



**STUDENT SERVICES PLANNING COUNCIL  
MEETING MINUTES**

**Wednesday, March 23, 2016  
2:00pm to 4:00pm  
Building 9 – Room 154**

**Members Present:** Khoa Nguyen, Max Hartman, Candace Johnson (for Melissa), Bob Haick, Diva Ward, Ruth Miller, Lizette Bricker, Chialin Hsieh, Misha Maggi, Camuel Baldwin, Kim Lopez, Debbie Joy, Carlos Luna, Adolfo Leiva, Supinda Sirihekapong, Sarah Aranyakul, Lina Mira

**Members Absent:** Trish Guevarra, Gloria Darafshi, Margie Carrington, Soraya Sohrabi, Nicholas Jerrard, Sunny Choi, Jeanne Stalker

**Guests:** Timurhan Vengco

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**1. Approval of Minutes – March 9, 2016**

Unanimously approved

**2. Business**

**I. Transfer Center, A2B and University Center Program Review Q&A**

See attached Program Review Feedback Reflection for the recommendations and commendations for A2B and University Center.

Next SSPC meeting; Transfer Center and Wellness Center: DRC, Psychological Services and Health Center.

**II. Appeal Process for Loss of BOGFW**

September 27, 2012: SB 1456 Student Success Act of 2012

- *New law will help students complete educational goals*
- Begins implementation of Student Success Task Force recommendations 2.2 (mandated services), **3.2 (BOG Fee Waiver conditions)**, and 8.2 (Student Support Initiative)

The student becomes ineligible for the BOGFW if placed on academic or progress probation, as defined in section 55031(a) or (b), or a combination for two consecutive primary terms

- Fall and spring semesters for colleges on a semester system
- Fall, winter, and spring quarters for colleges on a quarter system
- Terms are considered consecutive on the basis of the student's enrollment so long as the break in the student's enrollment does not exceed one primary term – **recent guidance from CCCCO to go back up to 4 terms**
- Loss of eligibility shall become effective at the first registration opportunity **AFTER** such determination is made

- Loss of BOGFW eligibility shall not occur prior to the fall 2016 term
- Excludes Foster Youth (up to age 24) – expires on January 1, 2017

We have developed a uniform Loss of Priority Registration and/or Loss of BOG Fee Waiver appeal form. This form is submitted to A&R. Students in CalWORKs, EOPS, DRC, and Veterans will be approved automatically under the guise that they receive specialized and proactive support. We will try and automate two other appeal items to help streamline the process for students. Lizette will be taking this new appeal process through the participatory governance councils and other groups.

See forms below.

### I. **Accreditation Midterm Report**

Chialin Hsieh presented the 2016 Midterm Report explaining the recommendations and how the 2016 Midterm Report addresses the recommendations.

Chialin noted our report is organized to reply to the Commission's recommendations as they were organized in ACCJC's letter of Affirmation of Accreditation. There are two college recommendations and three for the District:

College

- Review and revise Course Outlines of Record process
- Provide evidence of robust dialogue among planning councils and governing groups

District

- Communicate modifications to faculty evaluation processes
- Develop goals for orientation and professional development of new trustees
- Establish cycle for evaluation on District services

Approval process timeline:

February - PBC members are informed the draft report is ready for review

March-April – Present and request feedback from planning councils and senates. As appropriate, incorporate their feedback into draft.

May – Midterm Report draft will be presented at PBC for approval.

The approved report will be sent to the Chancellor's Council for review and approval. It will then be submitted for Board approval. The final report will be submitted to the Commission prior to the deadline in the fall.

[Letter from ACCJC of Affirmation of Accreditation](#) (listing the Recommendations)

[2016 Midterm Report](#) is addressing the recommendations in the above letter.

### 3. **Other**

- HoliFest is Thursday, March 24<sup>th</sup>. Everyone is invited to participate!
- [Cañada Connect](#) is Thursday, April 28
- [Sign up to help](#) with Commencement, Saturday, May 28

## 4. Adjournment

### Upcoming Meetings

August 26

September 9 & 23

October 14 & 28

November 11

December 9

January 27

February 10 & 24

March 9 & 23

April 13 & 27

May 11 & 25

**Student Services Program Review  
Feedback Calendar  
Spring 2016**

| <b>Program</b>  | <b>Feedback Surveys Due</b> | <b>Q &amp; A and Reflection</b> |
|---|-----------------------------|---------------------------------|
| Career Services   | March 4                     | March 9                         |
| Transfer Center, A2B, and University Center                 | March 18                    | March 23                        |
| Wellness Center: DRC, Psychological Services, Health Center | April 8                     | April 13                        |
| TRiO, Bridge to Opportunities and Veterans                  | April 22                    | April 27                        |
| EOPS, CARE, CalWORKs & FFYSI, Dreamers                      | May 6                       | May 11                          |

Annual Program Plan/Review Assessment  
 Student Services Planning Committee  
**PROGRAM/OFFICE: A2B/University Center**

| # | Section                                     | Feedback   | Response   |
|---|---|--|--|
| 0 | Executive Summary                           | <p><b>Kim Lopez:</b> Include the number of students that the Transfer Center served through its many services (workshops, appointments, etc.) for the academic year. (need Impacts on students)</p> <p><b>Margie Carrington:</b> For A2B, not sure who these 242 students are in relation to the A2B and UCTR Programs - also add a third "C" in all references to SMCCCD" (need Analysis)</p> <p><b>Misha Maggi:</b> A2B could have more data on efforts to make changes in future years as Transfer Center did.</p> <p><b>Supinda Sirihekaphong:</b> When review says "increase" would be nice to have quantifiable numbers (no details but initial summary would be nice or at least how many students were served). (need Evidence, analysis)</p> <p><b>Ruth Miller:</b> Good information. What is the unmet needs of the Transfer Students?</p> | <p><b>Margie:</b> The 242 students are students within the SMCCCD who:</p> <ul style="list-style-type: none"> <li>• have completed our membership form.</li> <li>• are interested in one of the majors we serve.</li> <li>• have taken a course during the current academic year.</li> </ul> <p>For the 2014-2015 academic year, there was a total of 341 total students who were in programs for BS in Human Services (Intensive), BS in Business Administration (Intensive), and BA in Psychology (Evening) offered by NDNU. Of these 341 students, 98 students were taking classes through the University Center.</p> <p>We will put an additional C in all references to SMCCCD in the future.</p> <p><b>Misha:</b> A2B's Executive Summary was short and may seem lacking because of a misunderstanding of the template's directions. The directions imposed a limit of 200 words, and we interpreted that as both programs having 100 words each for the summary. Based on the feedback, it appears that we each could have written up to 200 words.</p> |
| 1 | Mission (Program Context)                   | <p><b>Kim Lopez:</b> Analysis, Impact and Efforts to make changes are NA</p>   |  |
| 2 | Program Description (Program Context)       | <p><b>Kim Lopez:</b> Include the number of students served where possible. Efforts to make changes is NA. (need Analysis, Impact on students)</p>  | <p><b>Kim:</b> The A2B program currently serves 242 students. We have 98 students taking classes through the University Center.</p>  |
| 3 | Community and Labor Needs (Program Context) | <p><b>Bob Haick:</b> Good flexibility with hours. Would like to see what impact on students has been.</p> <p><b>Misha Maggi:</b> Only A2B has listed Community needs? Great detail on efforts to make change by partnering with NDNU. Wonderful events that partner to create better learning for students. Was any assessment collected from these events to help shape the 2016-2017 events?</p>   | <p><b>Bob:</b> We can take a look into the number of student appointments in the evening hours from 5-7pm and identify if there has been an increase to analyze the impact on students.</p> <p><b>Misha:</b> Unfortunately, we did not collect any assessments at the conclusion of these events. However, we sent a general survey at the end of the academic year to ask students about their attendance at A2B events and provide an opportunity to give feedback.</p>  |

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|        |   |   | A2B can make a better effort to collect both qualitative and quantitative data after each event to help create better learning opportunities in the future.   |
| 4      | Major Accomplishment (Looking back)           | <p><b>Sarah Aranyakul:</b> For the Transfer Wall, only mentioned about the collaboration with TRIO and ESO, how about Transfer Center? The number of students increased to 266, what are the requirements to be part of A2B and how to maintain the eligibility?</p> <p><b>Supinda Sirihekaphong:</b> How were classroom visits selected, were they CRER classes?</p> | <p><b>Sarah:</b> ESO started the Transfer Wall Initiative to meet the transfer-related (FINISH Strong) objectives within grant funded programs. This initiative was created to expand and build on existing Transfer Services, and these programs invited different groups to collaborate with this project. To our understanding, ESO reached out and informed the Transfer Center about this initiative and welcomed the Transfer Center's participation. These programs provided the staff that monitored the Transfer Wall (counselors, case managers, retention specialists, and peer mentors). Additionally, the Transfer Wall staff continuously advised students to schedule appointments with counselors, especially Soraya and Gloria, to verify their transfer eligibility, have their transcripts evaluated, and have any questions related to transfer answered.</p> <p>To be in A2B, students need to express a desire or consideration to transfer, and be interested in obtaining a bachelor's in one of the majors we serve (through our membership form). Eligibility is dependent on students maintaining these interests.</p> <p><b>Supinda:</b> We selected classroom visits based on the majors that we support. We presented in Psychology, Human Services, Business, Accounting, and ECE classes. Additionally, our Instructional Aide presented to students enrolled in Nursing biology pre-req classes (Bio 240,250, &amp; 260).</p> <p>We also selected classroom visits based on our main faculty contacts/faculty leads for the program.</p> <p>We did not regularly visit CRER classes, but this may be a new avenue that A2B can consider for future outreach efforts.</p> |
| 5      | Impact of Resource Allocations (Looking back) | <p><b>Jeanne Stalker:</b> Support staff should be shared/better utilized within Transfer Center and A2B, Univ Ctr.</p>  | <p><b>Jeanne:</b> We strive to work closely with the Transfer Center to identify ways we can better utilize support staff between both of the programs. The door is always open for future collaboration.</p>   |
| 6<br>A | State of the Program - Observation            | <p><b>Jeanne Stalker:</b> Can there be a more combined effort among all transfer services.</p> <p><b>Kim Lopez:</b> Can A2B/ESO case manage the first and second year transfer oriented students and have the Transfer Center focus on third year and beyond? Can</p>   | <p><b>Jeanne:</b> This is a really great question. As previously indicated, we always welcome the opportunity to collaborate with different transfer services programs. That being said, we have collaborated with many of the programs to provide transfer services to our students. These include attending the Transfer Center workshops to provide additional support, promoting the Transfer Center workshops during student appointments,</p>   |

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|        |                                   | <p>you reserve the Financial Literacy Lab for workshops?</p> <p><b>Sarah Aranyakul:</b> Where can we find the tutoring schedule for TEAS V?</p> <p><b>Supinda Sirihekaphong:</b> Lack of attendance is due to students' inability to attend because of time conflict, so can we offer workshops at different times, through different means (online)? - Transfer Center</p>   | <p>collaborating with Transfer Center to put on workshops for first year and continuing students, and assisting with Transfer Day in October.</p> <p><b>Kim:</b> A2B can case manage students who are early on in their journey to transfer. However, we believe that it's crucial to have a sufficient amount of staff members to help student on with their transfer applications as this process can be very complicated and time consuming. Our data reveals that many students found the Transfer Wall initiative helpful. Recent data from the Transfer Center indicates that the number of students who applied to transfer this year significantly increased. We believe the Transfer Wall made a positive impact to these results.</p> <p>While it's important to help the students at the early stages of transfer, providing students with a strong system of support at the transfer application stage is something that cannot be missed. The A2B Program will continue to collaborate with Transfer Center and other programs to help students at the time of transfer application.</p> <p>As for reserving the Financial Literacy Lab for workshops, it depends on the availability of the room, but we will have this location in our mind when planning an activity/workshop.</p> <p><b>Sarah:</b> The Instructional Aide (for Nursing students) provided her schedule to relevant faculty and the STEM tutoring area. A2B also shared this information with any Nursing students that expressed interest in receiving tutoring through student appointments, e-mail, and our monthly newsletter. You can find TEAS V tutoring schedule on this website: <a href="http://canadacollege.edu/stemcenter/tutorschedule/Biology.pdf">http://canadacollege.edu/stemcenter/tutorschedule/Biology.pdf</a></p> |
| 6<br>B | State of the Program - Evaluation | <p><b>Jeanne Stalker:</b> Duplicated efforts?</p> <p><b>Kim Lopez:</b> I like the pathway idea to for CWA and the PACE Program at CSU-East Bay as well as a third COLTS Academy targeting transfer ready students. A2B assists many on the non-STEM majors - more collaboration can occur here with the Transfer Center and A2B.</p> <p><b>Melissa Alforja:</b> Case mgmt. Style is a great idea how reach more students. Do you foresee more group advisements types of counseling sessions/workshops or online tools to further reach these students? (need Impact on students)</p> | <p><b>Jeanne &amp; Kim:</b> We observed that the Transfer Center wants to add workshops and place additional focus on non-STEM majors, because these students make up the majority of students earning an ADT and planning to transfer. Since A2B serves Business Admin, Psychology, Nursing, and ECE - 4 majors we serve - and has worked to provide the kinds of workshops the Transfer Center mentions, we are open to collaborating with the Transfer Center to ensure we do not duplicate efforts.</p> <p><b>Melissa:</b> If there is a need or a demand from multiple students, we can look into group counseling or workshops to address common concerns and questions. What kinds of online tools were you thinking of to better reach students, and how can we implement these in an effective and efficient manner?</p>   |

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|        |   | <p><b>Misha Maggi:</b> Besides workshops, what can the rest of the campus do to help this?</p>  | <p><b>Misha:</b> The rest of the campus can help promote upcoming events/workshops and encourage students to attend transfer related events/workshops provided by the Transfer Center and other programs.</p>   |
| 7<br>A | Current Service Area Outcomes (SAOs) Assessment and Student Learning Outcomes (SLOs) Assessment | <p><b>Margie Carrington:</b> Both the Transfer and A2B SAO's do not indicate a desired increase (e.g. 2%, 3%, etc.) Suggest adding to strengthen SAO and have a measurable outcome. (need Evidence)</p>   | <p><b>Margie:</b> This is a great suggestion. We might revise our SAOs and we will taking this into consideration when revising them.</p>   |
| 7<br>B | SAO Assessment Plan   | <p><b>Debbie Joy:</b> Is there a specific number of students you will need to measure your SAO?</p> <p><b>Margie Carrington:</b> A2B SAO assessment needs to state a more specific outcome proposed by comparing degrees offered and partnership agreements - for what purpose? (need Impact on Students)</p> <p><b>Melissa Alforja:</b> We hope A2B can fill all its staffing needs to continue strong supports services!</p>  | <p><b>Debbie:</b> Since our SAO is about University Center's partnerships, there is no specific number of students we will need to measure for our SAO.</p> <p><b>Margie:</b> Can you provide some clarification to your question?</p> <p><b>Melissa:</b> We hope so too!</p>   |
| 7<br>C | SAO Assessment Results and Impact   | <p><b>Kim Lopez:</b> I thought the SAO was to increase in-reach activities (classroom presentations) and this was one area that was mentioned that couldn't be increased due to other demands?</p> <p><b>Margie Carrington:</b> Seems like the A2B SAO was beyond reach given the level of negotiation and executive leadership needed to develop these kinds of academic partnerships.</p> <p><b>Misha Maggi:</b> A2B - SAO not reached, however did supply efforts to make change.</p> <p><b>Sarah Aranyakul:</b> A2B - hope that we can build more partnerships with other universities and offer more bachelor's degree at Cañada.</p> <p><b>Supinda Sirihekaphong:</b> Seems like a lot of accomplishment or lack of was dependent on staff.</p> | <p><b>Kim:</b> We are unsure if we understand this question so we hope Lizette could shed some light on this in the future.</p> <p><b>Margie:</b> You are absolutely right! We hope to revisit and continue our work on creating new partnerships when A2B's Program Supervisor returns to the office.</p> <p><b>Sarah:</b> We hope so too!</p> <p><b>Supinda:</b> We agree. Since staffing, especially at other institutions, is often out of our control, our ability to create more partnerships becomes even more challenging (as illustrated with the case of NDNU's liberal studies program.)</p> |
| 7<br>D | SLO Assessment Plan   | <p><b>Supinda Sirihekaphong:</b> For A2B/Uni Ctr, how were the classes to survey selected?</p>  | <p><b>Supinda:</b> Please refer to Section 4 for our response to this question.</p>   |



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| 7<br>E | SLO Assessment Results and Impact              | <b>Misha Maggi:</b> Significant impact in pre and posttest learning. Spoke about doing more classroom visits and would love to have you come to Student Senate and Inter-Club Council to do a presentation.  | <b>Misha:</b> The A2B program would be happy to extend our in-reach activities to clubs and programs on campus in addition to classes.  |
| 7<br>F | SAOs and SLOs for the Next Review Cycle        | <p><b>Kim Lopez:</b> It may be time to review your current SLO's and see if you can broaden and provide more depth in your SLO assessment efforts. What kind of impact does your program have on students - how can you assess this?</p> <p><b>Margie Carrington:</b> Having an SAO timeline in 2018 for new program partnerships seems do-able.</p> <p><b>Sarah Aranyakul:</b> For A2B, could we assess students who are in A2B about the services and benefits that they have gained from being part of A2B?</p> <p><b>Supinda Sirihekaphong:</b> Looking forward to seeing the impact of case management and exit interviews/orientation.</p> | <p><b>Kim:</b> We agree that it's the time to review our current SLO's. We are collaborating with PRIE (discussed with Milena Angelova during staff meeting) to come up with questions we want answered.</p> <p><b>Sarah:</b> We do collect this information every year through our student focus groups and student survey provided by an external evaluator. We can add some of the findings in future Program Reviews. We will also work with PRIE to see if we could design our SLO's to assess this aspect.</p> <p><b>Supinda:</b> Great suggestions. We will see if we can measure the impact of case management for our program.</p> |
| 8      | Equipment, technology, and facilities requests | n/a  |   |
| 9      | Strategic Action plans                         | n/a  |   |

**Overall Commendations:**

- **Kim Lopez:** Data is proved to support the breadth and depth of services offered by the Transfer Center and A2B Programs. Student surveys add additional evidence that support the program's impact on students.
- **Sarah Aranyakul:** Collaborating CWA to get more students to the University Center is a great idea, and it will be great if we can partner with CSUEB for their PACE program. The activities and workshops provided throughout the year clearly showed the effort and hard work in helping students understanding the majors/careers.

**Overall Recommendations:**

- **Kim Lopez:** Continued collaboration is needed between the two programs - especially in the case management of non-STEM transfer majors and first and second year transfer oriented students.
  - **A2B:** Definitely! A2B always welcomes the opportunity to collaborate with different departments/programs on campus to promote/provide services to our students. We will continue to invite the Transfer Center and other programs to work with us.
- **Sarah Aranyakul:** For A2B, regarding the Transfer Wall and COLTS 3 (great ideas!) - How has it been collaborated with the Transfer Center? A2B program services coordinator contacted 700 students who had 60 or more transfer units, how have been A2B staff been trained to analyze their transfer

eligibilities which have a lot of rules and regulations? I like the idea of reaching out to students who have 30+ transfer units, and like to see collaboration with the Transfer Center.

- *A2B*: To clarify - The Office of PRIE provided a list of students who potentially had at least 60 transferable units. During October - November 2015, the A2B retention specialists called these students to inform them that they *may* be transfer eligible and encouraged them to see a counselor to review their transcript, informed them of the Transfer Wall's services, and referred them to the Transfer Center. We did not analyze the student transfer eligibilities. We mainly focused on helping student with their transfer application which consists of filling out all the information & calculating transferrable GPA. In the past, our staff has assisted Soraya with the Transfer workshops so we're familiar with the transfer application. Additionally, our staff were also trained by Melissa Alforja to help student with GPA calculation.
- *A2B*: For COLTS Academy 3, we have asked the Transfer Center and invited their participation. We hope it could be a collaboration between the two programs.

**Overall Program Effectiveness:**

- Highly Effective (Bob Haick, Sarah Aranyaku),
- Effective (Debbie Joy, Kim Lopez, Sarah Aranyakul)

**Question:** How far back should schools look for to find 2 consecutive terms of not meeting the new BOGFW eligibility standards?

**Answer:** Only 4 terms if continuous enrollment with no more than a one semester gap has been maintained.

|  |  | Consecutive terms?*                          |  | Loss of BOGFW?                                 |  |                          |            |
|--|--|--|--|--|--|--------------------------|------------|
| Fall 2013<br>Cum. GPA 2.3<br>>50% completion | Spring 2014<br>Not Enrolled                    | Fall 2014<br>Cum. GPA 2.1<br>>50% completion | Spring 2015<br>Cum. GPA 2.1<br>40% completion  | Fall 2015<br>Not enrolled                      | Spring 2016<br>Cum. GPA 1.9<br>>50% completion | 1-term gap<br><b>YES</b> | <b>YES</b> |
| Fall 2013<br>Cum. GPA 2.3<br>>50% completion | Spring 2014<br>Cum. GPA 2.1<br>>50% completion | Fall 2014<br>Not Enrolled                    | Spring 2015<br>Cum. GPA 2.1<br>>50% completion | Fall 2015<br>Cum. GPA 1.9<br>>50% completion   | Spring 2016<br>Cum. GPA 1.9<br>>50% completion | No gap<br><b>YES</b>     | <b>YES</b> |
| Fall 2013<br>Cum. GPA 2.3<br>>50% completion | Spring 2014<br>Not Enrolled                    | Fall 2014<br>Cum. GPA 2.1<br>40% completion  | Spring 2015<br>Not Enrolled                    | Fall 2015<br>Not Enrolled                      | Spring 2016<br>Cum. GPA 1.9<br>>50% completion | 1-term gap<br><b>NO</b>  | <b>NO</b>  |
| Fall 2013<br>Cum. GPA 1.9<br>40% completion  | Spring 2014<br>Not Enrolled                    | Fall 2014<br>Not Enrolled                    | Spring 2015<br>Not Enrolled                    | Fall 2015<br>Not Enrolled                      | Spring 2016<br>Cum. GPA 1.9<br>>50% completion | 2-term gap<br><b>NO</b>  | <b>NO</b>  |
| Fall 2013<br>Cum. GPA 2.3<br>>50% completion | Spring 2014<br>Not Enrolled                    | Fall 2014<br>Not Enrolled                    | Spring 2015<br>Not Enrolled                    | Fall 2015<br>Not Enrolled                      | Spring 2016<br>Cum. GPA 1.9<br>>50% completion | 4-term gap<br><b>NO</b>  | <b>NO</b>  |
| Fall 2014<br>Not Enrolled                    | Spring 2015<br>Cum. GPA 2.1<br>>50% completion | Fall 2015<br>Cum. GPA 1.9<br>>50% completion | Winter 2015<br>Not Enrolled                    | Spring 2016<br>Cum. GPA 1.9<br>>50% completion | Summer 2016<br>Enrolled                        | 1-term gap<br><b>YES</b> | <b>YES</b> |

**\*58621. Loss of Eligibility**

(b) For purposes of this section, primary terms are fall and spring semesters for colleges on a semester system and fall, winter, and spring quarters for colleges on a quarter system. Terms shall be considered consecutive on the basis of the student's enrollment so long as the break in the student's enrollment does not exceed one primary term.

**Eligible for Summer BOGFW?**

Loss of BOGFW affects non-primary terms (summer and winter). BOGFW eligibility depends on the enrollment date:

- If student enrolls **PRIOR** to the determination of Spring 2015 probation = **YES**, eligible
- If student enrolls **AFTER** the determination of Spring 2015 probation = **NOT** eligible



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

SMCCCD

## LOSS OF PRIORITY REGISTRATION AND/OR BOG FEE WAIVER

Admissions  
Cañada College  
4200 Farm Hill Boulevard  
Redwood City, CA 94061  
Phone: (650) 306-3226  
Fax: (650) 306-3113

Admissions  
College of San Mateo  
1700 West Hillsdale Blvd.  
San Mateo, CA 94402  
Phone: (650) 574-6165  
Fax: (650) 574-6506

Admissions  
Skyline College  
3300 College Drive  
San Bruno, CA 94066  
Phone: (650) 738-4251  
Fax: (650) 738-4200

Note: Foster Youth and Former Foster Youth (up to age 24) are exempt from loss of both priority registration and BOG fee waiver per regulations

Student's ID# G: \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

**Supporting documentation must be included with waiver and a typed narrative of your situation AND an approved Student Educational Plan must be included.**

**Enrollment Priority Appeal Reasons: (check one)**

- Academic/Progress Probation Extenuating Circumstances: verified illness, accident or circumstance beyond the control the student. (Examples of documentation are a doctor's note, accident report, etc.)
- I have been making significant academic improvement by completing my last semester with a 2.00+ GPA and completed more than 50% of my semester coursework.
- I am a student with a verified disability who applied before the deadline for but did not receive an accommodation in a timely manner (See attached verification of disability document from DRC.)

**Loss of BOG Fee Waiver: (check one)**

- Academic/Progress Probation Extenuating Circumstances: verified illness, accident or circumstances beyond the control of the student or other circumstances that might include documented changes in the student's economic situation. (Examples of documentation are doctor's note, accident report, loss of job, etc.)
- I have been making significant academic improvement by completing my last semester with a 2.00+ GPA and completed more than 50% of my semester coursework.
- I am a student with a verified disability who applied before the deadline for but did not receive an accommodation in a timely manner. (See attached verification of disability document from DRC.)
- I was unable to obtain essential support services. (Please provide a written statement.)
- I would like to be granted special consideration as I am a student in one of these programs (check all that apply):  
(Written verification from each program must be attached to your Appeal form.)
  - CalWorks     EOPS     DRC     Veterans
- I have not enrolled at SMCCCD for two consecutive semesters (Fall/Spring) since I became ineligible for my BOG Fee waiver (See attached unofficial SMCCCD transcript).

I declare under penalty of perjury that all information on this form is true and correct. I understand that this appeal from is void should I fail to make academic progress.

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

OFFICE USE ONLY

Approved     Denied

Recommendation

Signature, Extenuating Circumstances Committee \_\_\_\_\_ Date: \_\_\_\_\_

## **Loss of Enrollment Priority and/or BOG Fee Waiver Appeal Processing Instructions**

### **LOSS OF PRIORITY REGISTRATION:**

Per Title 5, Section 58108 Regulations of the California Community College System, your calculated academic standing will impact your assigned registration date for future semesters. A second consecutive term (fall/spring semesters) on academic or progress probation will result in the loss of continuing student priority registration. This will also apply to any student over 100-unit limit (excluding non-degree applicable and ESL courses). This means you would register after all continuing and new students thereby possibly losing your opportunity for the courses you need to meet your educational goal.

### **LOSS OF BOARD OF GOVERNORS FEE WAIVER (BOG):**

Please be aware a student that continues on a second consecutive term (fall/spring semesters) on academic or progress probation will result in the loss of the BOG Fee Waiver.

1. Complete the student information part of this appeal form and a typed narrative of your situation. (If you are Foster Youth you are exempted from this process. Please contact the Admissions and Records Office.) When making an appointment with a counselor, let the scheduler know you are requesting an appeal and will need a 2 year comprehensive education plan or will be updating your current education plan.
2. Bring this form with you to your appointment with your typed narrative and supporting documentation. If you are a CalWorks, EOPS, DSPS, or Veteran student you **must** meet with the appropriate program Counselor.
3. If you are requesting an appeal for Academic/Progress probation due to Extenuating Circumstances such as verified illness, accident or circumstances beyond your control, or documented changes in your economic situation have your supporting documentation ready. (Supporting documentation are doctor's notes, accident report, loss of job, etc.)
4. Submit the completed Appeal form to Admissions & Records with all of the supporting documentation that is indicated on the form based on your appeal reason (Appeal Form, typed narrative, comprehensive education plan, and supporting documentation). Any missing information will result in your Priority Registration/BOG Fee Waiver Appeal form being rejected.