live after the end of the term in May. This will be three tiered version of Luminis which will withstand our maximum workloads. Online classes for summer will be offered in a slightly newer version of Moodle.

We began discussions of the recommendations of the LAO concerning registration priorities, caps on the number of units that will be funded by the state for an individual students, and limitations on reenrollment repetitions for activity courses. If you haven't seen it, you should review this document (attached).

There was extensive discussion on new Board Policies and Procedures concerning Independent Study classes (attached). Doris Givens needs feedback from the campuses by 3/14.

The Participatory Governance Workshop scheduled for 9-11 on Friday, February 11 will be streamed from the Board room to desktops district wide and available to each college as a video conference with a telephone link to the presenters.

Sandra stressed the Trustees desire that we move on improving student success with a sense of urgency.

**David Cornell**

---

**From:** Sue Vaughn  
**Sent:** Wednesday, January 05, 2011 4:58 PM  
**To:** Sean James  
**Cc:** David Cornell; Virginia Gurrola  
**Subject:** FW: Drop List Problems  
  
**Importance:** High

Hi Sean, According to my summary of the last meeting with the A&R Directors, December 16, you were going to notify us if Charley had completed the modifications to the drop lists by 12/17. As shown below, the problem of only some classes showing on the automated list when the students registered for more on the same day has not been resolved. In addition, students who owe less than \$100, who should be having holds placed, are not showing up, and we are unable to drop the student from the corequisites class that they registered for on a different day.

On another matter, Charley agreed the following two changes, requested by our Academic Senate, at our October meeting and they are still not done:

Add, "Are you sure you want to drop XXXXXX?" on the Add drop page after the student clicks submit on a drop.

Change the R for Thursday to Th on the schedules and everywhere else.

---

**From:** Edie Nelson  
**Sent:** Wednesday, January 05, 2011 4:05 PM  
**To:** Sue Vaughn  
**Subject:** Drop List Problems

Sue,

Here are a couple of examples you requested from the "Maybe" drop list:

@00406822 Aboltin, Lindsay On list only Math RE 12/17  
Also registered on 12/01 Fire & Hist  
Registered on 12/10 Art

@00136615 Benik, Robert On list only Fire RE 12/13  
Also registered on 12/01 Fire, Hist 18, Hist 17

@00387167 Thompson, Tyler On list PHED, CHDV, HIST Re 12/06  
Also registered on 12/06 FDSV 51, and 52

*Edie Nelson  
A & R Tech I  
661-395-4308  
Fax 661-395-4500*

**Admissions & Records All Staff Meeting  
Wednesday November 2, 2011  
10 am to 11 am  
LRC 733  
AGENDA**

**WELCOME!!!**

**New Forms-** Discuss the forms Dawn sent and the forms coming down the pike

**A & R Mission Statement-** check the scheduling email for current Mission statement. Is it time for a change? What is our current Mission as A & R???

**Reminders for beginning of semester-** discussion among all. –New Procedures and OLD....New Forms to use....repeatability checks , SFASRPO for waitlisting and course conflicts and repeats , concurrent forms, prerequisites, and DO NOT register without updates on file EVER! ☺

**Banner 8.4 Testing-**

**New Webmaster-**

**Priority Registration Begins November 17<sup>th</sup> ....Are you ready???? Any questions!**

**Discussion and Questions**

Semester: Fall Spring Summer 20\_\_\_\_ (circle one & enter year)



## Appeal for Late Add of Class

### This form is for extenuating circumstances only

All courses are closed for enrollment after the first class meeting. As the student you are responsible for attending this class or you may be dropped and will NOT be re added. This form must be picked up from the Office of Academic Affairs *and* submitted to the Admissions & Records Office within *three days* of final approval or it will no longer be valid.

\_\_\_\_\_  
Last Name First Name @ \_\_\_\_\_  
Student ID

CRN # \_\_\_\_\_ Course Name and Number \_\_\_\_\_

Start Date of Class \_\_\_\_\_ First Date of Student Attendance \_\_\_\_\_

#### Appeal for Late Add Process:

- Completely fill out this form along with reason for adding late (below)
- Attach documentation for extenuating circumstance (as applicable)
- Obtain instructor approval and signature
- Submit to Office of Student Learning for Vice President/Academic Affairs approval
- Pick up within 48 hours
- Return to Admissions & Records *immediately*

Extenuating reasons are defined as illness, accident, military reasons, or other circumstance beyond the control of the student as evidenced by attached documentation. KCCD Board Policy 4C4A

Extenuating Reason for Late Add: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student signature Date

\_\_\_\_\_  
Instructor signature Date

\_\_\_\_\_  
Vice President/Academic Affairs Date

Approved

Denied

NOTE: Student has the right to appeal this process. Please see the Office of Student Learning regarding this right.

Processed by Admissions & Records on \_\_\_\_\_

Staff Initials \_\_\_\_\_

This form is not official until it is process by the Admissions & Records Office

df11/11

David Cornell

SHATRNS VS SOAPCOL

**From:** Sue Vaughn  
**Sent:** Wednesday, November 09, 2011 3:55 PM  
**To:** Charley Chiang; Kathy Goehring; Christine Hitchcock; Linda Allday  
**Cc:** Sean James; Virginia Gurrola; David Cornell  
**Subject:** RE: Using SHATRNS instead of SOAPCOL to enter transcript receipt record

Then what do we need to do to make this change. Will we be able to have the receipt on SHATRNS show on BanWeb? And how soon can this be accomplished?

---

**From:** Charley Chiang  
**Sent:** Wednesday, November 09, 2011 3:52 PM  
**To:** Kathy Goehring  
**Cc:** Sean James; Sue Vaughn  
**Subject:** RE: Using SHATRNS instead of SOAPCOL to enter transcript receipt record

Actually, SOAPCOL was designed to be used for the admissions process and not for transfer articulation. Whenever we take a form and use it in a way it was not designed for, we end up with issues like this.

SHATRNS is actually the form we need to use because it was designed for transfer articulation. In the second block of the form you get to enter the level code.

We can prevent users from going past the Transfer Attendance Period block by restricting their ability to Save in the Transfer Course Detail block. We'll do this the same way we restricted counselors' ability to grant only overrides for pre-requisites.

If I were to ask SunGard, they'd tell us we caused the problem by using a form in a way it wasn't meant to be used. In other words, they'll say the form is 'functioning as designed'. We can put in an Request for Product Enhancement with SunGard but in this case it wouldn't matter since the next release will be Banner 9 and most, if not all, forms are being redesigned using a different underlying technology.

---

**From:** Kathy Goehring  
**Sent:** Wednesday, November 09, 2011 10:57 AM  
**To:** Charley Chiang  
**Subject:** RE: Using SHATRNS instead of SOAPCOL to enter transcript receipt record

Charlie, this is a form that we use for evaluating purposes only. SOAPCOL is used for transcript receipt whereas other people in our office are utilizing it. It is also used at our windows for student's questions. If we use SHATRNS we have lost control of our coursework, etc. So that is not going to take care of the problem we are experiencing. WHY are we having so many problems in this area???? Doesn't Sungard work for us also???

*Kathy Goehring*

Admissions and Records

(661) 395-4304

(661) 395-4500 Fax

<< OLE Object: Picture (Device Independent Bitmap) >>

---

**From:** Charley Chiang



**Sent:** Wednesday, November 09, 2011 10:26 AM  
**To:** Kathy Goehring; Linda Allday; Dawn Fidel  
**Cc:** Melissa Newton  
**Subject:** Using SHATRNS instead of SOAPCOL to enter transcript receipt record

Call up SHATRNS.

1. Enter the student ID.
2. Click the Search button for Transfer Institution Number field.
3. If the student already has a transcript from the same college or university, click on the Sequence Number for that institution. Otherwise, exit the form and enter the next highest number.
4. In the Attendance Period Number field, type 10 for BC, 20 for CC or 30 for PC.
5. Next Block.
6. Search for or Enter the institution code, transcript receipt date and click the Official checkbox.
7. Next Block.
8. In the Attendance Period field, enter the first and last terms when the student attended the other college (e.g. FA 94 - SP 96).
9. In the Effective Term field, type 199850 or a different effective term if you wish.
10. In the Apply to Level field, enter BC, CC or PC.
11. Save.

Please test these steps in the Upgrade database and see how they work for you.

# A&R Meeting

## Student Success Plan 2011-2012

### **Introduction**

With the clear mandate to move from a focus on community college access to a focus on both access and student completion, the Kern Community College District has responded with the development of a Student Success Plan for each of the three colleges in the District. The Cerro Coso Community College Success Plan reflects current practices aimed at supporting Student Success, an evaluation of effectiveness of these practices, and additional practices and intervention strategies that have been proven to be "promising practices" in moving students through to successful program completion. The plan consists of four categories which outline programs and services already in place at Cerro Coso and those proposed to improve performance on effectiveness measures as defined by **Accountability Reporting for the Community Colleges (ARCC)**. The Success Plan seeks to improve student retention and persistence and enable all students to succeed in occupational, degree, and transfer programs.

### **Guidance Towards the Student Success Plan**

In addition to the Kern Community College Trustee and CCCC President goals, and the goals articulated in the KCCD and CCCC Strategic Plans, the Student Success Plan Lead Team utilized numerous resources to review current campus efforts and develop the Student Success Plan. Nationally and statewide, many initiatives, literature reviews, and research studies have been or are being conducted on those factors most likely to have an impact on student retention, success, and completion. In developing the Cerro Coso Student Success Plan.

### **Mission**

Our mission is to educate, innovate, inspire, and serve. We demonstrate our commitment to student learning and accomplish our mission as we:

**Educate** students who seek transfer for baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning;

**Innovate** through our instructional processes, delivery systems, and business operations;

**Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner; and

**Serve** our clients and our communities with relevance, timeliness, and excellence.

## Student Services

### Goal 1: Encourage broad based participation in dialogue about Student Success and Institutional Effectiveness.

#### Strategies

- Host a **Student Success Summit** to include all stakeholders to take a community approach to student retention, success, and completion.

**Responsible for Completion:**

VPSS, VPAA

**Timeline:**

Fall 2011

**Effectiveness Measure**

### Goal 2- Improve coordination of and communication between student services departments to create a more streamlined, seamless process for all students at all sites.

#### Strategies-

- Continue to host bi-annually All Student Services staff and faculty professional development retreats.
- Continue to hold bi-annual Student Service Executive Council collaboration and profession development retreats.
- Design and implement Virtual One Stop Student Services center according to the guidelines for the website remodel.
- More fully implement **cross-training of staff and faculty between departments.**
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.

**For all Above Strategies:**

**Responsible for Completion:**

VP Student Services, SSEC

**Timeline:**

Fall 2011

**Effectiveness Measure**

**Improved retention and persistence, increased student satisfaction with services.**

### Goal 2- Fully implement **data informed planning, assessment, and continuous quality improvement** for all Student Services.

#### Strategies

- Convene student and community focus groups for input on Student Services accessibility, modes of delivery, student satisfaction, consistency and accuracy.

**Responsible for Completion:**

VP Student Services, SSEC, Institutional Researcher

**Timeline:**

Spring 2011 and Fall 2011

**Effectiveness Measure**

Increased student satisfaction with services as assessed by bi-annual satisfaction survey.

- Develop consistent data sets to be reviewed on an annual/bi-annual basis depending on the nature of the data.

**Responsible for Completion:**

VP Student Services, SSEC, Institutional Researcher

**Timeline:**

Fall 2011

**Effectiveness Measure**

Improved student satisfaction, better integration of data into planning and improvement processes measured by compliance with Accreditation standards, improvement in retention, persistence and success rates.

*Student Satisfaction ↑ ease of transition*

- Fully implement accessible data tools to allow departments to have direct access to data needed for program improvement.

**Responsible for Completion:**

VP Student Services, SSEC, Institutional Researcher, Administrative Assistants

**Timeline:**

Initial Training- Spring 2011 Review and evaluation of data- Ongoing

**Effectiveness Measure**

Improved student satisfaction, better integration of data into planning and improvement processes measured by compliance with Accreditation standards, improvement in retention, persistence and success rates.

- Regularly review and update Administrative and Student Learning Outcomes and Assessments to facilitate continuous quality improvement.

**Responsible for Completion:**

VP Student Services, SSEC

**Timeline:**

Ongoing

**Effectiveness Measure**

Improved student satisfaction, better integration of data into planning and improvement processes measured by compliance with Accreditation standards, improvement in retention, persistence and success rates.

*SLO's*

**Goal 3: Develop and implement strategies to improve success and retention rates for first year students.**

**Strategies**

- Require Student Athletes to participate in an extended orientation developed according to the specific needs of Student Athletes.

**Responsible for Completion:**

Athletic Director, Counselor and Advisor responsible for Athletics and Coaches

**Timeline:**

Fall 2011

**Effectiveness Measure**

Improvement in the retention and success rates of student athletes.

*Extended Orientation*

- Require Veteran Students to participate in an extended orientation developed according to the specific needs of Veteran Students.

**Responsible for Completion:**

Director of Admissions and Records and Veteran Affairs, Counseling Coordinator and Advisor most involved in Veteran advising, , Director of EOPS and DSPS.

**Timeline:**

Fall 2011

**Effectiveness Measure**

Improvement in the retention, persistence and success rates of Veteran students .

- Increase and improve the use of the student success class to engage larger numbers of students in meaningful connection to counseling/advising services and student success strategies:

- Increase the number of COUN C101 classes offered by counselors.
- Revise the focus of the curriculum for a greater emphasis on educational planning, career counseling, and the informed decision making process.
- Provide training for all those who will be teaching COUN C101 classes to align syllabi, develop common assignments, share successful activities, and align the counseling focus of the course.

*VA Student Workers  
educ. planning*

**Responsible for Completion:**

Counseling Department

**Timeline:**

Fall 2011

**Effectiveness Measure**

Comparison of Retention, Success and Persistence rates for students in COUN C101 and PDEV C101 prior to Fall 2011 with Retention, Success and Persistence rates in COUN C101 after Fall 2011.

Retention, Success and Persistence rates of first time students who complete COUN C101 with a C or better compared to Retention, Success, and Persistence rates of students who do not complete COUN C101.

- Develop a degree applicable, but not transferable extended orientation course, likely COUN C070, to be required for students who test into the lower level basic skills courses (Such as, ENGL C020 and C030, READ C036, etc.)

**Responsible for Completion:**

VPSS, Counseling Department Chair, Counseling Faculty

**Timeline:**

Spring 2012

**Effectiveness Measure**

Improved success and retention rates for first-time students testing into lower-level basic skills courses.

- Collaborate on the development of a student support site with specific sections for Distance Education. The site should minimally include the following:
  - a means to assess readiness for online courses in the area of academic skills and technical skills
  - information on accessing/ordering texts and materials
  - information on establishing and using the Cerro Coso email account
  - clear and consistent instructions for accessing online and hybrid courses
  - suggested tips and strategies for success in courses taken via ITV, hybrid, or online
  - instructions on the process for enrolling in the college and registering for courses
  - publications, including the college catalog, schedule of courses, and student handbook
  - policies and procedures, including the Student Conduct and Student Complaint policies and procedures
  - access to all available services, including orientation specific to Distance Education classes, assessment, counseling/advising, financial aid, tutoring, and library.

**Responsible for Completion:**

Counseling Department, Webmaster, the Student Services Executive Council, and Faculty

**Timeline:**

Fall 2011

**Effectiveness Measure:** Improvement in the retention, persistence and success for first time students taking online courses.

- Develop a required modular self-assessment orientation/tool for first time, online students to assess readiness for courses offered via Distance Education.

**Responsible for Completion:**

A subcommittee of Pedagogy and Technology Committee in collaboration, Counseling

**Timeline:** Spring 2012

**Effectiveness Measure:** Improvement in the retention, persistence and success for first time students taking online courses.

- Require a long-term education plan to be developed with a counselor within first semester of attendance.

**Responsible for Completion:**

Counselors and Advisors

**Timeline:**

Fall 2011

**Effectiveness Measure:**

Over a two year period, the number of students completing a degree or certificate and/or transferring to a four-year school will increase.

**Goal 4: Identify factors that negatively impact student retention and implement early intervention strategies to address these factors.**

**Strategies**

- **Review and evaluate the current pathway of services from first point of contact with the college, examine the interactions between students and programs/services at each point along the pathway. Assess whether policies and procedures at each point to determine whether policies and practices help or hinder progress to completion.**

**Responsible for Completion:**

VPSS, SSEC, Representative Student Services Faculty and Staff, Students

**Timeline:**

Completed Spring 2012

**Effectiveness Measure**

Improvement in retention and completion rates for all students.

- **Continue to require ongoing Academic Monitoring and the use of the Early Alert system for early intervention with Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.**

**Responsible for Completion:**

Counselors, Educational Advisors, Instructional Faculty, Tutoring Support

**Timeline:**

Fall 2011

**Effectiveness Measure**

Improvement in the retention, persistence, and success rates for **Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.**

- **Require regular updates to the long-term education plan developed in the first semester of attendance.**

**Responsible for Completion:**

Counseling Coordinator, Counselors, Educational Advisors

**Timeline:**

Spring 2012

**Effectiveness Measure:**

Over a two year period, the number of students completing a degree and or transferring to a four-year school will increase.

- Continue to promote the use of the Early Alert process and to follow up with student referred through the Early Alert process to connect with student support services and/or refer them to the drop process if appropriate.

**Responsible for Completion:**

Counselors, Educational Advisors, Instructional Faculty, Tutoring Support

**Timeline:**

Fall 2011

**Effectiveness Measure**

Improvement in the retention and success rates.

- Identify all students without a declared educational goal and require them to participate in a strategic exploration and decision making process no later than the 2<sup>nd</sup> semester of enrollment.

**Responsible for Completion:**

VPAA, Counselors, Educational Advisors

**Timeline:**

Pilot in Fall and fully implement in Spring 2012

**Effectiveness Measure**

Improvement in persistence and completion rates.

**Goal 5:**

**Insure that Student Services has sufficient resources to provide comprehensive access to students and evaluate current processes and identify and implement targeted strategies to support students at each stage of their experience with Cerro Coso.**

**Strategies**

- Fully implement Student Services reorganization.

**Responsible for Completion:**

VPSS

**Timeline:**

Fall 2011

**Effectiveness Measure**

Increased access to faculty counselors for career and educational planning, which will lead to a marked increase in student persistence and completion.

- Hire new Financial Aid Technician to increase assistance to students, reduce delays in students being packaged and receiving disbursements.

**Responsible for Completion:**

Director of Financial Aid and VPSS

**Timeline:**

Fall 2011

**Effectiveness Measure**



Students who participate in Financial Aid application workshops will have fewer submission errors and will be more likely to complete the process than students who do not participate in the Financial Aid Workshops.

- Offer ongoing Financial Aid application workshops for current and prospective students.

**Responsible for Completion:**

Director of Financial Aid and VPAA

**Timeline:**

Fall 2011

**Effectiveness Measure**

Students who participate in Financial Aid application workshops will have fewer submission errors and will be more likely to complete the process than students who do not participate in the Financial Aid Workshops.

- Use Veteran Student listserv for proactive communication and engagement with Veteran Students.

**Responsible for Completion:**

Director of Admissions and Records and Veteran's Affairs

**Timeline:**

Fall 2011

**Effectiveness Measure**

- Develop a plan for targeted workshops to be offered at all sites and online.

**Responsible for Completion:**

VPSS, SSEC

**Timeline:**

Fall 2011

**Effectiveness Measure**

**Goal 6:**

**Enhance Professional Development opportunities throughout Student Services, with less emphasis on individualized professional development and more on comprehensive opportunities that are broadly applicable.**

- Develop an annual calendar of professional development activities and opportunities for all of Student Services, including statewide and regional conferences and trainings, conference known to be meaningful and practically applicable, speakers and groups applicable to all of Student Services Staff and Faculty, and college wide trainings and professional development opportunities.

**Responsible for Completion:**

VP Student Services, SSEC

**Timeline:**

Ongoing

**Effectiveness Measure**

Improved retention and persistence, increased student satisfaction with services.

- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.

**Responsible for Completion:**

VP Student Services, SSEC

**Timeline:**

Ongoing

**Effectiveness Measure**

Improved retention, persistence, and increased student satisfaction with services.

- Require coaches, Athletic Director, counselor, and advisor to participate in Professional Development activities particularly focused on improving success, retention, and completion for Student Athletes.

**Responsible for Completion:**

VPSS, Athletic Director, Counselor and Advisor responsible for Athletics and Coaches

**Timeline:**

Fall 2011

**Effectiveness Measure**

Improvement in the retention and success rates of student athletes.

**Goal 7:**

**Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.**

- Implement a degree audit program, Degree Works, to allow students to proactively track progress towards educational goals and to be used as an educational planning and intervention tool for counselors and advisors.

**Responsible for Completion:**

District, VPSS, Admissions and Records

**Timeline:**

As soon as possible

**Effectiveness Measure**

Improved completion rates and reductions in the amount of time it takes students to complete.

- Check students who have completed 30 units to evaluate progress towards the educational goal. Implement intervention strategies for students who are failing to make progress:
  - Intrusive counseling.
  - Referrals to Career exploration and decision making resources
  - Required updates to the Student Educational Plan.

**Responsible for Completion:**

VPSS, Institutional Researcher, Admissions and Records, Counseling

**Timeline:**

Spring 2012

**Effectiveness Measure**

Improved completion rates and reductions in the amount of time it takes students to complete.

- **Check students who have completed 60 units to evaluate progress toward the educational goal. Implement intervention strategies for students who are failing to make progress:**
  - Intrusive counseling.
  - Enforce an enrollment restriction that requires the student to take classes only from an approve plan restricting them to take only classes specifically required for the educational goal.

**Responsible for Completion:**

VPSS, Institutional Researcher, Admissions and Records, Counseling

**Timeline:**

Spring 2012

**Effectiveness Measure**

Improved completion rates and reductions in the amount of time it takes students to complete.

## Notes to A&R Meeting – 11/2/11

### New Forms:

1. ***Appeal for Late Add of Class*** – Extenuating circumstance is a driving force of this form in compliance with Board Policy 4C4A
2. ***Also coming is Request for Late Withdrawal of Class*** – After the 60% date; this item will be discussed further as this form is tweaked

### A&R Mission Statement [MS]

Collaborating appeal for a new mission statement, if needed?; Last MS was done in 1998 and approved in 1999; maybe more of an emphasis on meeting customer expectations for performance.

### Reminder for beginning of semester

Repeatability checks; SFASRPO for waitlisting and course conflicts/repeats; never register without an update being completed

### Banner 8.4 Testing

New Banner update to be installed before beginning of priority registration

### Priority Registration

Begins Nov. 17<sup>th</sup> with EOPS, DSPS, and Veterans until November 30<sup>th</sup>, then open registration begins Dec. 1<sup>st</sup>.

Admissions & Records All Staff Meeting  
Tuesday October 4, 2011  
10:00 am to 11:00 am  
LRC 733 or Video per your campus  
AGENDA

WELCOME!!!

**Student Learning Outcomes-** Survey time again! Lets put together some good survey questions!!

**The New Withdrawal Exceptions Form-** what does it all mean? When can a student do this? What are the "extenuating circumstances"

**New Repeatability Rules-** 3 strikes and you're out!

**Best Practices for Admissions & Records-** and what is all this confusion with Late Adds at the beginning of the semester? How do we stay up with it all??

**ADD Form is changing (again)-** Appeal for Late Add form will start Spring 2012....what does this mean? Why? WILL BE DISCARDING ALL OLD ADD FORMS AS THEY WILL NOT BE ACCEPTED.

**General Person Update Form Issues-** Forms and backup are being received incomplete and illegible, therefore cannot be processed. Also, should we revamp this form?

**Luminus Lessons Learned-** What we have learned about the InsideCC Portal and any updates from Kianna (Thank you Kianna for letting us put you on the spot!)

**Veteran's Update-** Dave

- No Break Day  
- BAH changing

**Discussion and Questions-**

Shelly is getting married on Oct 8<sup>th</sup>! She will then become....  
Shelly Rodriguez ! Congratulations!

Concurrent - seem to be OK!  
SLO's

A&R Meeting 10/4/11

**In attendance:** Kristi Lowe, Inge Olson, Dawn Fidel, Shelly Stoffel, Jenine Cushman, Kiana Wyatt, Lori Olivera, Dave Cornell

*Missing: Laurie Rice; Debbie Martell*

### **Student Learning Outcomes**

Series of 5 questions to determine adequacy of instruction to perform transcript requests, grad. eval., and professionalism of A&R staff in answering questions.

### **New Forms:**

- Withdrawal Exception Form – less leniency in allowing late withdrawals and requiring detailed extenuating circumstances
- Add Form – reviewed very carefully for specific reasons (for late add)
- General Person Update (changing SSAN's) eliminating for changing address and phone number, since student can perform task online

### **General Discussion**

- In SFASTCA, students who dropped will be identified as to whether instructor or waitlist drop
- Instructors are key in maintaining waitlist integrity
- It is ultimately the student's responsibility to drop their own classes
- Books were somewhat of an issue this semester but Barnes & Noble were prompt in their responsiveness
- Huge cultural change for CC re: students taking responsibility for their education
- Repeatability – Clear in SFASRPO; record remove in SFAREGS for repeat clearing
- Concurrent Students – (1) Don't forget to put addresses of high school on Concurrent Forms (example: Burroughs High School and Bishop High School – both are BHS); (2) Problem in responsiveness when Greg [same issue with Gayle Whitlock] is not here to sign concurrent forms

### **Additional Thoughts :**

- To provide a new scanner for KRV to send PDF documents (their existing scanner is pretty old)
- To have a fax machine in IWV Counseling, especially in the Summer, to expedite processing of correspondence (concurrent forms) between the sites; currently forms to the switchboard.

Next meeting Nov. 1, 2011 10-11

[AAR]

10/14/11

Inge → Students who dropped STALST STASTCA  
→ Will ID who/how dropped  
→ drop per the policy

Jenine - Rosters OK!

Kana - instructors the key  
esp. adjunct

Kruti - Everything OK!

Lori - [Nothing new]

Shelly - [Emails]  
FAQ

Books  
↳ Barnes Noble

Chad.com

Withdrawal Exception

- Student responsibility
- Cultural Change

[Add / Drop Issues]  
• Instructor  
• Adjunct

Repeatability

- Clear in STASRPO; record remove STAREGS for repeat clearing

Concurrent

- put address on them
- BHS • BHS
- Summer issues when Greg's not there

KRV Scanner

Counselor - Fax machine



Withdrawal Exception Form for After the 60 % date  
Extenuating Circumstances ONLY

Note: Documentation of extenuating circumstance, instructor signature, and College VP of Student Services signature is required for this form to be processed and your withdrawal to be considered. (In certain cases an email from the instructor in lieu of signature MAY be accepted.)

Student Name \_\_\_\_\_ Student ID @ \_\_\_\_\_  
Last First MI

CRN \_\_\_\_\_ Course Name & Number \_\_\_\_\_

Semester \_\_\_\_\_ Instructor \_\_\_\_\_  
Semester Year

Last Date Attended \_\_\_\_\_ Phone # \_\_\_\_\_

Only limited conditions will be considered for withdrawal exception as listed below. Reasons MUST be compelling and substantiated. Extenuating reason for withdrawal after the 60% date documentation of extenuating circumstance must be attached. KCCD Board Policy 4C4A Request needs to be submitted within one term of the end of the semester of the petition.

- Illness (attach documentation)
- Accident (attach documentation)
- Military Reasons (attach documentation)
- Other circumstance beyond the control of the student as evidenced by the attached:

Student Signature \_\_\_\_\_  
\_\_\_\_\_ phone verified \_\_\_\_\_ email verified (in lieu of signature only)

\_\_\_\_\_ Date

Instructor Signature \_\_\_\_\_  
\_\_\_\_\_ phone verified \_\_\_\_\_ email verified (in lieu of signature only)

\_\_\_\_\_ Date

Vice President Student Services Signature \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_ VP approved \_\_\_\_\_ VP denied

Tom Burke \_\_\_\_\_  
Date

VP Notes

Processed by Admissions & Records:

\_\_\_\_\_ A & R Staff \_\_\_\_\_ Date

NOTE: This form is not official until it is processed by the Admissions and Records office.



Cerro Coso Community College  
Admissions & Records

3000 College Hts Blvd  
Ridgecrest, Ca 93555

760-384-6357  
Fax # 760-384-6377



### General Person Update Form

This form is used to change/update name and SSN for a general person (student, employee, etc)  
Address change can be made online on the MyBanWEB account.

Current (New) Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

Please Mark (X) and complete all which apply:

|                                                                 |               |             |         |
|-----------------------------------------------------------------|---------------|-------------|---------|
| <b>Name Change</b><br>(must include picture ID)                 | Previous Name |             |         |
|                                                                 |               |             |         |
| <b>Social Security Number Change</b><br>(must include SSN Card) | Wrong SSN     | Correct SSN |         |
|                                                                 |               |             |         |
| <b>Address</b>                                                  | Street        |             |         |
|                                                                 | City          | online      |         |
|                                                                 | State         |             | Country |
|                                                                 | Zip Code      |             |         |
| <b>Telephone</b>                                                | Daytime       | Cellular    | Evening |
|                                                                 |               |             |         |
|                                                                 |               |             |         |

**X**

**Signature** \_\_\_\_\_

Circle all which apply: Student Employee Faculty Vendor

**\*\*Must include a clear copy of proper Identification for changes to be made in our system\*\***

Distribution: \*If Student forward to IWV Admissions & Records Office Fax # 760-384-6377  
\*If Employee or Faculty forward to IWV Human Resources Office  
\*If Vendor forward to IWV Business Office

Verified By \_\_\_\_\_

Admissions & Records Staff Member

09-10-09 DF

## **A&R Meeting 10/4/11**

**In attendance:** Kristi Lowe, Inge Olson, Dawn Fidel, Shelly Stoffel, Jenine Cushman, Kiana Wyatt, Lori Olivera, Dave Cornell. **Absent:** Laurie Rice; Debbie Martell

### **Student Learning Outcomes**

Series of 5 questions to determine adequacy of instruction to perform transcript requests, grad. eval., and professionalism of A&R staff in answering questions.

### ***New Forms:***

- Withdrawal Exception Form – less leniency in allowing late withdrawals and requiring detailed extenuating circumstances
- Add Form – reviewed very carefully for specific reasons (for late add)
- General Person Update (changing SSAN's) eliminating for changing address and phone number, since student can perform task online

### **General Discussion**

- In SFASTCA, students who dropped will be identifies as to whether instructor or waitlist drop
- Instructors are key in maintaining waitlist integrity
- It is ultimately the student's responsibility to drop their own classes
- Books were somewhat of an issue this semester but Barnes & Noble were prompt in their responsiveness
- Huge cultural change for CC re: students taking responsibility for their education
- Repeatability – Clear in SFASRPO; record remove in SFAREGS for repeat clearing
- Concurrent Students – (1) Don't forget to put addresses of high school on Concurrent Forms (example: Burroughs High School and Bishop High School – both are BHS); (2) Problem in responsiveness when Greg [same issue with Gayle Whitlock] is not here to sign concurrent forms

### **Additional Thoughts :**

- To provide a new scanner for KRV to send PDF documents (their existing scanner is pretty old)
- To have a fax machine in IWV Counseling, especially in the Summer, to expedite processing of correspondence (concurrent forms) between the sites; currently forms to the switchboard.

Next meeting Nov. 1, 2011 10-11

Admissions & Records All Staff Meeting  
Thursday April 5, 2012  
11-12 am  
MB 212 plus sites  
AGENDA

WELCOME!!!

Degree Works- Degree Works update and issues

Priority registration preparation-

Drop for Nonpayment policy changing- will begin on Apr 26 and be daily

*F/Aid*

New semester...stuff get tighter-

Questions and discussion

*Kiana new issues  
w/ Inside CC*

OPEN DISCUSSION:

## Notes to A&R Meeting – 4/5/12

### **A&R Mission Statement [MS]**

The mission of Admissions & Records is to provide excellent quality service for our customers that meets or exceeds their performance expectations. This service is characterized by identifying problems quickly and systematically, through a process that ensures that we listen and react in a manner that is friendly, accurate, fair, and efficient.

### **Degree Works (DW)**

A general overview of Degree Works reiterated issues with the general education pathways and the necessity of students to select a major before they could use the degree audit system. This system will be available to students by accessing through Luminis.

### **Priority Registration**

Matriculation components were discussed with the target date for priority registration to begin April 12<sup>th</sup>; due to some programming issues at District, the list of priority students will not be available until April 10<sup>th</sup>. Counselors will update through SFARGRP. It was also discussed the necessity not to use the "Y" override but use SFASRPO instead.

### **Drops for Non-Payment**

There will be a daily drop for non-payment that will begin April 26<sup>th</sup>. There is a concern about how up-to-date financial aid is in processing BOGGs; a concern expressed by ESCC.

10 for ESCC  
✓ ✓ KRK

4/5/12

AR

- Gen ed patterns - Reporting
- Stud ed plans - > VP Estimates
- Localization

Priority Apr. 10th

- SFARGRP  
  > update
- SFARPO
- Audit Form  
  following day

Matrix Components

- Chk Reg. Status
- Appl. dates
- Chk Inside CC - login!
- May 9th
- May 29th / June 11th

Weekly Drop for Non Payment - Email

- BOGG has to be posted 7 FA processes
- Amt. Zero - late or not!
- Exclusions?
- Robin able to do BOGG!
- ESCC also process
- 10113 BOGG not on line

• New Add forms

- email address; BAN WEB login (buried)
- ▶ pay for print
- ▶ Jeremy working on solution

Topics - CACRAO

**David Cornell**

---

**From:** Dawn Fidel  
**Sent:** Tuesday, January 17, 2012 10:23 AM  
**To:** David Cornell  
**Subject:** FW: PARA C260

A&R Meeting  
Feb 2nd

Do we need to *once again* talk about pre req clears at our A & R meeting????

---

**From:** Dawn Fidel  
**Sent:** Tuesday, January 17, 2012 10:22 AM  
**To:** Jenine Cushman  
**Cc:** Greg Kost  
**Subject:** FW: PARA C260

Jenine,

The student Nicholas Holst @00340579 was registered in CRN 30383 PARA C260 by you and you did a "Y" override on a pre requisite which we do not do because of the problems it causes. Therefore I cannot place this student back into the class unless his pre requisite is proven and cleared via his counselor. Only counselor s can clear pre requisites in the system and we as A & R workers do not override them as it causes the student to be dropped and lose their spot in the class.

The pre req needs to be cleared in SFASRPO by his counselor before I can re enroll him and it has to be within the next couple hours or I have to open that seat for someone else.

Thank you,

**Dawn Fidel**  
Admissions & Records Technician II  
760-384-6360



---

**From:** Dawn Fidel  
**Sent:** Tuesday, January 17, 2012 10:17 AM  
**To:** Shelley Crabtree  
**Cc:** Kiana Wyatt; Jenine Cushman  
**Subject:** RE: PARA C260

I have re enrolled all the students and set the waitlist to 25. I could not re enroll one student due to a pre requisite issue. I am researching why the student is in the class in the first place and I will see if I can put him in. In the meantime I have the seats set at 24 to save his seat for a few minutes.

---

**From:** Shelley Crabtree  
**Sent:** Tuesday, January 17, 2012 9:38 AM  
**To:** Dawn Fidel

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95811-6549  
(916) 445-8752  
<http://www.cccco.edu>



Date: January 12, 2012

To: Chief Student Service Officers

From: Linda Michalowski  
Vice Chancellor, Student Services and Special Programs

Subject: Administrative Change to the Board of Governors Fee Waiver --  
Part C Methodology (FAFSA - Needs Analysis)

With the significant growth in the Board of Governors Fee Waiver (BOGFW) program, both in the number of recipients (1.13+ million) and the dollar value of fees waived (\$410+ million), it has become necessary to review the policy that has allowed a student with \$1 of need to qualify for the full BOGFW. This policy was built into the original program in order to address its sole goal of ensuring the new community college enrollment fee did not affect access for low-income students and to ensure administrative simplicity. In order to conform the BOGFW to standards for other financial aid programs and ensure resources are matched to students' actual financial need, we are making a change in the eligibility requirements for the BOGFW to ensure awards do not exceed need.

After consulting with campuses, we have decided to accomplish this by establishing a minimum need standard tied to full time enrollment fees. Students whose financial need is less than the fees charged for full-time enrollment will not receive an award. This approach retains administrative efficiency while ensuring that low-income students, whose financial need will greatly exceed the enrollment fee amount, will remain fully eligible. It further provides increased program integrity and ensures that BOGFW resources are targeted to students with a corresponding need. This policy will be effective for Fall 2012 and following terms.

Some implementation details are attached and our Student Financial Assistance Programs staff will follow up with your financial aid offices. If you have questions about this policy, please feel free to contact me at [lmichalo@cccco.edu](mailto:lmichalo@cccco.edu) or 916-327-5361.

cc: Financial Aid Officers

## Implementation of the Board of Governors Fee Waiver Administrative Change Regarding Part C Methodology (FAFSA - Needs Analysis)

Education Code states:

76300 (g) (1) The fee requirements of this section shall be waived for any student who, at the time of enrollment, is a recipient of benefits under the Temporary Assistance to Needy Families program, the Supplemental Security Income/State Supplementary Program, or a general assistance program or has demonstrated financial need in accordance with the methodology set forth in federal law or regulation for determining the expected family contribution of students seeking financial aid.

For purposes of implementing this section of Education Code, the Board of Governors Fee Waiver policy is amended to require a "minimum need" threshold. This minimum need requirement shall be calculated based upon a student's nine-month Cost of Attendance (COA) minus the student's nine-month Expected Family Contribution (EFC) and shall only affect Part C eligibility standards (FAFSA - Needs Analysis).

The "minimum need" threshold will be established annually by the Chancellor's Office. The Chancellor's Office will notify California Community Colleges of the specific figure in December of the year preceding the most current effective date. This minimum need threshold shall not be adjusted.

**For fee waivers awarded for terms of enrollment beginning with Fall 2012, the annual threshold will be \$1,104.**

The minimum need threshold shall be in effect for fee waivers awarded for all terms of enrollment, beginning with the Fall 2012 term. For colleges awarding fee waivers as a leader for the 2012-2013 year, implementation may begin with the Summer 2012 term(s).

Section 4.2.2 of the Board of Governors Fee Waiver Manual states:

"If the Financial Aid Office exercises the discretionary authority allowed in Section 479(a) of the HEA of 1965 to change the data elements of the student's EFC or Cost of Attendance, the amended amounts used for federal funding must be used for Part C fee waiver eligibility as well, whether that action increases or decreases eligibility."

Under this authority, in determining eligibility for a Part C BOGFW non-federal aid recipient, the Financial Aid Office may at its discretion, on a case by case basis:

- Adjust components of an individual student's COA or EFC used in determining eligibility for a fee waiver to account for a student's *actual enrollment status* in any term(s) for which the fee waiver is awarded.
- Adjust components of an individual student's COA or EFC used in determining eligibility for a fee waiver to account for any action taken by the state resulting in mid-year adjustments to the authorized enrollment fee.
- Adjust components of an individual student's COA or EFC used in determining eligibility for a fee waiver to account for a student's actual enrollment in a program of shorter or longer duration to account for actual program length (not to exceed 12 months).



Eligibility for partial parking and health fee waivers (when permitted under local board policy) would require that Part C fee Waiver Applicants meet the aforementioned "minimum need" standard. As has always been the case, only the enrollment fee waivers are to be reported in MIS Fee Waiver Award submissions.

Should you have any questions about the BOGFW program or this policy memorandum, please contact Student Financial Assistance Program Unit staff:

Tim Bonnel at (916) 445-0104 or via e-mail at [tbonnel@cccco.edu](mailto:tbonnel@cccco.edu)

Rhonda Mohr at (916) 323-6894 or via email at [rmohr@cccco.edu](mailto:rmohr@cccco.edu)

Mike Dear at (916) 323-2759 or via email at [mdear@cccco.edu](mailto:mdear@cccco.edu)

Terence Gardner at (916) 327-5892 or via email at [tgardner@cccco.edu](mailto:tgardner@cccco.edu)

Steve Arena at (916) 322-1440 or via email at [sarena@cccco.edu](mailto:sarena@cccco.edu)

**David Cornell**

---

**From:** Sue Vaughn  
**Sent:** Tuesday, February 28, 2012 8:12 AM  
**To:** Virginia Gurrola; David Cornell; Heather Ostash; Sean James; Charley Chiang; Melissa Newton  
**Cc:** Nan Gomez-Heitzeberg; Bill Cordero; Steve Schultz  
**Subject:** RE: A&R Directors and IT Staff Meeting Draft Agenda 3/7/12

And another one.

---

**From:** Sue Vaughn  
**Sent:** Monday, February 27, 2012 10:45 AM  
**To:** Virginia Gurrola; David Cornell; Heather Ostash; Sean James; Charley Chiang; Melissa Newton  
**Cc:** Nan Gomez-Heitzeberg (ngomez@bakersfieldcollege.edu); Bill Cordero; Steve Schultz  
**Subject:** RE: A&R Directors and IT Staff Meeting Draft Agenda 3/7/12

OOPs, I left one off.

---

**From:** Sue Vaughn  
**Sent:** Monday, February 27, 2012 10:31 AM  
**To:** Virginia Gurrola; David Cornell; Heather Ostash; Sean James; Charley Chiang; Melissa Newton  
**Cc:** Nan Gomez-Heitzeberg (ngomez@bakersfieldcollege.edu); Bill Cordero; Steve Schultz  
**Subject:** RE: A&R Directors and IT Staff Meeting Draft Agenda 3/7/12

Please Add any additional items.

- 9:30 With VPs  
DegreeWorks Update Virginia and Heather  
Establishing needed program codes Melissa?
- Finalize Priority Registration Appointments Order All  
Rerun of appointments on April 10  
Adding students who complete matric after 4/10
- Date to purge waitlists All  
Why some dates were changed?
- Catalog Rights Proposal Heather (Can you send us what you  
have as the latest version?)
- 10:30 Updates on continuing issues  
Incomplete Grades Process for Contract Charley
- Report on how students with Disqualified Status were cleared Sean
- Using Values Based Security on Academic Standing Charley
- Progress on Posting BC Transfer Courses to CC and PC All

661-258  
8644

Admissions & Records All Staff Meeting  
Thursday March 8, 2012  
10am to 11 am  
MB 212 plus sites  
AGENDA

WELCOME!!!

**Mission Statement-** Bring the Mission statement that Dave sent so we can go over it and make suggestions and finalize for accreditation.

**✓ Degree Works Update-** will go live in June....how will it impact everyone?

**Pre Req Acad Standing and repeatability Clears and Enrollments-** clarification on processes at IWV and at all sites. Workarounds for difficult situations. *Y override*

**✓ Update from A & R Directors meeting-** current happenings you should be aware of.

**Drop for ~~non~~ payments-** future plans for DN. Starting Summer 2012 DN will be a daily function.

**Financial Aid Students and DN-** Financial Aid students being dropped at sites....Jenine brought this up. How do we prevent?

**3<sup>rd</sup> Party Contract Issues during absences-** cross training and working together to make sure all 3<sup>rd</sup> parties are input within 10 days of registration because the DN will occur daily and there can be no lag in 3<sup>rd</sup> parties. *Allylie being trained!*

**State Updates-** If we have time we can discuss State Bill updates that have occurred starting this year.

OPEN DISCUSSION:

BOGW

- listening / hearing
- offer an explanation

- Don't say "No"  
Encouragement

## MISSION STATEMENT

**The current mission statement for the A&R department reads as follows:**

*The mission of Admissions and Records (A&R) is to provide excellent quality service to the customers, students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.*

Since **quality is a perceptual and somewhat subjective attribute**, different people may have different interpretations as to how that attribute looks and feels. Service quality involves a comparison of **expectations with performance** and authors have stated that service quality is a measure of how well a delivered service matches the customer's expectations. This acknowledgement becomes problematic with Student Services because many times we are the ones who have to tell a student that "they can't do that that way..."

As long as we are analyzing processes to be sure that what we are saying is not only in compliance with processes but given in "as helpful as can be" method," then we become our own critic of performance expectations. I think that we have to keep that thought in mind as we are working with students.

**So, this is a recommended first pass look at a revised mission statement:**

*The mission of Admissions and Records (A&R) is to provide excellent quality service to our customers and stakeholders that meets or exceeds their performance expectations. This service is characterized by identifying problems quickly and systematically through a process that is friendly, accurate, fair, and efficient.*

## Notes to A&R Meeting – 3/8/12

### **A&R Mission Statement [MS]**

Collaborating between employees at different sites for the possibility of a new mission statement, if needed? Last MS was done in 1998 and approved in 1999; maybe more of an emphasis on meeting customer expectations for performance. 1<sup>st</sup> pass suggestion:

The mission of Admissions & Records is to provide excellent quality service for our customers that meets or exceeds their performance expectations. This service is characterized by identifying problems quickly and systematically, through a process that ensures that we listen and react in a manner that is friendly, accurate, fair, and efficient.

Statement will be finalized for the April meeting.

### **Degree Works (DW)**

A general overview of the highlights and capabilities of this degree audit Banner system that included discussions on general education patterns (CSU, IGETC, & College patterns), equivalencies, localizations and audit planning.

### **Financial Aid**

Paula gave a brief overview of issues confronting financial aid: Namely, (1) the reduction in time for a student to receive Pell funding; (2) repeatability limitation, due to substandard or "W" grades, in order to qualify for financial aid.

### **Drops for Non-Payment**

Because of the confusion (or wording in Board Policy) surrounding the drop for non-payment process, starting with the Summer/Fall registration 2012, the drop for non-payment process will be done on a daily basis.

*Handwritten signature: R. Westman*

MISSION STATEMENT

The current mission statement for the A&R department reads as follows:  
 The mission of Admissions and Records (A&R) is to provide excellent quality service to the customer, students, faculty, staff, and the community. This service is characterized by friendliness, problem solving, accuracy, efficiency, fairness, and effective communication.  
 Since quality is a perceptual and somewhat subjective attribute, different people may have different interpretations as to how that attribute looks and feels. Service quality involves a comparison of expectations with performance and authors have stated that service quality is a measure of how well delivered service matches the customer's expectations. This acknowledgment becomes problematic with student services because many times we are the ones who have to tell a student that "they can't do that way..."  
 As long as we are analyzing processes to be sure that what we are saying is not only in compliance with process but given in "as helpful as can be" method, then we become our own critic of performance expectations. I think that we have to keep that thought in mind as we are working with students.

So, this is a recommended first pass look at a revised mission statement:

*Handwritten notes: (check) [unclear]*

|                                                    |   |
|----------------------------------------------------|---|
| amy.johnson@email.bakersfieldcollege.edu           | Y |
| kenzolackey@gmail.com                              | Y |
| robert.lopez@email.bakersfieldcollege.edu          |   |
| william.maxwell@email.bakersfieldcollege.edu       | Y |
| nathan.mccauley@email.bakersfieldcollege.edu       |   |
| kevin.miller8541@email.bakersfieldcollege.edu      | Y |
| paul.ochoa@email.bakersfieldcollege.edu            |   |
| nicholas.palazzo2010@email.bakersfieldcollege.edu  | Y |
| arnaldo.pennell@email.bakersfieldcollege.edu       | Y |
| victor.polina@email.bakersfieldcollege.edu         | Y |
| morteza.poshtkouhi@email.bakersfieldcollege.edu    | Y |
| lori.valente2007@email.bakersfieldcollege.edu      | Y |
| rrobles@bc.cc.ca.us                                | Y |
| clarice.rockwell8668@email.bakersfieldcollege.edu  | Y |
| ronny.ross4306@email.bakersfieldcollege.edu        |   |
| michael.sanchez@email.bakersfieldcollege.edu       |   |
| garada.simmons4027@email.bakersfieldcollege.edu    | Y |
| caleb.smith0421@email.bakersfieldcollege.edu       |   |
| charles.stevenson1616@email.bakersfieldcollege.edu |   |
| andrew.tipton@email.bakersfieldcollege.edu         | Y |
| francisco.vargas4321@email.bakersfieldcollege.edu  | Y |
| edward.vega9595@email.cerrocoso.edu                | Y |
| mark.warren1988@email.cerrocoso.edu                | Y |
| jweitzel@bak.rr.com                                | Y |
| jason.white@email.bakersfieldcollege.edu           |   |
| christopher.hecker2003@email.cerrocoso.edu         | Y |
| zachary.dimare5343@email.cerrocoso.edu             |   |
| sarah.green2389@email.cerrocoso.edu                | Y |
| bryant.marsh1005@email.cerrocoso.edu               | Y |
| daniel.sweger0809@email.cerrocoso.edu              | Y |
| christopher.wheeler0668@email.cerrocoso.edu        |   |

*Handwritten notes: [unclear]*

## David Cornell

---

**From:** Dawn Fidel  
**Sent:** Wednesday, March 07, 2012 1:16 PM  
**To:** Heather Ostash  
**Cc:** David Cornell  
**Subject:** A & R Directors Meeting

*Handling  
"Please help me call  
for money."*

### Non Resident Fees beginning Summer Approved by the Board of Trustees on Jan 12, 2012:

-The proposed Non Resident Tuition Fee of \$190 per semester unit is based upon the greater amount of the calculation of the statewide non resident, tuition fee for the 2007-08 versus 2012-13 per semester unit representing an \$18 increase per unit. This is projected to generate a \$100, 000.00 increase in revenues. The fee will be per unite, up to and including 15 units, and will be effective the summer session of 2012.

-The proposed Capital Outlay Fee of \$30.00 per semester unit is based upon the District's actual capital outlay expenditures that were incurred in 2010-11, representing a decrease in revenues. The fee will be per unit, up to and including 15 units, and will be effective beginning the summer session of 2012.

### What you missed:

**Progress on Posting BC Transfer Courses to CC and PC-** The listing of BC's articulated courses was sent to CC and PC last year and Patti Evans stated that these courses could potentially be articulated in an automated process run by district. Where we are is that district is waiting for CC and PC to review the list and give approval to go forth with the articulation process.

I notified Sue and Charley that I have had discussion with you on this topic and that the listing of BC to CC articulated courses has been reviewed by our Student Services, Faculty, and VPs and we have not had objections to going forth. I told them that from what I believe is that we are ready to have these course articulated, however, don't go by my word alone that I would have you confirm this through email to Sean, Charley, and Sue.

**Separate major code for AA-T????-** We also discussed the possibility of having a completely separate MAJOR coded for AA-T degrees (ex: AATADMJ) for the purpose of Degree Works Audits. The reason being is because what we ask for on the Admissions application is the major, not the program. Also, this will assist us in identifying our AA-T students.

**Program Codes in Banner Validation Table-** program codes for CC and PC were completely revised and updated just yesterday in the Banner validation table (this is separate from the majors table). They have been completely aligned with the State Inventory. I will take a look when I get back to my desk. Also, Melissa will email me a list of the new codes. I will review the new codes, make sure they are all there, in line with the State Inventory, that the AA-T programs are there, and then will notate which need the three G.E. patterns. Will return to Melissa and also send to Virginia, Sean and Charley for Degree Works. And of course copy you. ☺

Next step will be to tie the Program codes to student records (past) in Banner for Degree Works so that past students can utilize Degree Works functions...did not get too heavy into this as meeting was ending, but I think we get the drift.

The **BOG change update** was not addressed after you left.

And while you stepped out for a moment the question was asked if we are Ok as a college to go with **purging the waitlists** on the night before Census date for all classes. I did not think it was a huge issue for us since we close registration earlier, however, I told them to wait for an answer until I check with you as there could be enrollment management implications.

And good news for me...found out Im not nearly as behind in my DegreeWorks scribing review as I felt like I was! Love it when that happens! I can take a half breathe now! Tee Hee!

Thank you Heather! You are awesome! Please let me know what else I can do you help you or if I forgot anything.

Dawn

***Dawn Fidel***

Admissions & Records Technician II

760-384-6360





A&R

3/8/12

Audit - planning tool  
- faculty buy-in } Corey Marvin

Some Issues

- Gen Ed pattern
- Equivalencies
- Audit Planning

Time reduced to 100 Pell

Fin Aid: Repeat only once  
Substnd grades - +

of 7/11/12 - who HS Diploma or G.E.D. = No Pell

EOPS - need + remediation

Prob 1

2

Disqual

DN - daily process

- Owens Valley
- Scholarships

- Fin Aid (Checks in a Row)

Comms. to Veterans

## **Notes to A&R Meeting – 4/5/12**

### **A&R Mission Statement [MS]**

The mission of Admissions & Records is to provide excellent quality service for our customers that meets or exceeds their performance expectations. This service is characterized by identifying problems quickly and systematically, through a process that ensures that we listen and react in a manner that is friendly, accurate, fair, and efficient.

### **Degree Works (DW)**

A general overview of Degree Works reiterated issues with the general education pathways and the necessity of students to select a major before they could use the degree audit system. This system will be available to students by accessing through Luminis.

### **Priority Registration**

Matriculation components were discussed with the target date for priority registration to begin April 12<sup>th</sup>; due to some programming issues at District, the list of priority students will not be available until April 10<sup>th</sup>. Counselors will update through SFARGRP. It was also discussed the necessity not to use the “Y” override but use SFASRPO instead.

### **Drops for Non-Payment**

There will be a daily drop for non-payment that will begin April 26<sup>th</sup>. There is a concern about how up-to-date financial aid is in processing BOGGs; a concern expressed by ESCC.

Retreat

## STUDENT LEARNING OUTCOMES

The ability to upload transfer credits into Banner is still a goal for A&R, as well as, implementing CAPP, the Banner degree audit program, onto Banweb for students, counselors, evaluators, and advisors.

- Being able to articulate courses to CAPP is the ultimate goal along with articulating courses from other colleges;
- With the initiation of Robo Registrar in December 2006, A&R has entered a new phase of removing processing barriers for students and streamlining department operations.
- There is discussion afloat to streamline the evaluation process. Currently, counselors and A&R handle a student's grad evaluation request causing a duality of effort. Accuracy, timeliness, and responsiveness are driving this effort to ensure student requests, hence customer service is enhanced.

### 3.B STUDENT LEARNING OUTCOMES

The assessment of student learning outcomes in A&R involves making A&R's expectations explicit and public. This means (1) setting appropriate criteria and high standards for learning quality; (2) systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; (3) using resulting information to document, explain, and improve performance. Implicit in this endeavor, is the realization that the data will be indirect, meaning A&R will attempt to correct the perceptions of the customer.

#### Admissions & Records

Student Learning Outcomes (SLO) for Admissions & records are:

1. Students and prospective students will be able to navigate college systems in order to:
  - Complete admission/update forms
  - Learn about steps to matriculation,
  - Register for classes,
  - Pay for classes
  - Update their demographic information with the understanding that this information is not used for invasion of privacy but to ensure that future correspondence with other institutions and/or employers will be as accurate as possible for their benefit.
2. Students will be able to evaluate and define their educational (transfer, degree, certificate, employment, career advancement, personal enrichment, improvement of basic skills) progress and develop their educational plans by:
  - Accessing and interpreting their academic records,
  - Exercising the college transfer evaluation process,
  - Researching course/curriculum information,
  - Utilizing available tools/programs such as Hershey and CAPP
3. Students, via a properly designed series of questions, will be able to respond to issues that are important to them, and A&R will learn the extent or the faults of their value-added endeavors:

- In the instances where a less-than-favorable response was received, were their questions answered completely;
- How helpful were the A&R personnel;
- How understandable was/were the explanation(s) provided
- Opinion of A&R personnel qualifications;
- Any noted limitations noted, e.g., lack of understanding of systems/procedures; computer hardware



Action Item  
Resetting the pin - Update - [why not?] - email  
- counselors  
- Kristi ok!  
- Jenine Debbie  
- No!

FORMS

Concurrent Students

Reset High School  
→ HISTORY class

Virtual High School  
→ Admin Cabinet

Summer Schedule

2 - 6 wks

1 - 12 ✓

4 wks

→ pre reqs  
→ Math 40/50 - the reg. List

For Thurs. meeting on website

Cerro Coso Community College  
**Residency Determination Form**

To establish California residency there must be a union of physical presence in California and the intent to become a resident. The physical presence is established after one year of continuous residence in California completing at least a day before the semester for which application is being made. Intent is established through completion of the specific items below. Physical presence within the state solely for educational purposes does not constitute establishing California residence, regardless of the length of that presence.

Any combination of three from the following list will be sufficient to be classified as a resident. Please check all that apply.

- \_\_\_\_\_ A. Filed California state income tax as a resident.
- \_\_\_\_\_ B. Registered to vote in California.
- \_\_\_\_\_ C. Divorce or other litigation through California courts.
- \_\_\_\_\_ D. Ownership of residential property or continuous occupancy of rented or leased property in California.
- \_\_\_\_\_ E. Licensing from California for professional practice.
- \_\_\_\_\_ F. Active membership in service or social clubs.
- \_\_\_\_\_ G. Presence of spouse, children or other close relatives in the state.
- \_\_\_\_\_ H. Showing California as home address on federal income tax form.
- \_\_\_\_\_ I. Possessing California motor vehicle license plates.
- \_\_\_\_\_ J. Possessing a California driver's license.
- \_\_\_\_\_ K. Establishing and maintaining active California bank accounts.
- \_\_\_\_\_ L. Maintaining permanent military address or home of record in California while in armed forces.
- \_\_\_\_\_ M. Dependent of an active duty California military person.
- \_\_\_\_\_ N. Dependent of an active duty Non-Resident military person.

Conduct inconsistent with a claim of California residence includes but is not limited to:

1. Maintaining voter registration and voting in another state.
2. Being a petitioner for a divorce in another state.
3. Attending an out-of-state institution as a resident of another state.
4. Declaring nonresidence for state income tax purposes.

Name \_\_\_\_\_  
Last First MI

Student ID # @ \_\_\_\_\_ Semester \_\_\_\_\_

Current Address \_\_\_\_\_

Exact Date moved into California \_\_\_\_\_ Age \_\_\_\_\_

Are you a United States Citizen? Yes \_\_\_\_\_ No \_\_\_\_\_

**THIS APPLICATION WILL NOT BE PROCESSED UNLESS ALL QUESTIONS HAVE BEEN ANSWERED**

I understand that all requirements must be on file by the deadline established for each semester and cert under penalty of perjury that the information given on this form is true and correct. I understand that failure to report changes in status can result in dismissal from college.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

\*\*\*\*\*

**OFFICE USE ONLY**

Provisional Approval \_\_\_\_\_

Residency Semester \_\_\_\_\_ Year \_\_\_\_\_

Signature \_\_\_\_\_  
(Administrator)

Permanent Resident Date: \_\_\_\_\_



(Rev. 8/02)



CERRO COSO COMMUNITY COLLEGE

## Petition for Pass/No Pass Grading

(Last Name) \_\_\_\_\_ (First Name) \_\_\_\_\_ (Middle) \_\_\_\_\_ @ \_\_\_\_\_ (Student ID Number)

( ) Change from regular grading to P-NP grading

( ) Change from P-NP grading to regular grading

It is requested that a grade of P (pass) be entered on my records if I earn a "C" or better, or a grade of NP (no pass) be entered on my recorded if I earn less than a "C" in the course below:

It is requested that my petition to change to P-NP grading in the course below be rescinded and that I be permitted to receive a letter grade.

(CRN Number) \_\_\_\_\_ (Course Title) \_\_\_\_\_ (Instructor) \_\_\_\_\_ (Units) \_\_\_\_\_ (Semester) \_\_\_\_\_ (Year) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Today's Date \_\_\_\_\_

**TO BE OFFICIAL THIS FORM MUST BE FILLED IN THE ADMISSIONS AND RECORDS OFFICE**  
Official Use Only:

Date Recorded \_\_\_\_\_ By \_\_\_\_\_

Rev 2/09 Copy 1- Admissions and Records Office 2 - Counseling Center 3 - Student